

# School District of Manawa

## Board of Education Meeting Agenda

January 17, 2022



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(US) +1 304-981-5386 PIN: 960 570 796#

1. Call to Order – President Johnson – **7:00 p.m.** – MES Boardroom, 800 Beech Street  
Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room,  
800 Beech Street & Virtual Components)
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
  - a. ERVING Network Overview - Jamie Lane
  - b. State Report Card Action Steps - Principals
  - c. Student Discipline Data - Principals
6. Announcements:
  - a. Contributions to the District
  - b. Other Contributions
7. Consent Agenda
  - a. Approve Minutes of the December 20, 2021 Board Meeting
  - b. Treasurer’s Report: Approve Expenditures & Receipts
  - c. Donations:
    - i. Sacred Heart Catholic Church \$200 donation for use of the elementary school for their Annual Gift and Craft Show
    - ii. Scandinavia Garden Club \$100 donation for the Urgent Needs Fund
    - iii. Wayne and Cheryl Heiman \$20 donation for the Urgent Needs Fund
    - iv. Dr. Melanie J. Oppor donation of \$200 (Sturm Memorial Library Board Member Stipend) for Title I Books for Children
    - v. Clarification from December 20, 2021 Meeting - René Lehman donation of lures and deer labs valued at \$100 for the Agriculture Education (*Typo on last month’s agenda that indicated \$800 and it was actually \$100. The minutes reflect the correct amount.*)
  - d. Consider Approval of Early Graduation Requests as Presented
  - e. Consider Approval of Additional Special Education Paraprofessional as Presented
  - f. Approval of SY21/22 Head Softball Coach as Presented
8. Any Item Removed from Consent Agenda
  - a.
  - b.

9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
10. Correspondence: No correspondence this month.
11. Board Recognition: None this Month.
12. District Administrator's Report:
  - a. Student Council Representative - Olivia Santos
  - b. Legislative Update
  - c. Monthly Enrollment Update
  - d. Curriculum Update
  - e. COVID-19 Update
  - f. ALICE Implementation Update
  - g. 2022 Spring Board of Education Election Update and February Primary
13. School Operations Reports:
  - a. ES Principal / Special Education Director: Highlights - Included in Board Packet
  - b. MS / HS Principal: Highlights - Included in Board Packet
14. Business Related Reports:
  - a. Highlights - Included in Board Packet
    - i. IRS Mileage Reimbursement Rate 2022
    - ii. Audit Report Review
  - b. Kobussen Transportation Report
15. Director's Reports:
  - a. District Reading Specialist: Highlights - Included in Board Packet
  - b. Technology Director: Highlights - Included in Board Packet
16. Board Comments:
  - a.
  - b.
17. Committee Reports:
  - a. Curriculum Committee (Hollman)
    - i. Consider Endorsement of LWHS 2022-23 Course of Study Guide as Presented
    - ii. Consider Endorsement of Secondary ELA and Math Resource Course Proposal as Presented
    - iii. Consider Endorsement of the LWHS Sources of Strength Club as Presented
    - iv. Consider Endorsement of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented
    - v. Review SY2022-23 Open Enrollment Summary
    - vi. Discuss Future Proposal of iReady Assessment Transition
    - vii. Curriculum Committee Planning Guide
  - b. Finance Committee (Pethke)

- i. Legal RFP
- ii. Salary/Wage Comparables
- iii. Substitute Teacher Incentive
- iv. Staff Special Compensation
- v. 2020-21 Audit Results
- vi. Monthly Financial Summary
- vii. 2022-23 Budget Forecast
- viii. Finance Committee Planning Guide
- c. Policy & Human Resources Committee (J. Johnson)
  - i. Consider Endorsement of Revised PO5460 - Graduation Requirements as Presented
  - ii. Consider Endorsement of Revised AG5460 - Graduation Requirements as Presented
  - iii. Consider Endorsement of Revised Library/Media Center Protocols as Listed Below
    - 1. PO2522 - Library Media Centers: Revised
    - 2. AG2522.01 - Support for Intellectual Freedom: New Administrative Guideline
    - 3. Library Material Formal Reconsideration Form: New
    - 4. Young Adult (YA) Materials Access Form: Updated and would be included in the 2022-23 registration packet for all students under the age of 16
    - 5. PO9130 - Public Request, Suggestions, or Complaints: Revised
  - iv. Review and Discuss Revised Policies as Listed
    - 1. PO0144.5 - Board Member Behavior and Code of Conduct
    - 2. PO2700.01 - School Performance and State Accountability Report Cards
    - 3. PO0167.3 - Public Comment at Board Meetings
    - 4. PO2431 - Interscholastic Athletics
  - v. Discuss and Make Decisions on Policy Revisions to Recommend to Full Board as Listed
    - 1. PO0131.1 - Bylaws and Policies
    - 2. PO2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities
    - 3. PO5517 - Nondiscrimination and Anti-Harassment - Student Anti-Harassment
  - vi. NEOLA Administrative Guideline Updates Volume 30, No. 2 + Special Update
    - 1. Consider Endorsement of Revised Administrative Guidelines as Listed
      - a. AG1422 - Nondiscrimination and Equal Employment Opportunity

- b. AG1623 - Nondiscrimination and Anti-Harassment Section 504 ADA Prohibition Against Disability Discrimination in Employment
  - c. AG2260 - Nondiscrimination and Access to Equal Educational Opportunity
  - d. AG2260.01A - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE
  - e. AG3122 - Nondiscrimination and Equal Employment Opportunity
  - f. AG3123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
  - g. AG3160A - Physical Examination
  - h. AG3421A - Important Notice of Employees Right to Documentation of Health Coverage
  - i. AG4122 - Nondiscrimination and Equal Employment Opportunity
  - j. AG4123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
  - k. AG4160A - Physical Examination
  - l. AG4421A - Important Notice of Employees Right to Documentation of Health Coverage
  - m. AG5111 - Admission to the District
  - n. AG5112A - Admission to Kindergarten
  - o. AG5113 - Admission of Students Participating Under Open Enrollment
  - p. AG5600A - Student Discipline
  - q. AG8405A - Use of Animals in the Classroom and on School Premises
2. Review and Discuss Revised Administrative Guidelines as Listed
    - a. AG5320 - Immunization of Students in School
  3. Discuss and Make Decisions on Administrative Guideline Revisions to Recommend to Full Board as Listed
    - a. AG2240 - Controversial Issues in the Classroom
    - b. AG2260.01B - Nondiscrimination and Anti-Harassment Section 504/ADA Parents Procedural Rights Including Due Process Hearing
    - c. AG2440 - Board Review
    - d. AG3362.01 - Nondiscrimination and Anti-Harassment Reporting Threatening Behaviors

- e. AG8390 - Use of Animals in the Classroom and on School Premises
    - f. AG8450 - Management of Casual Contact Diseases
  - vii. Consider Endorsement of Revised PO8500 - Food Services as Presented
  - viii. Consider Endorsement of Revised COVID-19 Protocol as Presented
  - ix. Consider Endorsement of Additional Special Education Paraprofessional as Presented
  - x. Policy & Human Resources Committee Planning Guide
- 18. Unfinished Business:
  - a. Consider Approval of NEOLA Policy Updates from Volume 30, No. 2 + Special Update as Listed
    - i. PO0100 - Definitions
    - ii. PO0122 - Board Powers
    - iii. PO0144.3 - Conflict of Interest
    - iv. PO0145 - Board Member Anti-Harassment
    - v. PO1210 - Board - District Administrator Relationship
    - vi. PO1422 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
    - vii. PO1422.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
    - viii. PO1623 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment
    - ix. PO1662 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
    - x. PO2240 - Controversial Issues in the Classroom
    - xi. PO2260 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Access to Equal Education Opportunity
    - xii. PO2260.01 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Discrimination Based on Disability
    - xiii. PO2414 - Human Growth and Development
    - xiv. PO2430 - District-Sponsored Clubs and Activities
    - xv. PO3120 - Employment of Professional Staff
    - xvi. PO3122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
    - xvii. PO3122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
    - xviii. PO3170 - Substance Abuse
    - xix. PO3215 - Use of Tobacco and Nicotine by Professional Staff
    - xx. PO3216 - Staff Dress and Grooming
    - xxi. PO3230 - Ethics and Conflict of Interest
    - xxii. PO3362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
    - xxiii. PO4120 - Employment of Support Staff
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- xxviii. PO4170 - Substance Abuse
- xxix. PO4215 - Use of Tobacco and Nicotine by Support Staff
- xxx. PO4216 - Support Staff Dress and Grooming
- xxxi. PO4230 - Ethics and Conflict of Interest
- xxxii. PO4362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- xxxiii. PO5512 - Use of Tobacco and Nicotine by Students
- xxxiv. PO5520 - Disorderly Conduct
- xxxv. PO5720 - Student Activism - *Updated grammatical error*
- xxxvi. PO5880 - Public Performances by Students
- xxxvii. PO6152 - Student Fees, Fines, and Charges
- xxxviii. PO7434 - Use of Tobacco and Nicotine on School Premises
- xxxix. PO7440.01 - Video Surveillance and Electronic Monitoring
- xl. PO7450 - Property Inventory
- xli. PO7455 - Accounting System for Capital Assets
- xl.ii. PO9270 - Home-Based, Private, or Tribal Schooling
- xl.iii. PO9500 - Relations with Education Institutions and Organizations
- xl.iv. PO9700 - Relations with Non-School Affiliated Groups
- xl.v. PO0144.2 - Board Member Ethics
- xl.vi. PO0174.2 - School Performance Report
- xl.vii. PO1130 - Ethics and Conflict of Interest
- xl.viii. PO5112 - Entrance Age

19. New Business:

- a. Discuss Ways to Support Staff Morale and Well-being Through Present Staffing Challenges
- b. Consider Approval of SY2022-2023 Open Enrollment Available Space
- c. Consider Endorsement of Additional Special Education Paraprofessional as Presented
- d. Consider Endorsement of LWHS 2022-23 Course of Study Guide as Presented
- e. Consider Endorsement of Secondary ELA and Math Resource Course Proposal as Presented
- f. Consider Endorsement of the Grades 6-12 Sources of Strength Club as Presented
- g. Consider Endorsement of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented
- h. Consider Approval of Substitute Teacher Incentive as Presented
- i. First Reading of Revised PO5460 - Graduation Requirements as Presented
- j. Consider Approval of Revised AG5460 - Graduation Requirements as Presented
- k. First Reading of Revised PO8500 - Food Services as Presented
- l. Consider Approval of Revised COVID-19 Protocol as Presented

20. Next Meeting Dates:

- a. ~~January 19-21, 2022 Wisconsin State Education Convention – Milwaukee~~ - SDM Participation has been canceled
  - b. January 24, 2022 District Ad hoc Safety Committee Meeting - 5:30 p.m.
  - c. January 25, 2022 Buildings & Grounds Committee Meeting - 4:00 p.m.
  - d. January 31, 2022 Policy & Human Resources Committee Meeting - 6:00 p.m.
  - e. February 1, 2022 BOE Ad Hoc Recognition Committee Meeting - 5:00 p.m.
  - f. February 10, 2022 Township of Little Wolf Council Meeting - Dr. Oppor: Annual State of the District Presentation - 7:00 p.m. Town Hall
  - g. February 15, 2022 Finance Committee Meeting - 6:00 p.m.
  - h. February 23, 2022 Curriculum Committee Meeting - 6:00 p.m.
  - i. February 28, 2022 Board of Education Regular Meeting - 7:00 p.m. - *Note this is the 4th week of the month*
  - j. March 14, 2022 Finance Committee Meeting - 6:00 p.m.
21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c) and (f), Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility **1) Grievance Settlement Agreement; 2) Administrator Evaluation**
22. Board May Act on Items Discussed in Closed Session
23. Adjourn

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

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

**0167.3 - PUBLIC COMMENT AT BOARD MEETINGS**

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

**Agenda Item**

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

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

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

### **Public Comment Section of the Meeting**

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

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

The presiding officer shall be guided by the following rules:

- A. Public comment shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.
- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. Participants shall address only topics within the legitimate jurisdiction of the Board.
- H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- I. The presiding officer may:
  1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
  2. request any individual to leave the meeting when that person does not observe reasonable decorum;
  3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
  4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
  5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- J. The portion of the meeting during which the comment of the public is invited shall be limited to fifteen (15) minutes unless extended by a vote of the Board.
- K. 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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- b. Consider Approval of SY2022-2023 Open Enrollment Available Space
- c. Consider Endorsement of Additional Special Education Paraprofessional as Presented
- d. Consider Endorsement of LWHS 2022-23 Course of Study Guide as Presented
- e. Consider Endorsement of Secondary ELA and Math Resource Course Proposal as Presented
- f. Consider Endorsement of the Grades 6-12 Sources of Strength Club as Presented
- g. Consider Endorsement of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented
- h. Consider Approval of Substitute Teacher Incentive as Presented
- i. First Reading of Revised PO5460 - Graduation Requirements as Presented
- j. Consider Approval of Revised AG5460 - Graduation Requirements as Presented
- k. First Reading of Revised PO8500 - Food Services as Presented
- l. Consider Approval of Revised COVID-19 Protocol as Presented

20. Next Meeting Dates:

- a. ~~January 19-21, 2022 Wisconsin State Education Convention – Milwaukee~~ - SDM Participation has been canceled
  - b. January 24, 2022 District Ad hoc Safety Committee Meeting - 5:30 p.m.
  - c. January 25, 2022 Buildings & Grounds Committee Meeting - 4:00 p.m.
  - d. January 31, 2022 Policy & Human Resources Committee Meeting - 6:00 p.m.
  - e. February 1, 2022 BOE Ad Hoc Recognition Committee Meeting - 5:00 p.m.
  - f. February 10, 2022 Township of Little Wolf Council Meeting - Dr. Oppor: Annual State of the District Presentation - 7:00 p.m. Town Hall
  - g. February 15, 2022 Finance Committee Meeting - 6:00 p.m.
  - h. February 23, 2022 Curriculum Committee Meeting - 6:00 p.m.
  - i. February 28, 2022 Board of Education Regular Meeting - 7:00 p.m. - *Note this is the 4th week of the month*
  - j. March 14, 2022 Finance Committee Meeting - 6:00 p.m.
21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c) and (f), Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility **1) Grievance Settlement Agreement; 2) Administrator Evaluation**
22. Board May Act on Items Discussed in Closed Session
23. Adjourn

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

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

**0167.3 - PUBLIC COMMENT AT BOARD MEETINGS**

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

**Agenda Item**

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

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



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

### **Public Comment Section of the Meeting**

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

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

The presiding officer shall be guided by the following rules:

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



# ERVING Network

Embarrass River Valley Instructional Network Group

Jamie Lane  
ERVING Director  
(920) 676-3017  
[ervingnetwork@gmail.com](mailto:ervingnetwork@gmail.com)

# Who We Are

- Formed as a consortium in 1991
- First programming delivered in January 1992
- First 2-way interactive distance learning network
- First high definition network

Serving the school districts of:

Bonduel, Bowler, Gresham, Iola-Scandinavia, Marion, Rosholt, Tigerton, Wittenberg-Birnamwood, Weyauwega-Fremont and we are excited to welcome Manawa.

# What We Do

Mission:

*Use technology and telecommunications to expand and enrich educational opportunities*

- Share high school programming with member districts and throughout the state.
- Provide enrichment programs k-12
  - Video field trips
  - STEAM summer school

# Structure

Common high school bell schedule allows for optimal programming opportunities.

Governing:

- Superintendents from each member district
- Meet monthly
- Visionary and leadership

Programming:

- HS principals from each member district
- Meet monthly
- Yearly schedule is built collaboratively
- School counselors provide guidance and input
- Each school provides a coach
- Students and teachers attend the assembly each semester

# Fiscal Management

- CESA 8 is the fiscal agent
- Each member contributes equally
  - 2021-2022 cost is \$9,142
  - One-time contribution to the money market account
- Schools receive a stipend for classes they originate or billed for classes received
  - \$200/student/semester for regular classes
  - \$250/student/semester for any dual credit or AP course
    - \$50/student/semester goes to the teacher directly
  - Courses received from institutions of higher ed or from other networks are charged the respective costs.
- Grant opportunities

# ERVING Network

Embarrass River Valley Instructional Network Group

# Questions?

Jamie Lane  
ERVING Director  
(920) 676-3017  
[ervingnetwork@gmail.com](mailto:ervingnetwork@gmail.com)



Minutes of a December 20, 2021 School District of Manawa  
Regular Board of Education Meeting

Call to Order – President Johnson – 7:00 p.m. – MES Boardroom, 800 Beech Street

Pledge of Allegiance

Roll Call - Griffin, Jepson, R. Johnson, J. Johnson, Pethke, Reiersen, and Hollman

Verify Publication of Meeting - Dr. Oppor verified.

Presentations: State Accountability Report Card Overview - Manawa as a District Meets Expectations, ES Exceeds Expectations, MS Alternate Rating of Satisfactory Progress (2nd year school), and HS Meets Expectations.

Announcements: Contributions to the District - Kerri and Gary Jepson donation of elephant ear bulbs valued at \$300 for the Agriculture Education Department, Holmland Farms/Dick Piechowski donation of greenery for the wreath lab valued at \$150 for the Agriculture Education Department, René Lehman donation of lures and deer labs valued at \$100 for the Agriculture Education Department, and Agropur cheese donation valued at \$50 for the Agriculture Education Department. Other Contributions - none.

Approved by Consent: Donations - Kerri and Gary Jepson donation of elephant ear bulbs valued at \$300 for the Agriculture Education Department, Holmland Farms/Dick Piechowski donation of greenery for the wreath lab valued at \$150 for the Agriculture Education Department, René Lehman donation of lures and deer labs valued at \$100 for the Agriculture Education Department, Agropur cheese donation valued at \$50 for the Agriculture Education Department,, and Approve of 2022 Middle Schools Girls Basketball Coaches as Presented.

Any Item Removed from Consent Agenda: Reiersen asked for Minutes of November 15, 2021 Board Meeting, Treasurer’s Report -Approve Expenditures & Receipts, and Monthly Swimming High School Special Education Field Trip Request to be removed from the consent agenda.

Approve Minutes of November 15, 2021 Board Meeting - Reiersen would like more documentation in the minutes or board packet on Key Indicators and other presentations to keep abreast of information when board members are not able to attend meetings.

Motion by Reiersen / Jepson to Approve the Minutes of the November 15, 2021 Board Meeting as Presented. Motion carried.

Treasurer’s Report - Approve Expenditures & Receipts - Reiersen asked for more detail on NEOLA expenses as well as library purchases for the elementary school.

Motion by R. Johnson / Hollman to Approve the Treasurer’s Report - Expenditures & Receipts as Presented. Motion carried.

Approve of Monthly Swimming High School Special Education Field Trip Request as Presented. Reierson questioned the fees, however Mr. Wolfram confirmed that the students do not pay a fee for this field trip. Board members asked that the Field Trip Request form be updated.

Motion by Hollman/ Pethke to Approve the Monthly Swimming High School Special Education Field Trip Request as Presented. Motion carried.

Public Comments: Craig Fietzer, Township of Lebanon, went to a high school game recently and noticed there are locks on drinking fountains and seeing this didn't leave a good impression on him. He cited there is no study showing that COVID-19 is spread through water fountains. Fountains that are not being used can lead to Legionnaires Disease.

Correspondence: Thank you from Premier Community Bank

Board Recognition: Recognition of Brenda Suehs, Food Service Manager, for organizing and hosting the Veterans Day Social, Student Recognition - Reanne Mikkelson and Angelo Wiesner for National Honor Society Volunteerism, Student Recognition - Alexis "Lexi" Ferg and Kaidance Nicholson for Leading a "Giving Tree" Project to purchase gifts for middle school students, and Staff Recognition - Janine Connolly, MS/HS Guidance Counselor for her dedication, self-sacrifice, and generous spirit in serving SDM youth

District Administrator's Report: Student Council Representative - Jack O'Brien - The student council's Secret Santa started. Hollipalooza is Wednesday with many activities. January 24-28 the student council will host a pet drive to support the Humane Society of Waupaca County. Legislative Update - Rep. Gordon Hintz stepped down as the Assembly minority leader. Jeremy Thiesfeldt will not seek re-election. The governor signed SB449 relating to grants to schools. There was an announcement that the governor is designating \$110 million of federal coronavirus relief funds to schools. This equates to \$133.72 per pupil based on a 3 year membership count. Dr. Oppor has been visiting local townships, villages and municipalities to discuss the State of the District presentation. Monthly Enrollment Update. Curriculum Update. COVID-19 Update - There is a health advisory for a surge in the omicron variant and asked that this advisory be widely distributed to the public. Election Update - Filing Deadline Tuesday, January 4, 2022 at 5:00 p.m. District Office - Two Seats on April Ballot - District Wide Seat, and Lebanon/Bear Creek - Zone 6 - Primary February 8, 2022 if needed. Ad hoc District Safety Committee Update - Looking at significant lighting issues. Visibility is not good in areas of the parking lot. They will also be looking at lighting in the back of the ES since this is a new parking space. Reierson had a concern about spacing in the high school commons for the recent band/choir concert. It was too crowded and was concerned about maxing out the number of people allowed in one space and that an exit door was blocked by chairs. Mr. Wolfram agreed and going forward there will be a different configuration.

Reierson would like to see reports from McNeil. Dr. Oppor will provide those reports.

School Operations Reports: ES Principal/Special Education Director, and MS / HS Principal: Highlights - Included in Board Packet

Business Related Reports: Highlights - Included in Board Packet, and Kobussen Transportation Report

Director's Reports: District Reading Specialist, and Technology Director Highlights - Included in Board Packet

Board Comments: Reierson would like to see ongoing reports on how many students are failing one or more classes. She would like to know the percentage of students that are failing and if the RTI program is working as intended, they should see improvement in failing grades. This ongoing report would track this progress.

Jepson noted with the current Skylerts, parents were frustrated when they had to download the message which some cannot open. Mr. Marzofka will reach out to Skyward to see if they can directly send emails, however there may be a cost involved due to sending out large group emails, many email carriers see this as spam.

Griffin brought up at the last meeting, there was a vote to allow a GSA Club. He had questions at that time, but he didn't get a good answer. After looking at PO2430, he questioned whether the club met the criteria of the policy. J. Johnson explained the differences between curricular clubs and non-curricular clubs. They must allow all clubs or none at all when it comes to both curricular and non-curricular clubs,

Jepson asked why board meetings are at 7:00 p.m. J. Johnson said it stemmed from a conflict with the City Council meetings that are held on the same nights and their meetings were at 6:00 p.m. Dr. Oppor said these meetings were approved at the Annual Meeting and at next year's meeting, they can propose different meeting nights or times.

Committee Reports: Minutes of Curriculum Committee, Finance Committee, Policy & Human Resources Committee, and Ad Hoc Safety Committee Meeting included in Board Packet.

Unfinished Business:

Motion by Griffin / Reierson to Approve of PO2260 - Nondiscrimination and Access to Equal Education Opportunity as Presented. Motion carried.

Motion by Reierson / R. Johnson to Approve of PO5517.01 - Bullying as Presented. Motion carried.

New Business:

Discussion Regarding WASB Delegate Assembly Resolutions and Directing the District's Delegate on Voting Matters. Reierson noted they go with any resolution that distances them (WASB) from the National Association based on the current activities of the National Association. Delegate should vote their conscience.

Motion by Jepson / Hollman to Approve of Change in SDM District Instructional Start and End Times for 2022-2023 as Presented. Motion carried.

Motion by Jepson / Hollman to Approve of ERVING Network for the 2022-23 School Year as Presented. Motion carried.

Motion by Reierson /Jepson to Table LWHS 2022-23 Course Selection Guide, Table the First Reading of Revised PO5460 - Graduation Requirements, and Table the Revised AG5460 - Graduation Requirements. Reierson said the course guide does not align with graduation standards in the policy or the administrative guideline. Motion carried.

Motion by Reierson / Griffin to Table of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented. Reierson said she needs to see the purpose, rationale, and charter for approval. Motion carried.

Motion by Jepson / Reierson to Approve the Adult Meal Price Adjustment as Presented. Motion carried.

Motion by R. Johnson / Pethke to Approve of Fundraisers as Presented. Motion carried.

Motion by Pethke / Reierson to Approve of One-Time Early Dismissal of Teachers at 2:10 p.m. on Wednesday, December 22, 2021 as Presented. Motion carried.

Motion by Griffin / Pethke to Approve of Food Service Team Member MES Serving Line - Dishwasher - Prep Cook Job Description Change to Increase Hours as Presented. Motion carried.

Motion by Jepson / Hollman to Approve of Revised AG5430 - Laude System as Presented. Motion carried.

First Reading of NEOLA Policy Updates from Volume 30, No. 2 + Special Update as Listed

- i. PO0100 - Definitions
- ii. PO0122 - Board Powers
- iii. PO0144.3 - Conflict of Interest
- iv. PO0145 - Board Member Anti-Harassment
- v. PO1210 - Board - District Administrator Relationship

- vi. PO1422 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- vii. PO1422.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- viii. PO1623 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment
- ix. PO1662 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- x. PO2240 - Controversial Issues in the Classroom
- xi. PO2260 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Access to Equal Education Opportunity
- xii. PO2260.01 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Discrimination Based on Disability
- xiii. PO2414 - Human Growth and Development
- xiv. PO2430 - District-Sponsored Clubs and Activities
- xv. PO3120 - Employment of Professional Staff
- xvi. PO3122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- xvii. PO3122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- xviii. PO3170 - Substance Abuse
- xix. PO3215 - Use of Tobacco and Nicotine by Professional Staff
- xx. PO3216 - Staff Dress and Grooming
- xxi. PO3230 - Ethics and Conflict of Interest
- xxii. PO3362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- xxiii. PO4120 - Employment of Support Staff
- xxiv. PO4122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- xxv. PO4122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- xxvi. PO4123 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment
- xxvii. PO4161 - Unrequested Leaves of Absence/Fitness for Duty
- xxviii. PO4170 - Substance Abuse
- xxix. PO4215 - Use of Tobacco and Nicotine by Support Staff
- xxx. PO4216 - Support Staff Dress and Grooming
- xxxi. PO4230 - Ethics and Conflict of Interest
- xxxii. PO4362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- xxxiii. PO5512 - Use of Tobacco and Nicotine by Students
- xxxiv. PO5520 - Disorderly Conduct
- xxxv. PO5720 - Student Activism - Remove the word "to" and notify the Board that the grammatical error has been corrected
- xxxvi. PO5880 - Public Performances by Students

- xxxvii. PO6152 - Student Fees, Fines, and Charges
- xxxviii. PO7434 - Use of Tobacco and Nicotine on School Premises
- xxxix. PO7440.01 - Video Surveillance and Electronic Monitoring
- xl. PO7450 - Property Inventory
- xli. PO7455 - Accounting System for Capital Assets
- xl.ii. PO9270 - Home-Based, Private, or Tribal Schooling
- xl.iii. PO9500 - Relations with Education Institutions and Organizations
- xl.iv. PO9700 - Relations with Non-School Affiliated Groups
- xl.v. PO0144.2 - Board Member Ethics
- xl.vi. PO0174.2 - School Performance Report
- xl.vii. PO1130 - Ethics and Conflict of Interest
- xl.viii. PO5112 - Entrance Age

Remove and send back to Policy and Human Resources Committee: PO0167.3 - Public Comment at Board Meetings, and PO2431 - Interscholastic Athletics

No Action on PO4120.04 - Employment of Substitutes - due to no changes

Next Meeting Dates: Buildings and Grounds Committee - January 11, 2022 4:00 p.m. January 3, 2022 Township of Union Council Meeting - Annual State of the District Presentation - 6:00 p.m. Union Town Hall, January 4, 2022 Finance Committee - 6:00 p.m., January 5, 2022 Ad Hoc Safety Committee - 5:30 p.m., January 10, 2022 Village of Ogdensburg - Annual State of the District Presentation - 8:00 a.m., January 10, 2022 Policy and Human Resources Committee - 6:00 p.m., January 12, 2022 Curriculum Committee - 5:00 p.m., January 13, 2022 Township of Little Wolf - TENTATIVE - Annual State of the District Presentation - 7:00 p.m., January 17, 2022 Regular Board of Education Meeting - 7:00 p.m., January 19-21, 2022 Wisconsin State Education Convention, and February 1, 2022 Ad hoc Recognition Committee - 5:00 p.m.

Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c), Wis. Statutes, for the Purposes of: Discussing the Performance Evaluation of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Administrator Evaluation

Motion by Reiersen / Hollman to adjourn the open meeting and move into closed session at 9:13 p.m. Motion carried. Closed session began at 9:21 p.m. after a brief break.

Motion by Reiersen / Hollman to move to open session at 9:55 p.m. Motion carried.

Motion by Jepson / Hollman to adjourn at 9:56 p.m. Motion carried.

Stephanie Flynn, Recorder  
 Bobbi Jo Pethke, Recorder

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82924	TRI-COUNTY AREA SCHO	JPAP12	12/15/2021	PATRICK COLLINS QUIZ BOWL (1/16/ OF TOTAL COST OF QUESTIONS)	GENERAL FUND/GENERAL SUPPLIES/CO-CURRICUL AR ACTIVITIES	4002200211	70.00
						Totals for 82924	70.00
82926	AMAZON CAPITAL SERVI	JPAP12	12/17/2021	MARY ECK TEACHER WORKBOOK	GENERAL FUND/TEXTBOOKS & WORKBOOKS/OTHER SPECIAL NEEDS	4002200213	25.98
						Totals for 82926	25.98
82930	C.E.S.A. #9	JPAP12	12/17/2021	WI VIRTUAL SCHOOL OCTOBER 2021 ENROLLMENTS	GENERAL FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen	0	2,233.99
						Totals for 82930	2,233.99
82939	SUBSCRIPTION DEPARTM	JPAP12	12/17/2021	104 ISSUE SUBSCRIPTION OF THE WAUPACA COUNTY POST	GENERAL FUND/EMPLOYEE DUES AND FEES/GENERAL ADMINISTRATION	0	99.00
						Totals for 82939	99.00
82943	LASEE, DAVID	JPAP12	12/21/2021	GIRLS VARSITY BASKETBALL OFFICIAL ON 12/17/21 VS BOWLER	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	80.00
						Totals for 82943	80.00
82944	SKIBBA, MARK	JPAP12	12/21/2021	GIRLS VARSITY BASKETBALL OFFICIAL ON 12/16/21 VS MARION	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	80.00
						Totals for 82944	80.00
82945	HERALD, MICHAEL	JPAP12	12/27/2021	BOYS VARSITY BASKETBALL OFFICIAL ON 12/21/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	80.00
						Totals for 82945	80.00
82948	AMAZON CAPITAL SERVI	JPAP12	12/29/2021	DEAN MARZOFKA	GENERAL FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY SERV	4002200220	550.86
82948	AMAZON CAPITAL SERVI	JPAP12	12/29/2021	DEAN MARZOFKA	GENERAL FUND/NON-CAPITAL EQUIPMENT/ADMINISTRA TIVE TECHNOLOGY SERV	4002200220	636.89
						Totals for 82948	1,187.75
82949	ENGELHARDT DAIRY OF	JPAP12	12/29/2021	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	186.80
82949	ENGELHARDT DAIRY OF	JPAP12	12/29/2021	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	151.90
82949	ENGELHARDT DAIRY OF	JPAP12	12/29/2021	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	113.90

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82949	ENGELHARDT DAIRY OF	JPAP12	12/29/2021	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	238.45
					Totals for 82949		691.05
82951	KAPLAN EARLY LEARNIN	JPAP12	12/29/2021	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/INSTRUCTIONAL MEDIA/EARLY CHILDHOOD	272200030	66.58
					Totals for 82951		66.58
82952	PAN-O-GOLD BAKING	JPAP12	12/29/2021	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	113.28
					Totals for 82952		113.28
82953	PERFORMANCE FOODSERV	JPAP12	12/29/2021	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	64.80
82953	PERFORMANCE FOODSERV	JPAP12	12/29/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	38.68
82953	PERFORMANCE FOODSERV	JPAP12	12/29/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	533.69
82953	PERFORMANCE FOODSERV	JPAP12	12/29/2021	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	84.99
82953	PERFORMANCE FOODSERV	JPAP12	12/29/2021	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,024.52
					Totals for 82953		1,746.68
82955	SCHOOL SPECIALTY LLC	JPAP12	12/29/2021	CARRIE KOEHN SUPPLY CENTRAL	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002200216	65.97
82955	SCHOOL SPECIALTY LLC	JPAP12	12/29/2021	CARRIE KOEHN SUPPLY CENTRAL	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002200216	60.90
82955	SCHOOL SPECIALTY LLC	JPAP12	12/29/2021	NATE ZIEMER CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/SCIENCE	2002200005	20.99
					Totals for 82955		147.86
82956	SOLIANT	JPAP12	12/29/2021	Soliant Contract	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272200051	1,216.00
82956	SOLIANT	JPAP12	12/29/2021	Soliant Contract	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272200051	64.00
					Totals for 82956		1,280.00
82957	WCA GROUP HEALTH TRU	JPAP12	12/29/2021	JANUARY 2022 HEALTH INSURANCE PREMIUMS	GENERAL FUND/WEA TRUST EFF 090115	0	96,249.42
					Totals for 82957		96,249.42
82959	LUTHER COLLEGE	JPAP01	01/04/2022	CARRIE GRUMAN DORIAN FEES NEEDS TO TAKE CHECK WITH HER ON 1/9/22	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOCAL MUSIC	4002200227	105.00



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for 82959		105.00
82960	LEYTZE'S CORNER HIST	JPAP01	01/05/2022	CHOIR HOTEL STAY - DORIAN FESTIVAL	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOCAL MUSIC	0	85.00
					Totals for 82960		85.00
82961	AMAZON CAPITAL SERVI	JPAP01	01/06/2022	CASEY JOHNSON BINS	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	2002200022	79.98
82961	AMAZON CAPITAL SERVI	JPAP01	01/06/2022	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE GORICAL	272200053	324.72
82961	AMAZON CAPITAL SERVI	JPAP01	01/06/2022	ITEMS FOR MICHELLE JOHNSON	GENERAL FUND/GENERAL SUPPLIES/COMMUNITY RELATIONS	1012200098	117.68
82961	AMAZON CAPITAL SERVI	JPAP01	01/06/2022	OFFICE MATERIALS	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	8002200063	43.98
82961	AMAZON CAPITAL SERVI	JPAP01	01/06/2022	ITEMS FOR MICHELLE JOHNSON	GENERAL FUND/GENERAL SUPPLIES/COMMUNITY RELATIONS	1012200099	31.98
82961	AMAZON CAPITAL SERVI	JPAP01	01/06/2022	KRYSTAL DRAEGER SNACKS FOR HEALTH ROOM (DIABETICS) ONE STUDENT NEEDS GLUTEN FREE	GENERAL FUND/GENERAL SUPPLIES/HEALTH	4002200218	31.38
82961	AMAZON CAPITAL SERVI	JPAP01	01/06/2022	KRYSTAL DRAEGER SNACKS FOR HEALTH ROOM (DIABETICS) ONE STUDENT NEEDS GLUTEN FREE	GENERAL FUND/GENERAL SUPPLIES/HEALTH	4002200218	41.59
					Totals for 82961		671.31
82962	AT&T	JPAP01	01/06/2022	AT&T INTERNET BILLING	GENERAL FUND/ON-LINE COMMUNICATIONS/ADMIN ISTRATIVE TECHNOLOGY SERV	8002200027	651.48
					Totals for 82962		651.48
82963	AUTOMATED ENERGY SOL	JPAP01	01/06/2022	MULTIPLE ISSUES WITH HEATING	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	2,023.00
					Totals for 82963		2,023.00
82964	CENGAGE LEARNING INC	JPAP01	01/06/2022	Gale in Context: Elementary Renewal	GENERAL FUND/TECH/SOFTWARE SERVIC/SCHOOL LIBRARY	1012200100	196.27
					Totals for 82964		196.27
82965	CESA 6-CONFERENCE RE	JPAP01	01/06/2022	WISEDASH & REPORT CARDS - 1/2 DAY 12/14/21	GENERAL FUND/TRANSFER TO CESA/ INSTRUCTIONAL STAFF TRAINING	0	600.00
					Totals for 82965		600.00
82966	CITY OF MANAWA	JPAP01	01/06/2022	PAES LAB	SPECIAL EDUCATION FUND/WATER/BUILDINGS	0	71.15
82966	CITY OF MANAWA	JPAP01	01/06/2022	LWHS-WATER/SEWER	GENERAL FUND/WATER/OPERATION	0	392.03

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82966	CITY OF MANAWA	JPAP01	01/06/2022	LWHS-WATER/SEWER	GENERAL FUND/SEWERAGE/OPERATION	0	470.85
82966	CITY OF MANAWA	JPAP01	01/06/2022	LWHS-WATER/SEWER	GENERAL FUND/SEWERAGE/OPERATION	0	355.21
82966	CITY OF MANAWA	JPAP01	01/06/2022	LWHS-WATER/SEWER	GENERAL FUND/WATER/OPERATION	0	295.75
82966	CITY OF MANAWA	JPAP01	01/06/2022	MES-WATER/SEWER	GENERAL FUND/WATER/OPERATION	0	494.47
82966	CITY OF MANAWA	JPAP01	01/06/2022	MES-WATER/SEWER	GENERAL FUND/SEWERAGE/OPERATION	0	567.86
						Totals for 82966	2,647.32
82968	DEPARTMENT OF ADMINI	JPAP01	01/06/2022	FOR TEACH SERVICES 07/01/2021 - 12/31/2021: 2021-07-0918	GENERAL FUND/ON-LINE COMMUNICATIONS/ADMIN ISTRATIVE TECHNOLOGY SERV	0	1,500.00
						Totals for 82968	1,500.00
82969	DIVERSIFIED BENEFIT	JPAP01	01/06/2022	HRA REIMBURSEMENT ADMIN SERVICES	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	270.30
						Totals for 82969	270.30
82970	E O JOHNSON CO., INC	JPAP01	01/06/2022	COPIER PAYMENT	GENERAL FUND/COMMUNICATION/A DMINISTRATIVE TECHNOLOGY SERV	8002200030	2,253.64
						Totals for 82970	2,253.64
82971	FOLLETT CONTENT SOLU	JPAP01	01/06/2022	Titlewave - Book Order - Quarter 1	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1012200091	1,238.45
						Totals for 82971	1,238.45
82974	INTEGRATED SYSTEMS C	JPAP01	01/06/2022	SKYWARD HOSTING SERVICES	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	8002200032	360.00
						Totals for 82974	360.00
82978	MASTER ELECTRICAL SE	JPAP01	01/06/2022	LABOR & MATERIALS FOR FAN & DAMPER IN KITCHEN WASH ROOM	FOOD SERVICE FUND/REPAIR & MAINTENANCE SERVICES/FOOD SERVICES	0	281.63
						Totals for 82978	281.63
82979	MULTI MEDIA CHANNELS	JPAP01	01/06/2022	NOV 15 BOE MEETING MINUTES	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	262.42
						Totals for 82979	262.42
82982	RICE, PASTOR STEVE	JPAP01	01/06/2022	CARRIE GRUMAN WINTER CONCERT ACCOMPANIMENT	GENERAL FUND/PERSONAL SERVICES/VOCAL MUSIC	4002200231	50.00
82982	RICE, PASTOR STEVE	JPAP01	01/06/2022	CARRIE GRUMAN WINTER CONCERT ACCOMPANIMENT	GENERAL FUND/PERSONAL	4002200231	50.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SERVICES/INSTRUMENTA L MUSIC		
					Totals for 82982		100.00
82983	S & S EXCAVATING	JPAP01	01/06/2022	SNOW REMOVAL - 12/27/21 - 1/1/22	GENERAL FUND/CLEANING SERVICES/SITES	0	4,206.38
82983	S & S EXCAVATING	JPAP01	01/06/2022	50 TON SALT	GENERAL FUND/GENERAL SUPPLIES/SITES	0	5,500.00
					Totals for 82983		9,706.38
82984	SOLARUS	JPAP01	01/06/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200025	399.35
82984	SOLARUS	JPAP01	01/06/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200025	758.75
82984	SOLARUS	JPAP01	01/06/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200025	479.21
82984	SOLARUS	JPAP01	01/06/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200025	359.41
82984	SOLARUS	JPAP01	01/06/2022	SOLARUS MONTHLY BILL	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	8002200025	148.24
					Totals for 82984		2,144.96
82985	SOLIANT	JPAP01	01/06/2022	Soliant Contract	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272200051	760.00
82985	SOLIANT	JPAP01	01/06/2022	Soliant Contract	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272200051	40.00
					Totals for 82985		800.00
82986	STANDARD INSURANCE C	JPAP01	01/06/2022	LIFE/STD & LTD PREMIUMS JANUARY 2022	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,170.95
82986	STANDARD INSURANCE C	JPAP01	01/06/2022	LIFE/STD & LTD PREMIUMS JANUARY 2022	GENERAL FUND/LTD INS PAYABLE	0	894.79
82986	STANDARD INSURANCE C	JPAP01	01/06/2022	LIFE/STD & LTD PREMIUMS JANUARY 2022	GENERAL FUND/STD INS PAYABLE	0	238.15
					Totals for 82986		2,303.89
82989	THEDACARE AT WORK	JPAP01	01/06/2022	TB QUESTIONNAIRE REVIEW - D. SARNA	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	27.00
82989	THEDACARE AT WORK	JPAP01	01/06/2022	DS RAPID 5 BUNDLED/TB QUESTIONNAIRE REVIEW/PHYSICAL FREE FROM COMM DISEASE - D. SEVERSON	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	183.00
					Totals for 82989		210.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82990	UNIFIRST CORPORATION	JPAP01	01/06/2022	MAT & MOP SERVICE	GENERAL FUND/CLEANING SERVICES/OPERATION	0	41.66
82990	UNIFIRST CORPORATION	JPAP01	01/06/2022	MAT & MOP SERVICE	GENERAL FUND/CLEANING SERVICES/OPERATION	0	31.42
82990	UNIFIRST CORPORATION	JPAP01	01/06/2022	MAT & MOP SERVICE	GENERAL FUND/CLEANING SERVICES/OPERATION	0	51.32
Totals for 82990							124.40
82991	US CELLULAR	JPAP01	01/06/2022	FOR DISTRICT CELL PHONES 2021-22	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	800220026	335.24
Totals for 82991							335.24
82992	WEX BANK - GLOBAL FL	JPAP01	01/06/2022	ALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE OPERATION/VEHICLE MAINT/NOT PUPIL TRANS	0	255.65
Totals for 82992							255.65
82993	WEYAUWEGA HIGH SCHOO	JPAP01	01/06/2022	CARRIE GRUMAN ALL STAR FEE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/INSTRUMENTAL MUSIC	4002200226	25.00
82993	WEYAUWEGA HIGH SCHOO	JPAP01	01/06/2022	CARRIE GRUMAN ALL STAR FEE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOCAL MUSIC	4002200226	25.00
Totals for 82993							50.00
82994	WISCONSIN DEPT OF RE	JPAP01	01/06/2022	BUSINESS TAX REGISTRATION PAYMENT	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	10.00
Totals for 82994							10.00
202110099	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,821.87
202110099	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,393.07
202110099	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	366.18
202110099	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	COMMUNITY SERVICE FUND/WI RETIREMENT FUND	0	197.78
202110099	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,821.87
202110099	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,393.07
202110099	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	366.18
202110099	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	COMMUNITY SERVICE FUND/WI RETIREMENT FUND	0	197.78

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 202110099	21,557.80
202110113	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,068.61
202110113	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,357.28
202110113	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	319.69
202110113	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,068.61
202110113	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,357.28
202110113	WISCONSIN RETIREMENT	NOV	12/29/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	319.69
						Totals for 202110113	21,491.16
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,666.28
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,306.91
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	354.45
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,792.92
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	305.67
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	82.89
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	682.00
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	175.47
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	20.00
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	24.00
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	9,270.39
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,013.06
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	239.75
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	GENERAL FUND/FICA	0	1,792.92

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	(SOCIAL SECURITY) SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	305.67
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	82.89
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,666.28
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,306.91
202110122	INTERNAL REVENUE SER	P9	12/15/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	354.45
					Totals for 202110122		34,442.91
202110123	MASSMUTUAL FINANCIAL	P9	12/15/2021	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202110123		50.00
202110124	WEA TAX SHELTERED AN	P9	12/15/2021	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202110124	WEA TAX SHELTERED AN	P9	12/15/2021	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	150.00
					Totals for 202110124		250.00
202110125	WISCONSIN DEPT OF RE	P9	12/15/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	110.00
202110125	WISCONSIN DEPT OF RE	P9	12/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202110125	WISCONSIN DEPT OF RE	P9	12/15/2021	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	20.00
202110125	WISCONSIN DEPT OF RE	P9	12/15/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	5,925.90
202110125	WISCONSIN DEPT OF RE	P9	12/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	764.02
202110125	WISCONSIN DEPT OF RE	P9	12/15/2021	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	160.18
					Totals for 202110125		6,985.10
202110127	WEA MEMBER BENEFIT T	P9	12/15/2021	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202110127		40.00
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,779.25
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,560.42
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	498.94
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	189.80

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,819.34
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	364.97
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	116.70
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	44.38
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	682.00
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	175.47
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	20.00
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	24.00
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	9,354.45
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,285.67
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	465.00
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	0.00
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,819.34
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	364.97
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	116.70
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	44.38
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,779.25
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,560.42
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	498.94
202110128	INTERNAL REVENUE SER	P9	12/31/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	189.80

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					SECURITY)		
					Totals for 202110128		36,754.19
202110129	MASSMUTUAL FINANCIAL	P9	12/31/2021	Payroll accrual	GENERAL	0	50.00
					FUND/HARTFORD INS - TSA/ROTH		
					Totals for 202110129		50.00
202110130	WEA TAX SHELTERED AN	P9	12/31/2021	Payroll accrual	GENERAL FUND/WEA	0	100.00
					TRUST - TSA/ROTH		
202110130	WEA TAX SHELTERED AN	P9	12/31/2021	Payroll accrual	GENERAL FUND/WEA	0	150.00
					TRUST - TSA/ROTH		
					Totals for 202110130		250.00
202110131	WISCONSIN DEPT OF RE	P9	12/31/2021	Payroll accrual	GENERAL FUND/STATE	0	110.00
					INCOME TAX		
202110131	WISCONSIN DEPT OF RE	P9	12/31/2021	Payroll accrual	SPECIAL EDUCATION	0	5.00
					FUND/STATE INCOME TAX		
202110131	WISCONSIN DEPT OF RE	P9	12/31/2021	Payroll accrual	FOOD SERVICE	0	20.00
					FUND/STATE INCOME TAX		
202110131	WISCONSIN DEPT OF RE	P9	12/31/2021	Payroll accrual	GENERAL FUND/STATE	0	6,025.77
					INCOME TAX		
202110131	WISCONSIN DEPT OF RE	P9	12/31/2021	Payroll accrual	SPECIAL EDUCATION	0	997.37
					FUND/STATE INCOME TAX		
202110131	WISCONSIN DEPT OF RE	P9	12/31/2021	Payroll accrual	FOOD SERVICE	0	298.09
					FUND/STATE INCOME TAX		
202110131	WISCONSIN DEPT OF RE	P9	12/31/2021	Payroll accrual	COMMUNITY SERVICE	0	0.00
					FUND/STATE INCOME TAX		
					Totals for 202110131		7,456.23
202110133	WEA MEMBER BENEFIT T	P9	12/31/2021	Payroll accrual	GENERAL FUND/WEA	0	40.00
					TRUST ADVANTAGE		
					Totals for 202110133		40.00
202110134	DIVERSIFIED BENEFIT	JPWI12	12/21/2021	HRA REIMBURSEMENTS	GENERAL FUND/HEALTH	0	1,822.09
					INSURANCE		
					Totals for 202110134		1,822.09
202110135	DELTA DENTAL OF WISC	JPWI12	12/15/2021	DENTAL CLAIMS	GENERAL FUND/SELF	0	1,351.00
					FUND-EMPLOYER SHARE PREMI		
					Totals for 202110135		1,351.00
202110136	EMPLOYEE BENEFITS CO	JPWI12	12/16/2021	FSA CLAIMS	GENERAL FUND/FLEX	0	279.40
					PLAN SY21-22		
					Totals for 202110136		279.40
202110137	EMPLOYEE BENEFITS CO	JPWI12	12/30/2021	HRA & BESTFLEX FEES	GENERAL	0	126.00
					FUND/DISTRICT FEES / BANKING FEE/FISCAL		
					Totals for 202110137		126.00
212200094	SIMONIS, JEROME	JPAP12	12/16/2021	MS BOYS BASKETBALL OFFICIAL ON 12/9/21 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 212200094		60.00
212200095	WELCH, TIM	JPAP12	12/16/2021	MS BOYS BASKETBALL OFFICIAL ON 12/9/21 VS	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL		



CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				WEYAUWEGA-FREMONT	SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 212200095		60.00
212200097	CEBULA, ROBERT	JPAP12	12/21/2021	GIRLS VARSITY BASKETBALL OFFICIAL ON 12/16/21 VS MARION	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	80.00
					Totals for 212200097		80.00
212200098	FENSKE, NORBERT	JPAP12	12/21/2021	GIRLS VARSITY BASKETBALL OFFICIAL ON 12/17/21 VS BOWLER	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	80.00
					Totals for 212200098		80.00
212200099	HAUPT, JUSTIN	JPAP12	12/21/2021	GIRLS VARSITY BASKETBALL OFFICIAL ON 12/16/21 VS MARION	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	80.00
					Totals for 212200099		80.00
212200100	WILSON, DAVID	JPAP12	12/21/2021	GIRLS VARSITY BASKETBALL OFFICIAL ON 12/17/21 VS BOWLER	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	80.00
					Totals for 212200100		80.00
212200101	CHASE, THOMAS	JPAP12	12/27/2021	BOYS JV BASKETBALL OFFICIAL ON 12/21/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	50.00
					Totals for 212200101		50.00
212200102	HERALD, RYAN	JPAP12	12/27/2021	BOYS VARSITY BASKETBALL OFFICIAL ON 12/21/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	80.00
					Totals for 212200102		80.00
212200103	NINEDORF, RYAN	JPAP12	12/27/2021	BOYS JV BASKETBALL OFFICIAL ON 12/21/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	50.00
					Totals for 212200103		130.00
212200104	MOEN, GREG	JPAP12	12/29/2021	BOYS JV2 BASKETBALL OFFICIAL ON 12/27/21	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	50.00
					Totals for 212200104		50.00
212200105	TOMLINSON, JACK	JPAP12	12/29/2021	BOYS JV2 BASKETBALL OFFICIAL ON 12/27/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	50.00
					Totals for 212200105		50.00
212200106	ANDERSON, MEGAN	JPAP01	01/06/2022	DOG TREAT SUPPLIES	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	0	44.37
					Totals for 212200106		44.37

<u>CHECK</u>	<u>BATCH</u>	<u>CHECK</u>	<u>INVOICE</u>	<u>ACCOUNT</u>	<u>PO</u>		
<u>NUMBER</u>	<u>VENDOR</u>	<u>NUMBER</u>	<u>DATE</u>	<u>DESCRIPTION</u>	<u>DESCRIPTION</u>	<u>NUMBER</u>	<u>AMOUNT</u>
						Totals for checks	267,128.18

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	208,790.85	0.00	30,067.29	238,858.14
27	SPECIAL EDUCATION FUND	16,997.70	0.00	2,735.06	19,732.76
50	FOOD SERVICE FUND	4,720.72	0.00	2,832.64	7,553.36
80	COMMUNITY SERVICE FUND	863.92	0.00	120.00	983.92
***	Fund Summary Totals ***	231,373.19	0.00	35,754.99	267,128.18

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

Name	Reference	Trans Date	Description	Post Date	Amount
		11/01/2021	BREAKFAST AID	11/01/2021	6,826.04
			Totals for 14256		6,826.04
		11/01/2021	NATIONAL SCHOOL LUNCH AID	11/01/2021	25,909.31
			Totals for 14257		25,909.31
		11/01/2021	COMMODITY CHARGES	11/01/2021	-2,432.02
			Totals for 14258		-2,432.02
		11/05/2021	MES FOOD SERVICE FOR WEEK OF 10/25 TO 10	11/05/2021	260.00
			Totals for 15609		260.00
		11/05/2021	MES FOOD SERVICE FOR WEEK OF 10/29 TO 11	11/05/2021	90.00
			Totals for 15610		90.00
		11/05/2021	SUPPORT YOUR SCHOOL CAMPAIGN FROM FIRST	11/05/2021	540.00
			Totals for 15611		540.00
		11/05/2021	HS FOOD SERVICE FOR WEEK OF 11/1-11/5	11/05/2021	849.00
			Totals for 15612		849.00
		11/05/2021	DRAMA DEPOSIT	11/05/2021	800.00
			Totals for 15617		800.00
		11/05/2021	WASHINGTON DC	11/05/2021	2,429.00
			Totals for 15618		2,429.00
		11/05/2021	CLASS OF 2024	11/05/2021	10.00
			Totals for 15620		10.00
		11/05/2021	MES BOOK FAIR REVENUE	11/05/2021	738.21
			Totals for 15670		738.21
		11/08/2021	SPARSITY AID	11/08/2021	13,095.00
			Totals for 15605		13,095.00
		11/12/2021	WEEK OF 11/8-12	11/12/2021	1,187.00
			Totals for 15671		1,187.00
		11/12/2021	DRAMA CLUB - CONCESSIONS & RAFFLE	11/12/2021	1,616.01
			Totals for 15678		1,616.01
		11/12/2021	SOUND OF MUSIC TICKET SALES	11/12/2021	1,265.75
			Totals for 15679		1,265.75
		11/15/2021	BREAKFAST AID	11/15/2021	8,874.84
			Totals for 14256		8,874.84
		11/15/2021	NATIONAL SCHOOL LUNCH AID	11/15/2021	25,870.46
			Totals for 14257		25,870.46
		11/15/2021	COMMODITY CHARGES	11/15/2021	-700.22
			Totals for 14258		-700.22
		11/15/2021	SPECIAL ED AID	11/15/2021	29,857.00
			Totals for 15672		29,857.00
		11/18/2021	11/8-11/12	11/18/2021	146.00
			Totals for 15664		146.00
		11/18/2021	4,000 - BEV CARL 8,000 - DUWEY CARL	11/18/2021	12,000.00
			Totals for 15665		12,000.00
		11/18/2021	STAFF SHIRTS	11/18/2021	50.00
			Totals for 15666		50.00
		11/18/2021	MOBILE HOME FEES	11/18/2021	696.93
			Totals for 15667		696.93
		11/18/2021	FITNESS CENTER	11/18/2021	160.00
			Totals for 15668		160.00
		11/19/2021	BAND	11/19/2021	200.00
			Totals for 15673		200.00
		11/19/2021	DRAMA	11/19/2021	45.00
			Totals for 15674		45.00
		11/19/2021	2023	11/19/2021	5.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 15675		5.00
		11/19/2021	HS ATHLETICS	11/19/2021	90.00
			Totals for 15676		90.00
		11/19/2021	DISTRICT FEE	11/19/2021	20.00
			Totals for 15677		20.00
		11/19/2021	11-15-19	11/19/2021	1,968.00
			Totals for 15680		1,968.00
		11/19/2021	MS ATHLETIC FEE	11/19/2021	15.00
			Totals for 15681		15.00
		11/19/2021	INSTRUMENT RENTAL	11/19/2021	30.00
			Totals for 15682		30.00
		11/19/2021	YEARBOOK	11/19/2021	28.00
			Totals for 15683		28.00
		11/23/2021	DRAMA CLUB DONATION (STARR)	11/23/2021	200.00
			Totals for 15669		200.00
			Total for Cash Receipts		132,739.31

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	0.00	14,169.93	0.00	14,169.93
21	Special Revenue Trust Fund	0.00	19,848.97	0.00	19,848.97
27	SPECIAL EDUCATION FUND	0.00	29,857.00	0.00	29,857.00
50	FOOD SERVICE FUND	4,500.00	67,480.65	-3,132.24	68,848.41
80	COMMUNITY SERVICE FUND	0.00	15.00	0.00	15.00
***	Fund Summary Totals ***	4,500.00	131,371.55	-3,132.24	132,739.31

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

CREDIT CARD STATEMENT - December			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
<b>Dan Wolfgram</b>									
11/29/2021	FLEET FARM	\$73.45	10	E	400	411	136000	000	ARTIE PETHKE - BUILDING & GOUNDS - HS
12/10/2021	CARROT-TOP INDUSTRIES	\$123.53	10	E	200	410	110000	000	CARRIE KOEHN - FLAGS (MS PORTION)
	CARROT-TOP INDUSTRIES	\$163.75	10	E	400	410	110000	000	CARRIE KOEHN - FLAGS (HS PORTION)
	<b>TOTAL</b>	<b>\$360.73</b>							
<b>Melanine Oppor</b>									
12/2/2021	Adobe Acropro	\$15.81	10	E	800	360	232100	0	Adobe Acrobat Pro software subscription - monthly
	<b>TOTAL</b>	<b>\$15.81</b>							



## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: 1/7/22  
Re: Special Ed Need

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This memo is to request an additional Special Education Paraprofessional for the 2021-22 school year.

On January 17, 2020, we will welcome a student to MES who has been attending school at New Horizons Alternative School. This additional student created a need for a 3 hour/day special education paraprofessional at MES.

---

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Fax: (920) 596-5308

### Little Wolf High School Manawa Middle School

515 E. Fourth St  
Manawa, WI 54949

Phone: (920) 596-2524  
Fax: (920) 596-2655

### Manawa Elementary

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2238  
Fax: (920) 596-5339

### ManawaSchools.org



/ ManawaSchools



/ ManawaSchools





## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Dr. Melanie Oppor  
Fr: Brad Johnson, Dan Wolfgram  
Date: 1/11/22  
Re: 2022 Varsity Softball Head Coach Recommendation

We are recommending Bob Pethke as the head softball coach for the 2022 season pending verification of a clear background check and fitness for duty physical.

Name	Position	Information
Bob Pethke	Head Softball Coach	<p>Coach Pethke comes to us with a wealth of knowledge and coaching experience. He spent the past 23 years at Hortonville as a softball coach. He was the head coach for the previous 7 years. While coaching in Hortonville his achievements include:</p> <ul style="list-style-type: none"><li>• 4 WIAA State Softball Tournament appearances</li><li>• 8 FVA/Bay Conference Championships</li><li>• Several players earned Division 1 NCAA roster spots.</li></ul> <p>Four applicants applied for the position and all four received interviews. The interview team consisted of Brad Johnson, Coach Patrick Collins, CWC Commissioner Jeff Bortle and Dan Wolfgram. The interview team was unanimous in its decision to move Coach Pethke forward for SDM Board approval.</p> <p>Coach Pethke is a former resident of Symco and a graduate of Little Wolf High School.</p>

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/ ManawaSchools



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To: Dr. Oppor and the Members of SDM Board of Education  
From: Margaret "Meg" Westphal  
Date: January 2022  
Re: Request for Early Graduation

I am Meg Westphal, I am a junior here at LWHS who is respectfully requesting to graduate in January next year. I have been meeting with Ms. Connolly to discuss my graduation requirements and already adjusting my schedule for next year to make sure that I have met these requirements. I also would like to request that I could walk with my class on graduation day in May of 2023 as well as attend the prom of 2023.

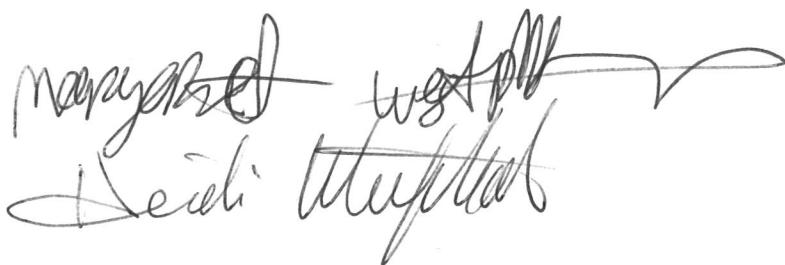
The reason why I am requesting this is because there is an academy for future police/corrections officers to help get a jumpstart on my career starting in February of 2023. This way, I will have already had a pretty good experience going into college and knowing what I'm getting myself into.

Meg has been very dedicated to her studies throughout her years here in Manawa. I feel confident that she will succeed in her career choice and fully support her desire to graduate early.

Thank you for your time!

Margaret Westphal

Heidi Westphal

The image shows two handwritten signatures in black ink. The top signature is for Margaret Westphal, written in a cursive style with a long horizontal flourish extending to the right. The bottom signature is for Heidi Westphal, also in cursive, with a similar flourish.

To: Dr. Melanie Oppor and Members of the SDM Board of Education  
From: Angelina DePaoli, Miranda Smith  
Date: January 2022  
Re: Request for early graduation in January 2023



My name is Angelina Depaoli, a junior from the class of 2023. I have counted my credits and have been working hard to get enough to graduate early. I have met with Ms. Connolly and made a plan to ensure my credits will be met by January 2023. My reasoning behind this is so I can go straight to work as a full time employee at the Waupaca Foundry. I am currently employed there as a part- time employee. Graduating early and working full time will allow me to save more money for college. I will be enrolling into a college for the fall of 2023. I feel that graduating early will give me a little start on my future career. As I will be paying for my college education on my own, this extra time will allow me to save more money.

Hello, my name is Mrs Smith, I am the mother of Angelina Depaoli. I believe her reasoning to graduate early would be beneficial to her. She has worked very hard to maintain good grades throughout the year and making sure she receives all of her credits. I feel that graduating early will give her more time to prepare and save up for college while hopefully taking some college courses while continuing to work at the Waupaca Foundry. In Fall of 2023 she then can enroll in college to be a full time student and start classes..

Together we do have a few requests. If Angelina is able to graduate early, I would like to see her participate in senior year activities. Such as prom, the senior banquet, and also I would like to see her walk with her class on graduation day. I don't want her to miss out on the fun extra things from her last year as a Senior.

We appreciate your time and consideration and we look forward to your response.

Sincerely,

Mrs. Miranda Smith		<u>01-05-2022</u>
Angelina Depaoli		<u>01-05-2022</u>

December 1, 2021

Dear Dr. Oppor and The School District of Manawa Board of Education,

I am Brooklyn Cheever, a Junior at Little Wolf High School. I am writing this letter to be granted the opportunity to be able to graduate earlier than June 2023. The reason I would like to graduate early is because I will be making the United States Military my career as well as furthering my education while being in the Military. I will be taking classes while being in the Military to be a counselor. I turn 18 in October of 2022 and I would like to graduate in January of 2023. I would leave for basic training right after I graduate in January. I believe that I am smart enough as well as I have enough energy to complete the tasks it will take for me to graduate early. I will be doubling up on classes my Senior year, taking more credits my Junior year and taking some classes during the summer will not be a problem for me because I am determined to reach my goals. I have met with Ms. Connolly the Counselor and we have made a plan to get my credits in by January 2023. There are many people in my family that either didn't get their diploma or they struggled to get it and honestly, I would like to be the complete opposite of them. I want to be able to prove to myself that I am different from what they expected.

My name is James Cheever, I am Brooklyn's father. I have explained to Brooklyn that this could be an easy or hard task to accomplish. Either way, it is definitely going to be challenging. I have also explained that reaching her goals will depend on the amount of positive energy that she applies. In order for Brooklyn to get an early start in her Military endeavors, Brooklyn is going to need to be determined and focused on her short term goals to reach her long term wishes. I, as Brooklyn's father, support and will continue to support Brooklyn in any and every dream that she has. I believe Brooklyn is fully capable at accomplishing any challenge she is tasked to do, in order for her to graduate early. I ask Dr. Oppor and the Manawa School Board of Education to support Brooklyn and provide her with a plan of action that allows her the opportunity to graduate early. Brooklyn and I thank you for the opportunity as well as the ability to present this letter.

Most Sincerely,

Brooklyn Cheever



James Cheever



Monthly Enrollment Count for SY2021-2022

Grade	1-May-21	Sept 15,21	3rd Fri SEPT	OCT	NOV	DEC	JAN	2nd Fri JAN	FEB	MAR	APR	MAY
EC / Speech .5	4	2	2	2	4	4	4					
4K .6	23	32	31	31	31	32	32					
Kdg	32	24	24	25	25	26	26					
1	33	31	31	32	32	32	32					
2	28	35	35	35	34	34	34					
3	57	26	26	26	25	25	25					
4	32	59	59	59	58	58	58					
5	29	32	32	32	33	33	33					
6	49	33	33	33	34	34	34					
7	34	50	50	50	51	51	51					
8	40	33	33	34	33	33	33					
9	60	51	51	51	51	51	51					
10	59	59	59	58	57	56	56					
11	50	59	59	59	59	59	59					
12	64	52	52	53	53	53	53					
<b>Students Enrolled</b>	<b>594</b>	<b>578</b>	<b>577</b>	<b>580</b>	<b>580</b>	<b>581</b>	<b>581</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Less OE IN (non-resident)	-16	-21	-21	-21	-21	-27	-27		All Active OE IN less withdrawals			
Plus OE OUT (resident)	90	90	90	90	92	92	92		All Active OE OUT less withdrawals			
Less Tuition Sharing	-1	0	0	0	0	0	0					
Students in CESA Program	-2	-2	-2	-2	-2	-2	-2					
<b>Total Resident Count</b>	<b>665</b>	<b>645</b>	<b>644</b>	<b>647</b>	<b>649</b>	<b>646</b>	<b>646</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Note: September Open Enrollment numbers are tentative until after the 3rd Friday Count and Open Enrollment is Verified with other districts.



## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: 1/7/22  
Re: MES/Special Education Update

---

### Manawa Elementary School

- On December 22nd we enjoyed a morning of fun with the Christmas Through Song Celebration. Students and staff rotated through stations like relay races, cookie decorating, and stories read by Santa.
- On January 13th we will be hosting a Snow Much Fun Family Night along with the Great Winter Bake Off from 6:00 p.m. to 7:00 p.m.
- We have a broken tube on one of our pieces of playground equipment. Mr. Petke blocked off the tube with wood and caution tape while he looks for a drill put that will fit in the bolts that secure the tube to the towers.
- The PTO Holiday Shop was a success! Students had fun shopping and were very proud of their gift purchases. The PTO volunteers did a great job running the shop and the students were very well behaved.
- The PTO sponsored lunch for all building staff on December 22nd. The staff enjoyed sandwiches and soup/salad from The Busy Bean. Thank you, PTO!!
- The MES Winter Concert was an enjoyable event for everyone. Ms. Gruman and Mr. Plekan along with all our students did a wonderful job. Thank you to everyone who helped set up, tear down, and organize the rehearsals.
- Teachers are gearing up for the end of the semester and have already begun assessing student progress.
- January 24th is a half in-service and half records day. Teachers will be learning about the new reading mini-lessons that just arrived and Illustrative Mathematics (IM) for the 2nd semester. Teachers will be producing their IM pacing for the rest of the year to ensure that all content is covered. On March 31st we will have a math coach from the Mathematics Institute of WI back so Mrs. Pari, Math Specialist, and I will be collecting questions from teachers in preparation for the upcoming training.

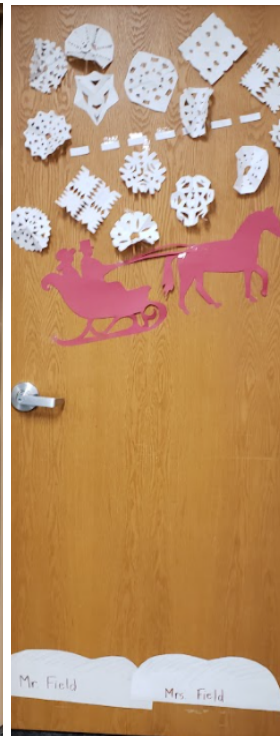
### Special Education

- We will be welcoming a 4th grade student who has been attending school at New Horizon's Alternative School for the past year (since he moved to Manawa) to MES in mid-January. The student has some significant behavior concerns so he will be on a shortened schedule. This has led us to request an additional para for 3 hours/day. Mrs. Anderson is working hard to create a positive environment for the new student and her current students. MES staff and Waupaca County are working together to transition the student to MES. The police department will be joining the staff in a meeting to discuss the student and make a crisis plan.
- Open enrollment calculations confirmed that we have large numbers in the special education department especially at the MS/HS. Many students transferred to Manawa had already been

- identified as meeting criteria for special education in their previous districts. The staff is working very hard to meet the needs of students with our current staffing.
- MS/HS special education teachers have begun to schedule students for the 2022-23 school year. This is the first school year these two teachers have worked together and the first time for both of them to schedule students. They will meet with me to complete the process.

MES Winter Door Decorating







Broken Playground Equipment





To: Dr. Melanie Oppor, Manawa Board of Education  
Fr: Dan Wolfgram, Principal Little Wolf High School, Manawa Middle School  
Date: 1/10/2022  
Re: Staff and Program Highlights - January 2022

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**Staff Kudos:** Thank you to ALL staff who continue to fill in for staff absences related to the most recent Covid surge. It is recognized and appreciated by all.

**CTE Parent/Guardian Survey:** As part of the comprehensive local needs assessment requirement under Perkins V local districts are required to collect data from identified stakeholder groups. The Carl D. Perkins Career and Technical Education Act, known as Perkins or Perkins V, is the main federal funding source for high school and postsecondary CTE programs. The Federal Perkins Act is designed to develop more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who elect to enroll in career and technical education programs. The survey will go out to parents via Skylert in Mid-January.

**Quiz Bowl:** The first home meet occurred on Wednesday, January 5th in the Little Wolf High School LMC. Tigerton defeated the B-Team, and Manawa returned the favor with a victory in the A-Team round.

**Professional Development with Erin Loritz of Cesa 6:** The staff is continuing with visits from Erin Loritz of Cesa 6. Mrs. Loritz visited the staff and worked with Mrs. Johnson and the Science department on their literacy commitment. Work continues on Scientific Method as well as vertical and horizontal standards alignment. In January ELA teachers will be working on their Student Learning Objectives (SLO), personal narrative writing, writer's workshop mini-lessons, and universal writing rubrics.

**Varsity Baseball Game May 18, 2022, Fox Cities Timber Rattler Stadium:** The Manawa Varsity Baseball Team has been invited to play a game at Fox Cities Timber Rattlers Stadium versus Wautoma on Wednesday, May 18th. Traditionally athletics have not scheduled contests on Wednesday night due to religious instruction. All area Manawa churches have been contacted. No religious organizations voiced any concern over this matter. We are thankful for the support and excited for this special athletic opportunity. It will give our student-athletes a once-in-a-lifetime experience.

---

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**ManawaSchools.org**



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**Mr. Dan Wolfgram**

Little Wolf High School Principal

Manawa Middle School Principal

## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

**Holipalooza 2021:** Prior to the holiday break the students took some time to enjoy the spirit of the season. High school students participated in volleyball, holiday card making, cookie decorating, electronic gaming, and a cornhole tournament, while the middle school students went to Appleton to enjoy Funset Boulevard.



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**Students choosing to excel; realizing their strengths.**

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 1/10/2022  
**Re:** Business Office Monthly Update - January

---

The District continues to struggle to find Food Service and Custodial workers and substitutes. Currently, we are looking for:

- Part-time, school year Food Service (28.75 hours per week when students are in session)
- Full-time Custodian, 2<sup>nd</sup> shift at the Little Wolf High School/Manawa Middle School (year-round, full benefits)
- Substitutes for Custodians – there are no subs to call (two custodians are currently on medical leave)
- Substitutes for Food Service – there is one sub to call when needed

If anyone is interested in these positions, please contact Stephanie Flynn at 920/596-2525 or [sflynn@manawaschools.org](mailto:sflynn@manawaschools.org).

The 2022-23 budget consumes my thoughts. I continue to work on building out the SDM future budget model. So far, it appears that we are looking at approximately a \$350,000 short-fall mainly due to declining enrollment. In the short-term, this can be cushioned by COVID relief money. Eventually, though, COVID relief money will run out and the District will need to make significant decreases. At that time, the State of WI will be in another budget cycle with another set of rules, so it is difficult to predict the exact amount needed to cut for the long-term. The administration will continue to recommend downsizing when appropriate.

I participated with Ms. Suehs in the NSLP SSO (National School Lunch Program, Seamless Summer Option) technical assistance call. Two different people from DPI reviewed our SSO application. This SSO program allows the District to serve free breakfast and lunch to all students. The USDA requires the State of WI to monitor and provide oversight for the program integrity. Ms. Suehs runs a stellar program and no changes were recommended.

The IRS increased the standard mileage rate from \$0.56 per mile to \$0.585 per mile for 2022.

# KOBUSSEN BUSES LTD.

*Family Pride in Every Ride*

January 5, 2021

December Transportation Report

Prepared For: School District of Manawa

To Whom it May Concern,

Happy New Year! I hope everyone enjoyed some well-deserved time off!

There were 16 days of school and 14 extracurricular trips for the month of December.

Over the Winter break, we went through and cleaned our buses and performed preventative maintenance on them. As we prepare for the colder weather, we have put the winter fronts on the buses, as well as starting to add fuel additive to prevent buses from jelling.

Recently at the terminal, we treated our drivers to a holiday party to end the year before Winter break. Each day before Winter break, some drivers came in with gifts from their students. This brought much joy to them!

Each month we discuss certain topics, and January's topic will be reviewing rail road crossings, and student management. We continue to review winter driving skills with our drivers as well.

As Spring sports approach quickly, we are looking for drivers to add to our team. This is a great part time job, especially for coaches, parents of athletes, or even community members that enjoy watching Manawa sports! They could get paid to watch their team/student play! Starting trip pay is \$13.60/hr. and we are offering a \$1,500 sign-on bonus! If you know of someone, please send them our way!

If anyone has any questions, comments, or concerns, please do not hesitate to contact us: (920) 389-1500 or my email is: [Jacob.elsner@kobussen.com](mailto:Jacob.elsner@kobussen.com). I appreciate any and all feedback!

Thank you,

Jacob Elsner  
Terminal Manager  
Kobussen Buses LTD



# School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Mrs. Michelle Johnson  
District Reading Specialist

Jan 17, 2022

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: 1/3/2022

Re: District Literacy Highlights

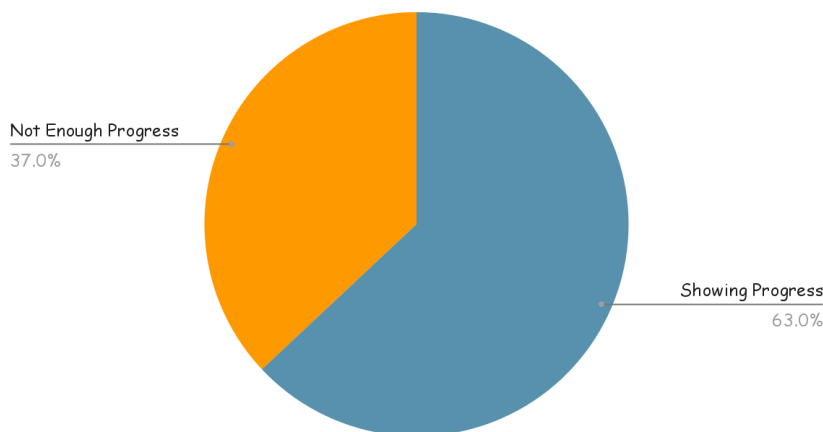
## MES Instructional Literacy/Cycles:

### Purpose:

Instructional coaches partner with educators to analyze current reality, set goals, identify and explain teaching strategies to hit the goals, and provide support until the goals are met. Together, we provide opportunities to educate all students at the highest level.

## KPI Literacy Data:

Literacy Intervention Grades 1-5



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Students are identified as needing Tier II/III literacy intervention through the following triangulated data:

- Scoring 1-2 or more grade levels below expected reading level using the Fountas and Pinell Benchmarking System
  - Phonics/Decoding Survey- Really Great Reading
- Scoring below the 40th percentile on STAR in literacy
- Classroom observations and scores

Following a data dig and interpretation with teachers, an aligned intervention is assigned to most effectively meet the student's needs. Interventions consist of targeted, small group of students with teachers and/or with district literacy specialists. Students set individual goals based on their baseline data and are progress monitored weekly (Tier III-most intensive) to bi-weekly. Data is analyzed weekly and shared with students and teachers. After 8 weeks, the intervention/leadership teams determine whether students can celebrate based on successful completion of goals in closing the gap, or the intervention is revised based on the student need.

### The Gift of Reading

As a collection of resources to best support our students' individual literacy goals, Pioneer Valley Literacy Footprints leveled texts has been provided from the ESSR grant funds. This vibrant collection offers fresh, engaging titles from various genres for grades K-2 and are leveled to scaffold our students to meet expectations and beyond. Colorful and relevant topics as well as guided lessons in phonics, word study and comprehension are provided for each title.



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To spark some curiosity of some of our littlest learners, the book collection was wrapped in a giant present and revealed prior to winter break. After tearing into the gift, they could not wait to get their hands on the new collection. Support and implementation of the best utilization of these sources will be one of the focuses of the next literacy coaching cycles.

### Math Instructional Coaching Update from Mrs. Pari:

When I coach in classrooms it takes all different forms. I may be teaching the Illustrative Mathematics lesson so that the teacher can observe or work with specific students. I might be asked to work with students or observe specific things while the teacher is teaching the lesson. The classroom teacher and myself might co-teach the lesson together. Coaching is a partnership between the teacher and the coach with the goal of providing the best learning experience possible for our students. I have had the privilege of working with all of our 4K-5 teachers and their students through three complete coaching rotations so far this school year.

Throughout the past few months, MES grade levels are learning about:

- 4K - Exploring shapes, counting forward and backward within 7, and AABB patterns.
- Kindergarten - Exploring shapes and then putting them together to form larger shapes.
- First Grade - Addition and subtraction within 10 and then moving on to addition and subtraction within 20.
- Second Grade - Addition and subtraction on the number line representing numbers zero to one hundred.
- Third Grade - Addition and subtraction within one thousand.
- Fourth Grade - Addition and subtraction of fractions and mixed numbers.
- Fifth Grade - Multiplying and dividing fractions.

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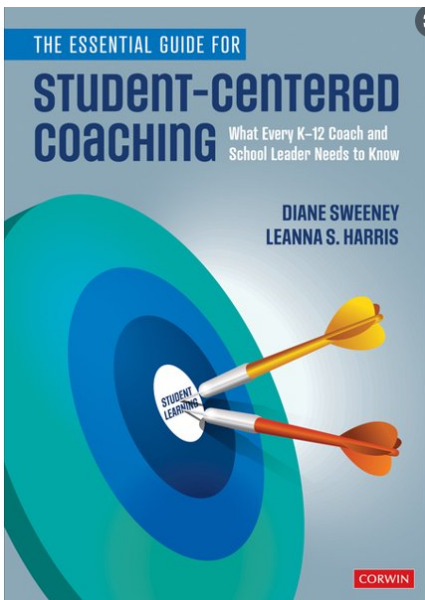


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## Instructional Coaching Book Study



To maximize research best practices implemented within the classroom, the instructional coaches have initiated a book study around *The Essential Guide for Student-Centered Coaching: What Every k-12 Coach and School Leader Needs to Know* by Diane Sweeney and Leanna S. Harris, published in 2020. In comparison to other approaches, “student-centered coaching uses the language of relationship-driven, teacher centered and student-centered coaching” to identify goals aligned with specific standards and student need.

Figure 1.3 from pages 10-11 of *The Essential Guide for Student-Centered Coaching* highlights the Core Practices for Student-Centered Coaching:

Core Practice	Purpose
Utilize Coaching Cycles	Coaching cycles create the conditions for a coach to make a lasting impact. If coaches work with teachers in an informal, or-one-shot, basis, then the results of coaching will be diminished.
Set Standards-Based goals	We frame coaching around student learning by setting standards based goals for coaching but it also helps us ensure that we are setting high expectations for all students.

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Unpack the goal into learning targets	Student-friendly learning targets increase instructional clarity. They serve as a success criteria for the coaching cycle and provide a mechanism for formative assessment by the teacher and self-assessment.
Co-Plan with student evidence	Student evidence is used to drive decision-making when planning lessons. This aligns with our belief that coaching is built on a foundation of formative assessment.
Co-Teach using effective instructional practices	Rather than modeling or observing, we advocate for coaches and teachers to build partnerships while working together in the classroom. This includes using a variety of coaching moves that increase teacher metacognition and transfer of practice.
Measure the impact on student and teacher learning	It is our obligation to collect data to demonstrate how teachers and students are growing across coaching cycles. Using the Results-Based Coaching Tool (Rbct) provides a way to clearly articulate our impact.
Partner with the school leader	Without a solid principal and coach partnership, the coach will not be able to make the desired impact. Clearly defining roles, separating coaching from evaluation, and creating systems for principal and coach collaboration build a culture for coaching.

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### Literacy Coaching at the Secondary Level:

Throughout the first semester, the Science collaborative team has vertically and horizontally aligned specific student learning outcomes aligned to the disciplinary literacy commitment:

We will teach students how to use and abide by the scientific method through developed writing and literacy practices.



Throughout designated team planning days, this team identified specific, scaffolded literacy practices/skills needed at each level.

#### Middle School:

- Introduction to tech/analytical writing found in lab reports
- Building content vocabulary through various strategies
- Modeling graphing of data from experiments
- Develop understanding of portions of PHEOC

#### Grades 9/10

- Introduction in lab write-ups to independent variables vs dependent variables
- Following strategic and specific lab directions from nonfiction/instructional genre skill sets
- Identify constant/controlled variables
- Clearly label and explain control groups
- Organize and document portions of of lab (some are given)

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### **Grades 11/12**

- Apply and implement specific academic vocabulary
- Develop, design and analyze full scientific labs/experiments based on theory, hypothesis, and gathered research.
- Visualize and create a graph aligned to sought after outcomes.

In December, the science team, instructional coach, and Erin Loritz from Cesa 6, worked together to identify:

\*Which disciplinary skills need to be taught explicitly for each absolute needed at each level?

\*Which text book or scientific texts could be utilized for rigorous and relevant learning at each level throughout the science curriculum?

\*Which specific skills/strategies could be developed through co-teaching, student centered goals throughout the science courses?

After classroom observations and team reflections, these questions will be a central part of the coaching cycles throughout the next few months in partnership with the literacy coach. The science team continues to collaborate together to share best practices and brainstorm solutions aligned to their set goals.

### **Family and Community Connections**

On January 13th, Manawa Elementary School will be hosting a “Snow Much Fun Family Literacy Night.” Please, see the provided brochure for more information on activities planned for the evening.

### **Upcoming Dates:**

**Jan. 3-7th**- Completion of ACCESS testing for our ELL students

**Jan. 11th**- Erin Loritz with Cesa 6 in partnership with Literacy Coach-English focus

**Jan. 11-Feb. 12th**- Fountas and Pinnell Winter Benchmarking (K-5)

**Jan. 13th**- Snow Much Fun Family Literacy Night

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# Snow Much Fun

*Please, join us for cozy reading, creative crafts, cotton candy,  
a cup of hot cocoa, and even a bake-off for our  
Snow Much Fun Family Literacy Night!*

**When:** January 13th, 2022, 6-7 PM

**Where:** Manawa Elementary School Cafeteria

**Activities:**

- \*Cozy up in our Wolf Den to listen to stories read by our community leaders next to a fireplace.
- \*Enjoy some hot cocoa, cotton candy, and popcorn with family and friends.
- \*Become an author while creating wintery stories for our school collection.
- \*Create a snowflake bookmark.
- \*A featured bake-off

***Please, contact Michelle Johnson, District Literacy Specialist at [mjohnson@manawaschools.org](mailto:mjohnson@manawaschools.org) with any questions.***







# Great Winter Bake Off

SNOW MUCH FUN

Dear MES Families,

You are cordially invited to participate in the inaugural "Great Winter Bake Off!" For this inaugural bake off the theme will be cookies. There will be two different cookie recipes with two age brackets for each cookie. A panel of three judges will taste test the entries and determine the winner in each competition and age bracket. The purpose of this bake off is to encourage **READING** as a family by following a recipe to bake a sweet treat. To participate, simply choose a cookie to make (or try your hand at both categories) – You must use the recipe found on the back side of this flyer. Read the recipe and bring 3 servings of your finished product to the SNOW MUCH FUN FAMILY LITERACY NIGHT.

When: Thursday, January 13, 2022 6 - 7 pm Manawa Elementary School

## cookies & Age Brackets:

- Original Toll House Chocolate Chip Cookie
  - EC to Grade 2
  - Grade 3 to Grade 5
- Alice's Old Fashioned Whoopie Pies
  - EC to Grade 2
  - Grade 3 to Grade 5



## Original NESTLÉ® TOLL HOUSE® Chocolate Chip

Cookies

Prep: 15 min

Cook: 9 min

Servings 5 dozen cookies

### Ingredients

- 2 1/4 cups all-purpose flour
- 1 teaspoon baking soda
- 1 teaspoon salt
- 1 cup (2 sticks) butter, softened
- 3/4 cup granulated sugar
- 3/4 cup packed brown sugar
- 1 teaspoon vanilla extract
- 2 large eggs
- 2 cups (12-ounce package) NESTLÉ® TOLL HOUSE® Semi-Sweet Chocolate Morsels
- 1 to 2 Tbsp. of all-purpose flour.

Step 1: Preheat oven to 375° F.

Step 2: Combine flour, baking soda and salt in small bowl. Beat butter, granulated sugar, brown sugar and vanilla extract in large mixer bowl until creamy. Add eggs, one at a time, beating well after each addition. Gradually beat in flour mixture. Stir in morsels and 1 - 2 Tbsp. of flour.

Drop by rounded tablespoon onto ungreased baking sheets.

Step 3: Bake for 9 to 11 minutes or until golden brown. Cool on baking sheets for 2 minutes; remove to wire racks to cool completely.



## Alice's Old-Fashioned Whoopie Pies

Prep: 30 min

Cook & Assemble: 30 min

Servings 15 cookies

### Cookie Ingredients

- 2 1/4 cups all-purpose flour
- 1/2 cup cocoa powder
- 1 1/2 teaspoons baking soda
- 1/2 teaspoon kosher salt
- 2/3 cup unsalted butter, softened
- 1 cup granulated sugar
- 2 large eggs
- 1 teaspoon vanilla extract
- 1 cup milk

### Filling Ingredients

- 1/4 cup plus 2 tablespoons flour
- 1 cup milk
- 1/2 cup unsalted butter, softened
- 1/2 cup vegetable shortening
- 1 cup granulated sugar
- 2 teaspoons vanilla extract
- 1/4 teaspoon kosher salt

Step 1: Preheat your oven to 350° and line two baking sheets with parchment paper.

Step 2: In a medium-size bowl, whisk together the flour, cocoa powder, baking soda, and salt. Set aside.

Step 3: In a large bowl, cream together the butter and sugar until light and fluffy, about 4 minutes. Add the eggs, one at a time, scraping the bowl after each addition. Add the vanilla extract; then add the milk and the dry ingredients, alternating, and mix until just combined.

Step 4: Spoon heaping tablespoons of batter, roughly 3 inches apart, onto the prepared baking sheets. Bake 10 to 12 minutes, rotating halfway through, until the cakes are set and a toothpick inserted into the center comes out clean. Transfer to wire racks to cool completely.

Step 5: Combine the flour and milk in a saucepan over medium-low heat. Whisk continuously until the mixture thickens, like pudding, about 5 minutes. Remove from the heat and press through a fine-mesh strainer into a mixing bowl. Cool to room temperature.

Step 6: Once the mixture has cooled, add the remaining ingredients and beat until fluffy and creamy, about 10 minutes.

Step 7: Spread filling onto the flat bottom of one cake; then top with another. Repeat with the remaining filling and cakes. For a nicer presentation, put the filling into a large zip-top bag, snip off one corner, and pipe a thick spiral onto the flat bottom of one cake, then top with another. Repeat with the remaining filling and cakes.

Let the Baking Begin!



# Technology Board Report

Jan 17, 2022



## Network and Server Infrastructure

Continued work on disaster recovery in the cloud to minimize exposure to ransomware. Have begun the process of server configuration and consolidation. Reaching out to other school districts concerning Incident Response policies and procedures.

## Skyward

Continuing to work with Skyward to address workflow. Will be looking at the following areas for development: Enrollment, Scheduling and End of Year process.

## Hardware Updates

Continue to wait for access points. Delayed due to chip shortage and shipping issues.

## Student Device Replacement

Received the 282 ECF grant Chromebooks. Inventory completed. Testing and configuration about 20% complete.

**SCHOOL DISTRICT OF MANAWA  
CURRICULUM COMMITTEE MEETING  
AGENDA**

[Join with Google Meet](#)

meet.google.com/chb-ucyk-yfb

[Join by phone](#)

(US) +1 929-299-3211 PIN: 155 764 552#

**Date: January 12, 2022**

**Time: 5:00 p.m.**

**Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)**

**Board Committee Members: Hollman (C), Jepson, J. Johnson**

**In Attendance: Hollman, Jepson, J. Johnson, Mrs. Riske, Mr. Bortle, Mr. Wolfram, Ms. Connolly, Dr. Oppor**

Timer: J. Johnson \_\_\_\_\_

Recorder: J. Johnson \_\_\_\_\_

1. Consider Endorsement of LWHS 2022-23 Course of Study Guide as Presented (Information / Action): Motion by Jepson/J. Johnson to recommend Endorsement of LWHS 2022-23 Course of Study Guide as amended. Motion carries.
  
2. Consider Endorsement of Secondary ELA and Math Resource Course Proposal as Presented (Information / Action): Motion by J. Johnson/Jepson to recommend Endorsement of Secondary ELA and Math Resource Course Proposal as Presented. Motion carries.
  
3. Consider Endorsement of the LWHS Sources of Strength Club as Presented (Information / Action): Motion by Jepson/ J. Johnson to recommend Endorsement of the 6-12 Sources of Strength Club as Presented. Motion carries.
  
4. Consider Endorsement of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented (Information / Action): Motion by Jepson/J. Johnson to recommend Endorsement of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented. Motion carries.

5. Review SY2022-23 Open Enrollment Summary (Information): Informational
6. Discuss Future Proposal of iReady Assessment Transition (Information): Informational
7. Curriculum Committee Planning Guide (Information / Action): Informational
8. Next Meeting Date \_February 23, 2022 6 pm\_\_\_\_\_
9. Next Meeting Items:
  - a. Curriculum Writing Plan (Information / Action)
  - b. Consider Endorsement of LWHS Science Course Curriculum Revisions (Information / Action) - Summer 2022
  - c. Other
10. Motion by J. Johnson /Seconded by Jepson to Adjourn at 6:17 p.m.

Minutes of a January 4, 2022 School District of Manawa Finance Committee Meeting

The meeting began at 6:03 p.m. 800 Beech Street, Manawa

Board Committee Members: Pethke (C), J. Johnson, R. Johnson

In Attendance: Pethke, J. Johnson, R. Johnson, Dr. Oppor, Mrs. O'Brien, Mrs. Riske

Timer/Recorder: Pethke

1. Legal RFP - Motion by J. Johnson/R. Johnson to Recommend the Legal RFP to the full Board as Presented. Motion carried.
2. Salary/Wage Comparables - Informational
3. Substitute Teacher Incentive - Motion by J. Johnson/R. Johnson to Recommend the Substitute Teacher Incentive to the full Board as Presented. Motion carried.
4. Staff Special Compensation - Informational
5. 2020-21 Audit Results - Informational
6. Monthly Financial Summary - Informational
7. 2022-23 Budget Forecast - Informational
8. Finance Committee Planning Guide - Informational
9. Next Finance Committee Meeting Date: February 15, 2022 at 6:00 p.m.
10. Next Finance Committee Items:
  - 1.
  - 2.
11. Motion by J. Johnson/R. Johnson to Adjourn at 7:14 p.m.

Minutes of a January 10, 2022 School District of Manawa Policy & Human Resources  
Committee Meeting

The meeting began at 6:00 p.m. MES Board Room, 800 Beech Street

Board Committee Members: J. Johnson (C), Pethke, Reierson

In Attendance: J. Johnson, Pethke, Reierson, Dr. Oppor, Jen Krueger, Stephanie Riske, Mr. Bortle, Mr. Wolfram, Ms. Brauer, Mrs. Michelle Johnson.

Timer/ Recorder: 6:01 p.m.

1. Consider Endorsement of Revised PO5460 - Graduation Requirements as Presented  
Motion to move forward to the full board Reierson/Pethke.
2. Consider Endorsement of Revised AG5460 - Graduation Requirements as Presented  
Motion to move forward to the full board Pethke/Reirson. Motion carried.
3. Consider Endorsement of Revised Library/Media Center Protocols as Listed Below  
(Information / Action)
  - a. PO2522 - Library Media Centers: Revised
  - b. AG2522.01 - Support for Intellectual Freedom: New Administrative Guideline
  - c. Library Material Formal Reconsideration Form: New
  - d. Young Adult (YA) Materials Access Form: Updated and would be included in the 2022-23 registration packet for all students under the age of 16
  - e. PO9130 - Public Request, Suggestions, or Complaints: RevisedRequest to table by Reierson/Pethke. Carried.
4. Review and Discuss Revised Policies as Listed (Information / Action)
  - a. PO0144.5 - Board Member Behavior and Code of Conduct
  - b. PO2700.01 - School Performance and State Accountability Report Cards
  - c. PO0167.3 - Public Comment at Board Meetings
  - d. PO2431 - Interscholastic Athletics
5. Discuss and Make Decisions on Policy Revisions to Recommend to Full Board as Listed
  - a. PO0131.1 - Bylaws and Policies
  - b. PO2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities
  - c. PO5517 - Nondiscrimination and Anti-Harassment - Student Anti-Harassment
6. NEOLA Administrative Guideline Updates Volume 30, No. 2 + Special Update

- a. Consider Endorsement of Revised Administrative Guidelines as Listed (Information / Action)
  - i. AG1422 - Nondiscrimination and Equal Employment Opportunity
  - ii. AG1623 - Nondiscrimination and Anti-Harassment Section 504 ADA Prohibition Against Disability Discrimination in Employment
  - iii. AG2260 - Nondiscrimination and Access to Equal Educational Opportunity
  - iv. AG2260.01A - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE
  - v. AG3122 - Nondiscrimination and Equal Employment Opportunity
  - vi. AG3123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
  - vii. AG3160A - Physical Examination
  - viii. AG3421A - Important Notice of Employees Right to Documentation of Health Coverage
  - ix. AG4122 - Nondiscrimination and Equal Employment Opportunity
  - x. AG4123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
  - xi. AG4160A - Physical Examination
  - xii. AG4421A - Important Notice of Employees Right to Documentation of Health Coverage
  - xiii. AG5111 - Admission to the District
  - xiv. AG5112A - Admission to Kindergarten
  - xv. AG5113 - Admission of Students Participating Under Open Enrollment
  - xvi. AG5600A - Student Discipline
  - xvii. AG8405A - Use of Animals in the Classroom and on School Premises
  
- b. Review and Discuss Revised Administrative Guidelines as Listed (Information / Action)
  - i. AG5320 - Immunization of Students in School
  
- c. Discuss and Make Decisions on Administrative Guideline Revisions to Recommend to Full Board as Listed (Information / Action)
  - i. AG2240 - Controversial Issues in the Classroom
  - ii. AG2260.01B - Nondiscrimination and Anti-Harassment Section 504/ADA Parents Procedural Rights Including Due Process Hearing
  - iii. AG2440 - Board Review
  - iv. AG3362.01 - Nondiscrimination and Anti-Harassment Reporting Threatening Behaviors
  - v. AG8390 - Use of Animals in the Classroom and on School Premises
  - vi. AG8450 - Management of Casual Contact Diseases

7. Consider Endorsement of Revised PO8500 - Food Services as Presented

Motion to move forward to the full board by Reierson/Pethke. Motion carried.

8. Consider Endorsement of Revised COVID-19 Protocol as Presented  
Recommend to full board 5 day quarantine 5 day recommended masking and symptom free by Reierson/Pethke. Motion carried.
9. Consider Endorsement of Additional Special Education Paraprofessional as Presented  
Motion to move to the full board by Pethke/Reierson. Motion carried.
10. Policy & Human Resources Committee Planning Guide (Information)
11. Set Next Meeting Date - Next meeting date is January 31, 2022
12. Next Meeting Items:
  - a. School Nurse References - Nurse/Paramedical (Information / Action)
  - b. Consider Staff Engagement Opportunities- KPI IV. Engagement & Satisfaction E., F., and G. Staff, Parent, and Student Surveys
  - c. Review Staff Survey (Information / Action)
  - d. Other
13. Adjourn Motion by Pethke/Reierson. at 7:31 p.m.

\*Special Note - PO5720 - Student Activism: The grammatical error (the word "to" has been removed) has been corrected.

Minutes of a January 10, 2022 School District of Manawa Policy & Human Resources  
Committee Meeting

The meeting began at 6:00 p.m. MES Board Room, 800 Beech Street

Board Committee Members: J. Johnson (C), Pethke, Reierson

In Attendance: J. Johnson, Pethke, Reierson, Dr. Oppor, Jen Krueger, Stephanie Riske, Mr. Bortle, Mr. Wolfram, Ms. Brauer, Mrs. Michelle Johnson.

Timer/ Recorder: 6:01 p.m.

1. Consider Endorsement of Revised PO5460 - Graduation Requirements as Presented  
Motion to move forward to the full board Reierson/Pethke.
2. Consider Endorsement of Revised AG5460 - Graduation Requirements as Presented  
Motion to move forward to the full board Pethke/Reirson. Motion carried.
3. Consider Endorsement of Revised Library/Media Center Protocols as Listed Below  
(Information / Action)
  - a. PO2522 - Library Media Centers: Revised
  - b. AG2522.01 - Support for Intellectual Freedom: New Administrative Guideline
  - c. Library Material Formal Reconsideration Form: New
  - d. Young Adult (YA) Materials Access Form: Updated and would be included in the 2022-23 registration packet for all students under the age of 16
  - e. PO9130 - Public Request, Suggestions, or Complaints: RevisedRequest to table by Reierson/Pethke. Carried.
4. Review and Discuss Revised Policies as Listed (Information / Action)
  - a. PO0144.5 - Board Member Behavior and Code of Conduct
  - b. PO2700.01 - School Performance and State Accountability Report Cards
  - c. PO0167.3 - Public Comment at Board Meetings
  - d. PO2431 - Interscholastic Athletics
5. Discuss and Make Decisions on Policy Revisions to Recommend to Full Board as Listed
  - a. PO0131.1 - Bylaws and Policies
  - b. PO2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities
  - c. PO5517 - Nondiscrimination and Anti-Harassment - Student Anti-Harassment
6. NEOLA Administrative Guideline Updates Volume 30, No. 2 + Special Update



- a. Consider Endorsement of Revised Administrative Guidelines as Listed (Information / Action)
  - i. AG1422 - Nondiscrimination and Equal Employment Opportunity
  - ii. AG1623 - Nondiscrimination and Anti-Harassment Section 504 ADA Prohibition Against Disability Discrimination in Employment
  - iii. AG2260 - Nondiscrimination and Access to Equal Educational Opportunity
  - iv. AG2260.01A - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE
  - v. AG3122 - Nondiscrimination and Equal Employment Opportunity
  - vi. AG3123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
  - vii. AG3160A - Physical Examination
  - viii. AG3421A - Important Notice of Employees Right to Documentation of Health Coverage
  - ix. AG4122 - Nondiscrimination and Equal Employment Opportunity
  - x. AG4123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
  - xi. AG4160A - Physical Examination
  - xii. AG4421A - Important Notice of Employees Right to Documentation of Health Coverage
  - xiii. AG5111 - Admission to the District
  - xiv. AG5112A - Admission to Kindergarten
  - xv. AG5113 - Admission of Students Participating Under Open Enrollment
  - xvi. AG5600A - Student Discipline
  - xvii. AG8405A - Use of Animals in the Classroom and on School Premises
  
- b. Review and Discuss Revised Administrative Guidelines as Listed (Information / Action)
  - i. AG5320 - Immunization of Students in School
  
- c. Discuss and Make Decisions on Administrative Guideline Revisions to Recommend to Full Board as Listed (Information / Action)
  - i. AG2240 - Controversial Issues in the Classroom
  - ii. AG2260.01B - Nondiscrimination and Anti-Harassment Section 504/ADA Parents Procedural Rights Including Due Process Hearing
  - iii. AG2440 - Board Review
  - iv. AG3362.01 - Nondiscrimination and Anti-Harassment Reporting Threatening Behaviors
  - v. AG8390 - Use of Animals in the Classroom and on School Premises
  - vi. AG8450 - Management of Casual Contact Diseases

7. Consider Endorsement of Revised PO8500 - Food Services as Presented

Motion to move forward to the full board by Reierson/Pethke. Motion carried.

8. Consider Endorsement of Revised COVID-19 Protocol as Presented  
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  - c. Review Staff Survey (Information / Action)
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13. Adjourn Motion by Pethke/Reierson. at 7:31 p.m.

\*Special Note - PO5720 - Student Activism: The grammatical error (the word "to" has been removed) has been corrected.



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Overview & Comments
Code	01 - Information & Comments - Vol. 30, No. 2
Status	

## WISCONSIN OVERVIEW AND COMMENTS

### Volume 30, Number 2 July 2021

#### **Social Media (Policy/AG 7544) Revisited**

In 2018 a collection of policies were prepared by a team of twenty-two (22) lawyers, IT experts, and Neola staff to provide Districts with a means to establish controls that govern the use of social media in their District. These policies and related documents were released in the Special Update - Social Media in November 2019 along with a toolkit for use with these policies.

Although regulating an employee's personal use of social media is possible only in the narrowest of circumstances, establishing rules about employees' use of social media as it relates to communication regarding the business of the District is something that schools can, and in Neola's judgment, should do.

Three existing policies were also suggested for revision in the Social Media Special Update. A comprehensive definition of "social media" was added to Bylaw 0100 Definitions and the definition of "apps and services" was revised as well. Additionally, revisions were proposed for Policy 7540 Technology to replace the previous definition of "social media" and finally, revisions to Policy 7540.04 Staff Technology Acceptable Use and Safety so that the language is current and compliant with the new social media policy.

While the suggested revisions were put in place before a global pandemic pushed Districts to utilize online learning platforms and more virtual methods of engagement with students, parents, and the community, such use makes consideration of these materials even more important today.

Although the new and revised policies have been thoughtfully prepared and reviewed by Neola's legal counsel for statutory compliance, each District must decide what specific language to include in its own unique policy collection.

It is highly recommended that at this juncture the District reevaluate the materials in the updates referenced above that are still available on each District's BoardDocs platform. While much thought will be necessary to consider these new materials and revised policies each District should take the time necessary to be sure that there is adequate policy guidance provided for the current use of social media technology and applications.

In the next update, Neola will revisit Policy 5722 – School-Sponsored Publications and Productions and issue a revised document and toolkit. The social media policy materials issued in 2019 played a large role in the development of the revised Policy 5722 materials.

Therefore, it is highly recommended that at this juncture the District reevaluate the materials in the update from 2019 that are still available on each District's BoardDocs platform and consider the District and school-level application of these technologies.

#### **Title IX/Nondiscrimination/Anti-Harassment**

This update includes a revised version of Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities (Title IX) due to the updated definition of 'rape' under Federal law. Forms related to the complaint process and investigation procedures in Policy/AG 2266 and in the nondiscrimination/anti-harassment policies included in the Special Update - Nondiscrimination and Anti-Harassment - July 2021, will be made available to you separately upon adoption of Policy 2266. If your District already has adopted Policy 2266, you will be granted access to these forms. Please contact your associate with any questions about those forms.

### Reminders

- The Minimum Wage in Wisconsin remains the same at \$7.25 for 2021, this is the same as the current Federal Minimum Wage.
- The Internal Revenue Service (IRS) issued Notice 2020-279 which provides the 2021 mileage rate at 56 cents per mile for business travel (1.5 cents less than the 2020 rate).
- The U.S. Department of Labor maintains regulatory authority over state and local government employers, including public school districts. Note that the following federal laws have poster requirements that apply to school districts (no federal or federally-assisted contracts or subcontracts):
  - The Employee Polygraph Protection Act (EPPA)
  - The Fair Labor Standards Act (FLSA) Minimum Wage Notification
  - The Family and Medical Leave Act (FMLA)
  - Uniformed Services Employment and Reemployment Rights Act (USERRA)
  - Occupational Safety and Health Act (Workplace Safety)
  - Whistleblower Protections

In addition, certain organizations may be required to display posters that can only be obtained from DOL's Office of Workers' Compensation Programs (OWCP) (<https://www.dol.gov/agencies/owcp>). More information on these posters is available at <https://www.dol.gov/general/topics/posters/>. Links to all federal employment posters are always available on the Poster Page as are answers to frequently asked questions. Note that school districts with federal or federally-assisted contracts or subcontracts may have additional requirements.

## Bylaws and Policies

The following policies and guidelines were revised to include language either prohibiting or requiring permission for the use of District name, logo, mascot, or any other property or assets of the District in connection with fundraising, except where such permission is implicit because it is conducted by a District organization:

### **Bylaw 0100 - Definitions (Revised)**

The definitions for "Personal Communication Devices" and "Relative" have been modified to update the language used and make sure that current legal standards were reflected.

The definition of "Social Media" was updated to reflect optional language in the definition and that selection of the option should be consistent with the choice made in Policy 7544 - Social Media.

Legal Custodian of Records has been revised to reflect that the District Records Custodian (DRC) is designated in Policy 8310 - Public Records.

### **Bylaw 0144.2 - Board Member Ethics (Delete)**

This policy has been updated to reflect current legal standards with regard to Board member conflict of interest standards.

### **Bylaw 0144.3 - Conflict of Interest (Revised)**

The language that has been modified regarding a Board member utilizing their position to obtain financial gain to add the language *or anything of "substantial value"* is derived directly from 19.59(1)(a) Wis. Stats. Whereas, the language added about no Board member being permitted to accept anything of value is also derived directly from statute, 19.59(1)(b), however, it does not utilize the qualifier "substantial" and thereby it is presumed that the legislature wanted to put a broader obligation on Board member's official actions.

Since a court would need to presume that the legislature intended the distinctions, the Board should adopt policy that recognizes such differences.

This policy has been updated to reflect current legal standards with regard to Board member conflict of interest standards.

#### **Bylaw 0144.5 - Board Member Behavior and Code of Conduct (Revised)**

The standards from Bylaw 0144.2 - Board Member Ethics have been incorporated into this policy. In addition, the legal standard in Wisconsin Statute 946.12 has been included.

#### **Bylaw 0145 - Board Member Anti-Harassment (Revised)**

This policy has been revised to bring the language regarding the prohibition of harassment by a Board member from the conclusion of the policy to a more appropriate placement at the beginning of the policy. In addition, unnecessary language was removed. It is strongly recommended that the revisions to this policy be adopted.

#### **Bylaw 0167.3 - Public Comment at Board Meetings (Revised)**

The policy language has been clarified to separate optional board-directed recording of board open meetings from the access required to be given third parties to record meetings under the Open Meetings law. This revision is recommended for consistency with law.

#### **Bylaw 0174.2 - School Performance Report (Delete)**

This policy is recommended for deletion, as the required, necessary and up-to-date material is included in Policy 2700.01 - School Performance and Accountability Reports.

#### **Policy 1130/Policy 3230/Policy 4230 - Ethics and Conflict of Interest (Revised)**

These policies have been revised to clarify that no member of the District staff should have a personal or financial interest where a question of conflict with their duties could be raised. Further, the revisions reflect the specific pecuniary interest provision of the Wisconsin statute that applies to members of the District staff. These revisions are recommended for adoption.

#### **Policy 1210 – Board-District Administrator Relationship (Revised)**

The policy is revised to incorporate reference to the District Administrator's handling of complaints regarding board member conduct and cross-references to applicable policies. These revisions are recommended for adoption.

#### **Policy 2240 - Controversial Issues in the Classroom (Revised)**

This policy has been updated to reflect the recent increase in discussion regarding the inclusion of potentially controversial issues within the school setting. The proposed revisions are intended to limit discussion of controversial issues to topics related to the curriculum and to remind teachers of the importance of maintaining the role of exemplar when expressing personal opinions in the classroom.

These revisions are recommended for adoption.

#### **Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities (Revised)**

This policy has been revised to include the recognized definition of "Rape" as of January 2021. The revised definition is that provided by the National Incident-Based Reporting System (NIBRS). The original reference to the definition was required by the Clery Act at the time of the release of the regulations in May 2020. Also, there is a suggested revision in the Appeals section of the policy. While the current regulation does not specifically address the implementation of remedies during the appeals process, it seems to be inappropriate to impose disciplinary sanctions while an appeal is pending.

These revisions are recommended for adoption.

#### **Policy 2430 – District-Sponsored Clubs and Activities (Revised)**

The policy is revised to better reflect the scope of district-sponsored student clubs and activities that are not strictly curricular-related.

These revisions are recommended for adoption.

**Policy 2431 – Interscholastic Athletics (Revised)**

The policy is revised to remove a reference to the development of administrative guidelines and instead allow for Districts to choose the options that should be incorporated into the policy. In addition, a reference to concussion protocols has been added.

These revisions are recommended for adoption.

**Policy 2700.01 – School Performance Reports and Accountability Report Cards (Revised)**

This policy is revised to more accurately reflect the current structure of performance reports and accountability report cards, as well as the publication and distribution requirements for each.

These revisions are recommended to have policies that accurately reflect current requirements.

**Policy 3120 - Employment of Professional Staff (Revised)**

Other bylaws and policies establish the legal standards for Board members with regard to the employment of staff. For purposes of consistency, it is strongly recommended that the revisions to these policies be adopted.

**Policy 3170/Policy 4170 – Substance Abuse (Delete)**

These policies should be deleted as the content is outdated and is already incorporated into Policy 3122.01/Policy 4122.01.

**Policy 3215/Policy 4215/Policy 7434/Policy 5512 – Use of Tobacco and Nicotine (Revised)**

These policies have been revised to add a definition of “tobacco products retailer” to avoid inadvertently including retailers who sell tobacco products, but whose business is not primarily related to tobacco or nicotine products (e.g. a local gas station as compared to a vape store).

These revisions are recommended for adoption.

**Policy 3216/Policy 4216 - Staff Dress and Grooming (Revised)**

The policies have been updated to be more consistent with prevailing legal standards, as well as the diversity of district staff. These revisions are recommended for adoption.

**Policy 4120 - Employment of Support Staff (Revised)**

**Policy 4120.04 - Employment of Substitutes (Revised)**

Other bylaws and policies establish the legal standards for Board members with regard to employment of staff. For purposes of consistency, it is strongly recommended that the revisions to these policies be adopted.

**Policy 4161 – Unrequested Leaves of Absence (Revised)**

The policy is revised to more accurately reflect the process and to align the language with Policy 3161 – Unrequested Leaves of Absence.

These revisions are recommended for adoption.

**Policy 4162 – Controlled Substance and Alcohol Policy for Employees that Transport Students (Revised)**

This policy is revised to incorporate post-accident drug and alcohol testing requirements for employees transporting students, including those with CDLs.

These revisions are recommended so the policy accurately reflects current requirements.

**Policy 5112 – Entrance Age (Revised)**

The policy is revised to remove enrollment information that is not statutorily required.

These revisions are recommended for adoption.

**Policy 5500.01 – Conduct in Virtual Classroom (New)**

This new policy has been developed in an effort to assist Districts with issues related to student conduct that may have arisen over the past year and a half of virtual instruction. Many districts may choose to continue to offer virtual instruction as an option to students. This policy may assist in establishing appropriate rules and controls for that environment.

#### **Policy 5520 - Disorderly Conduct (Revised)**

The policy has been revised to more closely align with disciplinary options under Wisconsin law. The revision is recommended for clarity of potential consequences for student misconduct.

#### **Policy 5720 – Student Activism and Expression (Revised)**

This policy is revised to clarify language and incorporate adherence to Board policy and administrative guidelines as an expectation in the course of student expression.

These revisions are recommended for adoption.

#### **Policy 5880 – Public Performance by Students (Revised)**

The policy is revised to better reflect practice associated with student performances in the community, and to remove reference to an administrative guideline that is no longer available.

These revisions are recommended.

#### **Policy 6152 - Student Fees, Fines, and Charges (Revised)**

This policy has been revised to clearly identify that no student shall be denied participation in any educational opportunity due to their inability to pay any fee or charge imposed.

Specific provisions regarding students experiencing homelessness and the requirements pursuant to the McKinney-Vento Act have been incorporated into the policy.

These revisions reflect the current state of the law and should be adopted.

#### **Policy 6152.01 - Waiver of School Fees or Fines (New)**

The McKinney-Vento Act requires states and local school districts to review and revise policies to remove barriers to the education of homeless children and youth, "including barriers to enrollment and retention due to outstanding fees, or fines, or absences" (42 U.S.C. 11432(1)(I)). This new policy addresses this provision of the McKinney-Vento Act and provides eligibility standards for the waiver of fees or fines assessed and notification requirements.

If a fee or fine cannot be paid, this policy provides a resolution process so each case is viewed objectively when the District is determining whether they can collect the fees or fines or to provide a waiver.

These revisions are recommended for adoption to be in compliance with current law.

#### **Policy 7440.01 - Video Surveillance and Electronic Monitoring (Revised)**

Due to the significant increase in the use of virtual/online learning, this policy has been revised to allow a District to use prerecorded lessons or observations of online or virtual learning sessions as part of an employee's evaluation.

These revisions are recommended for adoption.

#### **Policy 7450 – Property Inventory (Revised)**

#### **Policy 7455 - Accounting System for Capital Assets (Revised)**

In December 2014, the U.S. Department of Education (ED) released the newly updated Education Department General Administrative Regulations (EDGAR). This major rewrite of the regulations was issued after nearly 40 years of very little change in the compliance measures that federally funded programs must meet. The regulations covered the application process, financial management, procurement, inventory management, time and effort accountability, cost allowability, record retention, and program oversight.

The Office of Management and Budget (OMB) has now revised sections of OMB Guidance for Grants and Agreements, also known as Uniform Grant Guidance (UGG). Proposed changes to 2 C.F.R. Part 200 were published in the Federal Register in January 2020, comments closed on March 23, 2020, and Final Revisions were published in August 2020. Despite the

intervening pandemic, OMB released its final revisions to the Uniform Grant Guidance (2 C.F.R. Part 200) right on schedule! The revisions continue the OMB's push for results-oriented accountability for grants, significantly rewrite the sections on procurement, and attempt to clarify prior requirements, including provisions related to period of performance and indirect costs. The revised rules became effective November 12, 2020.

These revisions reflect changes outlined in the President's Management Agenda (PMA). This guidance is intended to focus on improved stewardship and ensuring that the American people are receiving value for funds spent on grant programs. The revisions are limited in scope to support the implementation of statutory requirements, alignment of these provisions with other Federal requirements, and clarification of existing requirements to minimize risk in financial transactions.

These revisions are recommended for adoption.

#### **Policy 8500 - Food Services (Revised)**

This policy has been revised to add the emphasis being sought by the United States Department of Agriculture (USDA) to prohibit stigmatizing of students who lack the funds to pay for their meals or have unpaid meal charges. Other revisions have been made with regard to dietary modifications and negative account balances as well as the inclusion of a nondiscrimination statement.

This revision is recommended for adoption.

#### **Policy 9270 - Home-Based, Private, or Tribal Schooling (Revised)**

The language in this policy has been revised to clarify the options private school or tribal school students have for participating in certain athletic and extra-curricular activities.

This revision is recommended for adoption.

#### **Policy 9500 – Relations with Educational Institutions and Organizations**

This policy is revised to clarify language regarding District relationships with other educational institutions and to add optional language regarding District coordination with third-party organizations or potentially District staff or other individuals in conducting educational research projects.

These revisions are recommended.

#### **Policy 9700 - Relations with Non-School Affiliated Groups (Revised)**

This policy has been modified to reflect that there shall be no advertising without the prior approval of either the Board or the District Administrator. Further, the section of this policy regarding crowdfunding is being recommended for deletion with a cross-reference to the stand-alone crowdfunding policy and AG being identified as the place where all such activities would be managed.

These revisions are strongly recommended.

## **ADMINISTRATIVE GUIDELINES**

#### **AG 2240 - Controversial Issues in the Classroom (Revised)**

Optional language has been modified to better reflect the option's intention to promote balanced discussion. The revision is recommended but not required.

#### **AG 2440 - Summer and Interim Session School (Revised)**

Eligibility provisions and other terminology in this guideline have been updated for consistency with current law and the requirements established by the Department of Public Instruction regarding summer and interim session participation. The revisions are recommended for adoption.

#### **AG 3160A/Policy 4160A – Physical Examination (Revised)**

The guideline is revised to clarify the process relative to determining a staff member's fitness for duty and ability to perform the duties of their position.

The revision is recommended for adoption.



**AG 3421A/AG 4421A – Important Notice of Employees’ Right to Documentation of Health Coverage (Delete)**

This guideline is deleted because the information is no longer accurate as notices are provided by the Districts’ benefit plan administrator.

**AG 5111 – Admission to the District (Revised)**

The guideline is revised to reflect the corrected definition of homelessness for purposes of the McKinney Vento Act. The revision is recommended for adoption.

**AG 5112A - Admission to Kindergarten (Revised)**

This guideline has been revised to reflect the requirements of when a student must attain the age of four (4) or the age of five (5) to be enrolled in four (4) year-old or five (5) year-old kindergarten. The revision is recommended for adoption.

**AG 5113 - Admission of Students Participating Under Open Enrollment (Revised)**

The guideline is modified to provide an option under reapplication procedures whereby the Board does not require accepted non-resident students to reapply under their open enrollment policy, as long as the student has been continuously enrolled in the District. Additional language has been added with regard to transportation options.

**AG 5320 - Immunization of Students in School (Revised)**

Language within the guideline which was previously optional has been updated to be consistent with current requirements of the Department of Health Services and Wisconsin Administrative Code provisions. These revisions are recommended for compliance with current regulations.

**AG 5600A - Student Discipline (Delete)**

Like its accompanying policy which was deleted previously, this guideline is being deleted since details of student discipline are contained in the student code of conduct. It is recommended but not required to delete this outdated guideline.

**AG 5610.01 - Alternative Expulsion Hearing Procedure (New)**

This new guideline is only for districts that use the alternative hearing procedure and have the accompanying Policy 5610.01 - Alternative Expulsion Hearing Procedure. Previously, this language was contained in AG 5610, but has been removed as it is appropriate only for districts that use this procedure.

This guideline should be added by districts that use this procedure to be in compliance with State requirements.

**AG 8390 – Use of Animals in the Classroom and on School Premises (Renumbered/Replacement - Moved from 8405A)  
**AG 8405A - Use of Animals in the Classroom and On School Premises (Delete - Moved to 8390)****

The guideline language has been revised to provide detailed procedures relative to requesting, evaluating, and maintaining the use of a service animal on school grounds.

Additionally, this guideline reflects the protocols for when animals are to be brought into the classroom or onto District property.

It is strongly recommended that the District Administrator review this replacement Administrative Guideline for consideration of inclusion.

**AG 8450 - Management of Casual-Contact Diseases (Revised)**

This guideline has been revised to reflect the current expectations of the Department of Health Services regarding the management by school staff of casual-contact communicable diseases.

This guideline provides the appropriate reference to the DHS Wisconsin Childhood Communicable Diseases Chart which should be used by the staff as a general guide for school-based management of various communicable diseases.

Last Modified by Steve LaVallee on July 25, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Overview - Nondiscrimination and Anti-Harassment
Code	0- Information & Comments - Special Update
Status	

## WISCONSIN OVERVIEW AND COMMENTS

### **Nondiscrimination and Anti-Harassment July 2021**

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This update includes revisions to fifteen policies and seven administrative guidelines and four administrative guidelines that should be rescinded. The proposed revisions to current policies and guidelines provided are the result of our ongoing work with our Wisconsin clients, as well as our ongoing review of the statutory language at the State and Federal level, court decisions, et cetera. The revisions recommended in this update are deemed necessary to comply with changes in both State and Federal law.

However, policies from multiple sections are grouped together in this Overview when and if the explanation is the same for the proposed revisions to a group of policies/guidelines.

#### **Questions?**

Any content-related questions should be directed to your District's associate.

All production related questions should be directed to the Coshocton Production Office at 632 Main Street, Coshocton, Ohio 43812 (email [production@neola.com](mailto:production@neola.com), phone 800-407-5815, fax 740-622-2557).

Billing questions should be directed to the Corporate Office at 3914 Clock Pointe Trail, Suite 103, Stow, Ohio 44224 (email [tkee@neola.com](mailto:tkee@neola.com), phone 330-926-0514, fax 330-926-0525).

#### **The Update Material**

The proposed new and revised policies included in this update have been prepared and reviewed by Davis & Kuelthau, s.c. & Strang, Patteson, Renning, Lewis & Lacy, s.c., Neola's outside legal counsel in Wisconsin, for compliance with Federal and State law, Federal and State Regulatory Agencies, and applicable Federal and State court decisions.

If you make substantive changes to a Neola template or substitute in its entirety a policy or other material of your own drafting, that material should be reviewed by the legal counsel for your District to verify compliance with applicable laws, regulations, and court decisions. Neola does not review any district-specific Material.

If the District authors language and adds it to a policy template or deletes content that is not marked as a choice in the policy template, then these actions will constitute District-specific edits. Neola does not review District-specific edits to update materials or District-specific policies for statutory compliance. (See "Caveat RE: District-Specific Edits" below.)

If a policy or guideline is marked revision, the proposed revisions will include material to be added and material to be deleted. As you review a revised policy or guideline, you may choose to accept any or all of the changes presented.

If a policy or guideline is marked as a replacement, that means there have been enough changes made that instead of showing each individual change, a complete, clean replacement copy has been provided. As you review a replacement policy or guideline, you should also compare the replacement materials to your current policy or guideline to determine if there is some District-specific wording in your current material that you want to be included in the replacement policy. If so, any wording from the current policy should be added using BoardDocs "Track Changes" tool before returning the replacement policy electronically to the Coshocton production office for processing.

Policies that are to be deleted from the District's Board-adopted Policy Manual require Board action to rescind the policy.

Your Neola Associate will contact you in the near future to schedule an appointment to review this update and ensure you are current on this and previous updates.

### **Caveat RE: Neola's Warranty**

Neola proudly warrants that the content of the policy templates is legally correct.

However, when Federal and State law is amended or new provisions are added to State or Federal law and revision or replacement of an existing policy template is necessitated, the copyright date noted at the end of the policy is updated as well.

Please note, Neola's warranty applies only to the policy template with the most current copyright date. All previous iterations of the policy template are no longer warranted.

Therefore, the material included in each update should be adopted if the District wants assurance that their adopted policies are warranted by Neola.

### **Notifying Neola of a Challenge to the Legal Accuracy of a Policy**

The Neola staff in Wisconsin is vigilant in providing policy language to our clients that have been vetted for legal accuracy by our outside counsel. Should questions arise as to the legal compliance or accuracy of Neola materials, it is our expectation that our outside counsel would have the opportunity to assist in the resolution of such a claim. That can occur only if we are notified immediately upon receipt of such a challenge. Please notify Neola's corporate office (330-926-0514) if an issue arises in which such a review or assistance is necessary. To be eligible for assistance under our warranty we must be notified with ten (10) business days of the receipt of such a challenge.

### **BYLAWS AND POLICIES**

After reviewing the proposed revisions included in this update and making any decisions regarding the options presented, the Board should formally adopt the policies to assure compliance with current law and regulations.

If any of the templates in this update have not been previously adopted by the Board, it is recommended that the District consider approval of these policies to assure compliance with Wisconsin and Federal code and/or the law.

#### **Policy 1422 - Nondiscrimination and Equal Employment Opportunity (Revised)**

#### **Policy 3122 - Nondiscrimination and Equal Employment Opportunity (Revised)**

#### **Policy 4122 - Nondiscrimination and Equal Employment Opportunity (Revised)**

The policies, administrative guidelines, and forms related to discrimination and harassment on the basis of a protected class have been revised to comport with the new Title IX regulations. Because of the number of revisions involved, these have been issued as replacement policies.

The Board should adopt these revisions to assure compliance with the regulations as well as consistency with other policies and the grievance process.

#### **Policy 1422.02 - Nondiscrimination Based on Genetic Information of the Employee (Revised)**

#### **Policy 3122.02 - Nondiscrimination Based on Genetic Information of the Employee (Revised)**

#### **Policy 4122.02 - Nondiscrimination Based on Genetic Information of the Employee (Revised)**

The policies, administrative guidelines, and forms related to discrimination and harassment on the basis of a protected class have been revised to comport with the new Title IX regulations. Because of the number of revisions involved, these have been issued as replacement policies.

The Board should adopt these revisions to assure compliance with the regulations as well as consistency with other policies and the grievance process.

**Policy 1623 - Section 504/ADA Prohibition Against Disability Discrimination in Employment (Revised)****Policy 3123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment (Revised)****Policy 4123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment (Revised)**

The policies, administrative guidelines, and forms related to discrimination and harassment on the basis of a protected class have been revised to comport with the new Title IX regulations. Because of the number of revisions involved, these have been issued as replacement policies.

The Board should adopt these revisions to assure compliance with the regulations as well as consistency with other policies and the grievance process.

**Policy 1662 - Employee Anti-Harassment (Revised)****Policy 3362 - Employee Anti-Harassment (Revised)****Policy 4362 - Employee Anti-Harassment (Revised)****Policy 5517 - Student Anti-Harassment (Revised)**

The policies, administrative guidelines, and forms related to discrimination and harassment on the basis of a protected class have been revised to comport with the new Title IX regulations.

A number of provisions/options pertaining to prohibited staff-student relationships have been omitted from the anti-harassment policies listed above, including references to the sexual harassment of students and criminal sexual misconduct with minors.

**Because the policies referenced above exclude Title IX matters, which instead are addressed in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, including the sexual harassment of students, those provisions are more appropriately included and referenced in Policy 2266. Neola is developing a new policy regarding staff-student relations to further address this issue that will be included in the next update to be released in the Fall of 2021.**

The Board should adopt the revised policies for consistency with other District policies.

**Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity (Revised)**

The policies, administrative guidelines, and forms related to discrimination and harassment on the basis of a protected class have been revised to comport with the new Title IX regulations. Because of the number of revisions involved, this policy has been issued as a replacement policy.

The Board should adopt the revised policies for consistency with other District policies.

**Policy 2260.01 – Section 504/ADA Prohibition Against Discrimination Based on Disability (Revised)**

Board Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability places particular emphasis on protections for students who are identified as having a disability under Section 504 and the American with Disabilities Act (ADA). This includes accessibility to qualified individuals with regard to facilities, programs and activities as directed by Federal law. Revisions to this policy are based on recent Office for Civil Rights (OCR) investigations and reviews of compliance issues, particularly related to vocational education/Career-Technical education programs, with particular emphasis on vocational education. Other revisions have been made to address changes in the terminology used to refer to students with disabilities and to revise the Complaint and Grievance Procedure for the processing of complaints of discrimination or retaliation so this procedure is consistent with the other nondiscrimination and anti-harassment policies. Due to the significance of the revisions involved, this policy has been issued as a replacement policy.

The Board should adopt this policy in order to maintain compliance under Section 504 and ADA as well as consistency with other District policies.

**ADMINISTRATIVE GUIDELINES****AG 1422 - Nondiscrimination and Equal Employment Opportunity (Deleted)****AG 3122 - Nondiscrimination and Equal Employment Opportunity (Deleted)****AG 4122 - Nondiscrimination and Equal Employment Opportunity (Deleted)**

The revised policies for Policy 1422, Policy 3122 and Policy 4122 are comprehensive and include the complaint procedure and grievance process for complaints of discrimination on the basis of a protected class in employment, and as such these administrative guidelines are no longer required.

These administrative guidelines should be deleted.

**AG 1623 - Section 504/ADA Prohibition Against Disability Discrimination in Employment (Revised)****AG 3123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment (Revised)****AG 4123 - Section 504/ADA Prohibition Against Disability Discrimination in Employment (Revised)**

Although revised Policies 1623, 3123, and 4123 are comprehensive and include the complaint procedure and grievance process for addressing complaints of discrimination on the basis of disability in employment, these administrative guidelines address the decision-making process for determining and identifying reasonable accommodations and undue hardship, employment criteria, pre-employment inquiries, and interviews. Therefore, these administrative guidelines have been revised to reflect current terminology and ensure consistency between the policies and their administrative guidelines.

These administrative guidelines should be revised and updated to reflect current standards.

**AG 3362.01 - Reporting Threatening Behaviors (Revised)****AG 4362.01 - Reporting Threatening Behaviors (Revised)**

Although revised Policies 1662, 3362, 4362, and 5517 are comprehensive and include the complaint procedure and grievance process for addressing complaints of harassment on the basis of a protected class, these administrative guidelines address the procedure for reporting threatening and intimidating behaviors to local law enforcement as required by State law. Therefore, these administrative guidelines have been revised to reflect current terminology and ensure consistency between the policies and their administrative guidelines.

These administrative guidelines should be updated.

**AG 2260 - Nondiscrimination and Access to Equal Educational Opportunity (Deleted )**

Policy 2260 now includes the complaint procedure and grievance process for addressing complaints of discrimination on the basis of a protected class in educational programs, Administrative Guideline 2260 is no longer required. This guideline should be deleted.

**AG 2260.01A - Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of having a Disability, and the Right to FAPE (Revised)****AG 2260.01B - Section 504/ADA Parents' Procedural Rights, Including Due Process Hearing (Revised)**

Although the revision to Policy 2260.01 is comprehensive and includes the complaint procedure and grievance process for complaints of discrimination on the basis of disability for students, Administrative Guideline 2260.01A includes the **procedures applicable to Section 504 referrals, evaluations and plans for students with disabilities. Administrative Guideline 2260.01B includes the parent rights and procedural safeguards in connection with complaints regarding Free Appropriate Public Education (FAPE) and impartial due process hearings. None of these topics are addressed in the revision to Policy 2260.01 and as such** these administrative guidelines have been revised to reflect current terminology and ensure consistency between the policy and administrative guidelines. .

These administrative guidelines should be updated.

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of DEFINITIONS
Code	po0100
Status	
Adopted	April 25, 2016
Last Revised	March 15, 2021

#### 0100 - **DEFINITIONS**

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

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

##### **Administrative Guideline**

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

##### **Agreement**

A collectively negotiated contract with a recognized bargaining unit.

##### **Apps and Services**

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

##### **Board**

The School Board also commonly referred to as the Board of Education. Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

##### **Bylaw**

Rule of the Board for its own governance.

##### **Clerk**

The chief clerk of the Board. (See Bylaw 0170)

**District**

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

**District Administrator**

The administrative head of the School District of Manawa. In policy, capitalization of the term District Administrator, implies delegation of responsibilities to appropriate staff members.

**Due Process**

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

**Full Board**

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

**Information Resources**

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

**Law Enforcement Officer(s) or Agencies**

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

**Legal Custodian of Records**

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

**May**

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

**Medical Advisor**

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

**Meeting**

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

**Parent**

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

**Personal Communication Devices**

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

**Policy**

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

**President**

The chief executive officer of the Board of Education. (See Bylaw 0170)

**Principal**

The educational leader and head administrator of one (1) or more District schools. In policy and administrative guidelines, implies authority to delegate responsibilities to appropriate members of his/her staff.

**Professional Staff Member**

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

**Relative**

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

**School Nurse**

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

**School Official**

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, or medical consultant); a contractor, consultant, volunteer or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers).

**Shall**

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

**Social Media**

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

**Student**

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

**Superintendent**

Sometimes the administrative head of the School District is referred to as Superintendent but has the authority of the District Administrator by law. In policy, capitalization of the "S" in Superintendent implies delegation of responsibilities to appropriate staff members.



**Support Staff**

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

**Technology Resources**

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

**Treasurer**

The chief financial officer of the Board (See Bylaw 0170)

**Vice-President**

The Vice-President of the Board. (See Bylaw 0170)

**Voting**

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

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

Revised 8/22/16

Revised 7/17/17

Revised 12/18/17

Revised 4/27/20

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of BOARD POWERS
Code	po0122
Status	
Adopted	April 25, 2016

#### 0122 - **BOARD POWERS**

The power of this Board extends to those matters expressly or implicitly granted by constitution, statute, local charter or ordinance, or other law, including the power to do all things reasonable to promote the cause of education [unless prohibited by Federal or State law](#).

The Board shall also authorize the development and promulgation of rules and guidelines by the District Administrator for the proper operation and management of the District, including the conduct of students while in school or enroute on school buses.

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Legal                    118.001, Wis. Stats.  
                              120.13, Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of CONFLICT OF INTEREST
Code	po0144.3
Status	
Adopted	April 25, 2016
Last Revised	March 15, 2021

#### 0144.3 - **CONFLICT OF INTEREST**

Board 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 position as a Board member to obtain financial gain or anything of substantial value for himself/herself, immediate family as defined in 19.42(7), Wis. Stats., or any organization with which s/he 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 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 should, prior to the matter being considered, disclose his/her 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.

~~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 interest in a contract with the District in an amount that exceeds \$15,000 annually.~~

Revised 7/18/16  
 Revised 4/27/20  
 T.C. 3/15/21

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Legal 19.42(7), 19.59, 946.13, Wis. Stats

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Book	Policy Manual
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Title	BOARD MEMBER ANTI-HARASSMENT
Code	po0145
Status	
Adopted	April 25, 2016
Last Revised	March 15, 2021

#### 0145 - ~~BOARD MEMBER ANTI-SEXUAL AND OTHER FORMS OF HARASSMENT~~

The Board is committed to an environment that is free of harassment. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it.

The Board will vigorously enforce its prohibition against harassment based on 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 characteristic protected by law in its employment practices (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. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. ~~Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.~~

The harassment of a District staff member, student, or another Board member by a member of the Board is strictly forbidden. Any member who is found to have harassed a member of the staff, a student, or another Board member, will be subject to discipline by the Board and may be reported to law enforcement authorities. (See Policy 0144.5 - Board Member Behavior and Code of Conduct).

The Board believes that sexual or other forms of offensive speech and conduct are wholly inappropriate to the harmonious relationships necessary to the operation of the District and intolerable in an environment in which students and staff members of this District function.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature whenever submission to such conduct is made a condition of employment or a basis for an employment decision, or when such conduct has the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile, or offensive working environment. (See also Policy 1422 - Nondiscrimination and Equal Employment Opportunity, Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, Policy 3122 - Nondiscrimination and Equal Employment Opportunity, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity)

Other forms of harassment include verbal or non-verbal expression related to race, gender, age, religion, disability, pregnancy, or sexual orientation.

Substantial interference with a person/employee's work performance or creation of an intimidating, hostile, or offensive work environment is established when the conduct based on sex or one of the other Protected Classes referenced above, is such that a reasonable person under the same circumstances as the person/employee would consider the conduct sufficiently severe or pervasive so as to interfere substantially with the person's work performance or create an intimidating, hostile, or offensive work environment. (See also Policy 3362.01/Policy 4362.01 - Threatening Behavior Toward Staff Members)

~~The harassment of a District staff member, student or another Board member by a member of the Board is strictly forbidden. Any member who is found to have harassed a member of the staff, a student, or another Board member will be subject to discipline by the Board and may be reported to law enforcement authorities.~~

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Legal                            118.13, 120.13(1) 111.36(1) Wis. Stats.  
   P.I. 9, Wis. Adm. Code  
   Title IX Education Amendments of 1972, Chapter 227

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP
Code	po1210
Status	
Adopted	October 1, 2015
Last Revised	April 23, 2018

#### 1210 - **BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP**

The Board believes that, in general, it is the primary duty of the Board to establish policies and that of the District Administrator to administer such policies. Policy should not be originated or changed without the input or recommendation of the District Administrator. The District Administrator should be given the latitude to determine the best method of implementing the policies of the Board.

The District Administrator, as the chief administrative officer of the District, is the primary professional advisor to the Board. S/He is responsible for the development, supervision, and operation of the school program and facilities, including the development of administrative guidelines consistent with Policy 1230.01 - Development of Administrative Guidelines. The Board shall retain oversight of any administrative guidelines established by the District Administrator to implement Board policy.

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

[In the interests of promoting and maintaining a healthy and productive work environment, the District Administrator shall report to the Board President any information regarding Board member conduct in violation of Policy 3362.01 - Threatening Behavior Toward Staff Members, Policy 4362.01 - Threatening Behavior Toward Staff Members, or Bylaw 0144.5 - Board Member Behavior and Code of Conduct. If such a report involves the Board President, the Board Vice-President shall be notified.](#)

The Board is responsible for determining the success of the District Administrator in meeting the goals established by the Board through annual evaluations of the District Administrator's performance. The Board, in formulating its position with regard to the performance of the District Administrator, shall rely, whenever possible, on the objective outcomes of its evaluations rather than on subjective opinions.

Revised 6/19/17

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po1422
Status	
Adopted	October 17, 2016
Last Revised	July 22, 2019

#### 1422 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board does not discriminate in the employment of administrative staff on the basis of ~~the Protected Classes of~~ race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), 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 characteristic protected by law in its employment practices.

Notice of the Board's policy on nondiscrimination 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).

**Military status:** refers to a person's status in the uniformed services, which includes the performance of duty on a voluntary or involuntary basis in a uniformed service, including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty, and performance of duty or training by a member of Wisconsin organized militia. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any duty listed above.

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

**School District community** means students and Board employees (i.e., administrators, and professional and support 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).

### District Compliance Officers

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

Carmen O'Brien  
Business Manager  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5840  
cobrien@manawaschools.org

Daniel Wolfgram  
High School/Middle School Principal  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5310  
dwolfgram@manawaschools.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and on the School District's website.

The COs are responsible for coordinating the District's efforts to comply with the 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 shall also verify that proper notice of nondiscrimination has been provided for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, ~~Title IX of the Education Amendment Act of 1972,~~ Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public. ~~A copy of each of the Acts and regulations on which this notice is available upon request from the CO.~~

### Reports and Complaints of ~~Unlawful~~ Discrimination and Retaliation

Employees are required to~~expected to promptly~~ report incidents of ~~unlawful~~ discrimination and/or retaliation to an administrator, supervisor, or other supervisory employees so that the Board may address the conduct. Any administrator, supervisor, or other supervisory employees who receive such a report/complaint shall file it with the CO at the employee's/his/her first opportunity, but no later than two (2) ~~business~~ days.

Discrimination against an individual based on their sex (including gender status, sexual orientation, and gender identity) is discrimination in violation of Title VII. Specifically, discrimination on the basis of sex stereotyping/gender-nonconformity constitutes sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior. Employment actions based upon an individual's sex could be suspect and potentially impermissible.

COs are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her gender status, sexual orientation, and gender identity.

Any questions concerning whether alleged conduct might violate this prohibition should be brought to the CO's attention promptly.

Employees who believe they have been ~~unlawfully~~ discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint will not adversely affect the Complainant's/complaining individual's employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to ~~unlawful~~ discrimination/retaliation. COs shall accept reports/complaints of ~~unlawful~~ discrimination/retaliation directly from any member of the School District community or a Third Party, ~~or receive reports that are initially filed with another Board employee (District employees, students, parent(s), and member of the Board), a resident of the District, or a visitor to the District.~~ Upon receipt of a report of alleged discrimination/retaliation/complaint, ~~the either directly or through a school building administrator,~~ a CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) investigation, or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. ~~the CO will designate a specific individual to conduct such a process.~~ The CO will

provide a copy of this policy to the Complainant and the Respondent upon request.~~any person who files a complaint. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.~~

Any Board employee who directly observes ~~unlawful~~ discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of ~~unlawful~~ discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO must contact the Complainant~~employee~~ within two (2) business days to advise ~~him/her~~ of the Board's intent to investigate the alleged wrongdoing.

## Investigation and Complaint Procedure

Except for sex discrimination and/or sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee who alleges to have been~~Any employee who believes that s/he has been~~ subjected to ~~unlawful~~ discrimination or retaliation may seek resolution of ~~the his/her~~ complaint through the procedures described below. The complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) ~~business~~ days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of ~~unlawful~~ discrimination or retaliation with the United States Department of Education Office for Civil Rights, the Wisconsin Equal Rights Division, or the Equal Employment Opportunity Commission ("EEOC").

## Complaint Procedure

A Complainant who alleges discrimination/retaliation~~An individual who believes s/he has been subjected to unlawful discrimination/retaliation (hereinafter referred to as the "Complainant");~~ may file a complaint, either orally or in writing; 1) with a Principal; 2) the CO; or 3) to the District Administrator or other supervisory employees. 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. 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~~assume the role of~~ CO or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO. ~~for such complaints.~~

Due to the sensitivity surrounding complaints of ~~unlawful~~ discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged~~should make every effort~~ to file a complaint within thirty (30) ~~calendar~~ days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employees, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO at the employee's first opportunity, but no later than~~within~~ two (2) ~~business~~ 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 it is available: the identity of the Respondent~~individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct~~; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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 discrimination or retaliation, including; but not limited to; a change of work assignment or schedule for the Complainant and/or the Respondent~~person who allegedly engaged in the misconduct~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still may take whatever actions are deemed~~s/he deems~~ appropriate in consultation with the District Administrator.

Within two (2) days of receiving the complaint, the CO or designee will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.~~Within two (2) business days of~~

~~receiving the complaint, the CO will initiate an investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.~~

Simultaneously, the CO will inform the Respondent that a formal individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and upon request provided with a copy of any relevant policies and/or administrative guidelines, including this Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint and the obligation to do so within five (5) ~~business~~-days.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint. ~~though certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:~~

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that 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 written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of ~~unlawful~~ discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant ~~Complainant has been subjected to unlawful discrimination/retaliation~~. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

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.

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.

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator either must ~~either~~ issue a written final decision regarding whether the charges have been substantiated or request further investigation. ~~An~~ summary explanation of the copy of the District Administrator's final decision will be provided delivered to both the Complainant and the 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) ~~business~~-days, or as quickly as possible if additional time is necessary due to the availability of necessary witness(es) or documents. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in discrimination/retaliation toward the Complainant, the District Administrator ~~Complainant was subjected to unlawful discrimination/retaliation, s/he~~ 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, age-appropriate, effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the District Administrator may appeal through a signed written statement to the Board within five (5) ~~business~~-days of the party's his/her receipt of the District Administrator's ~~final~~ decision. The written statement of appeal must be submitted to the District Administrator, who will forward the request to the Board President.

In an attempt to resolve the complaint, the Board shall review the findings and may meet with the concerned parties and their

representatives within twenty (20) ~~business~~ days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) ~~business~~ days of its decision. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of ~~unlawful~~ discrimination/retaliation regardless of whether the ~~Complainant~~~~employee alleging the misconduct~~ 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 or its designee.

The parties may be represented, at their own cost, at any of the above-described interviews/meetings.

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~~~~procedure~~ is not a prerequisite to the pursuit of other remedies.

### **Privacy/Confidentiality**

The Board 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 Board's legal obligations to investigate, to take appropriate action, and to 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. Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity. ~~Additionally, the Respondent must be provided the Complainant's identity. All Complainants will be advised that their identities may become known to the Respondent(s) through the investigation process.~~

During the course of an investigation, the CO 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 ~~s/he learns and/or provides~~ during the course of the investigation.

### **Remedial ActionSanctions and Monitoring**

~~The Board shall vigorously enforce its prohibitions against unlawful 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. All disciplinary action will be taken in accordance with applicable State law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies and/or the Employee Handbook.~~

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~~~~remedial~~ action has been taken against ~~the Respondent~~~~an employee~~, 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 ~~unlawful~~ 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 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. ~~Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised their rights, aided or encouraged any other person in the exercise of any right granted or protected by those laws.~~

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 ~~unlawful~~ 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 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/or received as part of an investigation, which may include ~~including,~~ 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~~ ~~interim~~ measures offered and/or provided to the Complainant and/or the Respondent ~~complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

- 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 Codes 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.]**
- It is suggested the following records also be maintained, as appropriate.**
- 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, meeting, or hearing;
- T. copies of any notices sent to the Complainant and alleged perpetrator in advance of any interview or hearing;
- U. 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) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 11/19/18

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Legal

111.31 et seq., Wis. Stats.  
111.335(d)(2), Wis. Stats.  
118.195, Wis. Stats.  
118.20, Wis. Stats.  
Fourteenth Amendment, U.S. Constitution  
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974  
20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act  
29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended  
38 U.S.C. 4301 et seq., Uniformed Services Employment and Reemployment Rights Act  
42 U.S.C. 2000 et seq., Civil Rights Act of 1964  
42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964  
42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964  
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act of 1973 as amended  
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975  
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended  
29 C.F.R. Part 1635, The GINA Regulations  
34 C.F.R. Part 110, The Age Discrimination Act Regulations

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE
Code	po1422.02
Status	
Adopted	October 17, 2016

#### 1422.02 - **NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE**

The Board ~~of Education~~ prohibits discrimination on the basis of genetic information in all aspects of employment, including hiring, firing, compensation, job assignments, promotions, layoffs, training, fringe benefits, or any other terms, conditions, or privileges of employment. The Board also does not limit, segregate, or classify applicants or employees in any way that would deprive or tend to deprive them of employment opportunities or otherwise adversely affect the status of the person as an employee ~~as an employee~~, based on genetic information. Harassment of a person because of his/her genetic information ~~is~~ is prohibited. Likewise, retaliation against a person for identifying, objecting to, or filing a complaint concerning a violation of this policy ~~an applicant or employee for engaging in protected activity~~ is prohibited.

The identity of the Compliance Officer (see Policy 1422 - Nondiscrimination and Equal Employment Opportunity) shall be posted throughout the District and published in any District statement regarding the prohibition of discrimination on the basis of genetic information in all aspects of employment, in any staff handbooks, and in general information publications of the District as required by Federal and State law and on the District website.

In accordance with Title II of the Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff, et seq., and 29 C.F.R. Part 1635 ("GINA"), the Board shall not request, require or purchase genetic information of employees, their family members or applicants for employment. Further, in compliance with GINA this Act, applicants and employees are directed not to provide any genetic information, including the individual's family medical history, in response to necessary requests for medical information, with the exception that family medical history may be provided ~~acquired~~ as part of the certification process for FMLA leave, or when an employee is asking for leave to care for an immediate family member with a serious health condition. Applicants for employment are directed not to provide any genetic information, including the individual's family medical history, in response to requests for medical information as part of the District's application for employment process. Employees and applicants for employment shall not be penalized for providing genetic information in good faith in response to a request from a District employee or agent, unless that applicant or employee refuses to delete the information at the request of the employee or agent of the District.

The ~~Board~~ District recognizes that genetic information may be acquired through commercially and publicly available media including documents like newspapers, books, magazines, periodicals, television shows or the Internet. The ~~Board~~ District ~~prohibits, however, District~~ its employees and agents including commercial background investigation agents from searching these such sources with the intent of finding or obtaining genetic information, or accessing sources from which they are likely to acquire genetic information. If genetic information about an employee or applicant is obtained in error, it shall be redacted immediately and not shared beyond the point of first receipt.

As used in this policy, "Genetic information," as defined by GINA, means information about: (a) an individual's genetic tests; (b) the genetic tests of that individual's family members; (c) the manifestation of disease or disorder in family members of the individual (i.e., family medical history); (d) an individual's request for, or receipt of, genetic services, or the participation in clinical research that includes genetic services by the individual or a family member of the individual; or (e) the genetic information of a fetus carried by an individual or a pregnant woman who is a family member of the individual and the genetic information of an embryo legally held by an individual or family member using assistive reproductive technology.

The term "genetic information" does not include information about the sex or age of the individual, the sex or age of family members, or information about the race or ethnicity of the individual or family member that is not derived from a genetic test.



As used in this policy, "genetic test" means an analysis of human DNA, RNA, chromosomes, proteins, or metabolites that detect genotypes, mutations, or chromosomal changes. The term includes any test of a person's DNA/RNA.

If the ~~District's employees or agents~~~~District either~~ legally and/or inadvertently receives genetic information about an employee or applicant ~~for employment from the employee, applicant for employment, or a medical provider~~ it shall be treated as a confidential medical record in accordance with law.

The ~~District's~~~~District Administrator shall appoint a~~ Compliance Officer (see Policy 1422 - Nondiscrimination and Equal Employment Opportunity) ~~is who shall be~~ responsible for overseeing the ~~Board~~~~District's~~ compliance with this policy and GINA and proposing revisions and additions to this policy as necessary to ensure the Board's compliance with GINA~~Federal regulations and promptly dealing with any inquiries or complaints.~~ This person shall be responsible for working with the Board's legal counsel to fully implement the requirements of GINA in all activities of the School District. The Compliance Officer~~S/He shall~~ also ~~shall~~ verify that proper notice of nondiscrimination for Title II of ~~GINA~~~~the Genetic Information Nondiscrimination Act of 2008~~ is provided to staff members, and that all ~~District~~ requests for health-related information (e.g., to support an employee's request for reasonable accommodation under the ADA or a request for sick leave) ~~are~~is accompanied by a written warning that directs the employee or health care provider not to collect or provide genetic information. The warning shall read as follows:

**Genetic Information Nondiscrimination Act of 2008 (GINA) Disclosure Requirement**

The Genetic Information Nondiscrimination Act of 2008 ~~or ("GINA")~~ prohibits employers and other entities covered by the law~~GINA Title II~~, including the Board ~~of Education~~, from requesting or requiring genetic information of an employee or applicant~~individual~~ or family member of an employee or applicant~~the individual~~, except as specifically allowed by law. To comply with GINA~~this law~~, do not provide any genetic information when responding to this request for medical information (unless the request pertains to a request for FMLA leave for purposes of caring for an immediate family member with a serious health condition). "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic test, the fact that an individual or an individual's family member sought or received genetic services or participated in clinical research that includes genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services. Questions concerning compliance with the requirements of GINA may be directed to the Compliance Officer at 920-596-5840.

The ~~Board~~~~District~~ offers health services, including a wellness program. Participation in the services/program is voluntary. Genetic information (such as family medical history) may be obtained as part of an individual's participation in the service/program. If that occurs, individual genetic information may be provided to the individual receiving the services and to his/her health services providers, but only genetic information in aggregate form will be provided to the ~~District~~~~Board~~ and no applicant or employee shall be identified or identifiable from the reported information.

The grievance procedure for complaints of discrimination in Policy 1422 applies to complaints of discrimination, including harassment, or retaliation prohibited by GINA and may be utilized if an employee alleges discrimination or harassment on the basis of genetic information or retaliation for identifying, objecting to, or filing a complaint concerning a violation of GINA or this policy.

42 U.S.C. 2000ff et seq.  
Title II, The Genetic Information Nondiscrimination Act of 2008  
29 C.F.R. Part 1635

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Legal                                    42 U.S.C. 2000ff et seq.  
   Title II, The Genetic Information Nondiscrimination Act of 2008  
   29 C.F.R. Part 1635

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	po1623
Status	
Adopted	October 17, 2016
Last Revised	July 22, 2019

#### 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.

[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 had~~ 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**

~~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.~~

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~~ ~~person~~ with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position ~~the~~ ~~such~~ individual holds or desires and ~~, with or without reasonable accommodation,~~ 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~~ ~~District's~~ program and/or activities. A reasonable accommodation is not ~~necessarily~~ required for an individual who is merely regarded as having a disability.

### **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 Officer(s)**

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").

Carmen O'Brien  
Business Manager  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5840  
cobrien@manawaschools.org

Daniel Wolfgram  
High School/~~Middle~~ ~~Junior High~~ School Principal  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5310

dwolfgram@manawaschools.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and on the School District's website.

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 ~~Any sections of the and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the District COs.~~

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.)

### **Training**

~~The COs will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines, and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.~~

~~The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.~~

### **Facilities**

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

~~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.~~

### **Notice**

~~Notice of the Board's policy on nondiscrimination in employment practices and the identity of the COs will be posted throughout the District, and published in the District's recruitment statements or general information publications.~~

### **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) ~~calendar~~ 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) ~~business~~ 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) ~~business~~ 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) ~~business~~ 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 ~~unlawful~~ 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 ~~unlawful~~ discrimination/retaliation, or participates as a witness in an investigation, is prohibited. ~~Neither the Board nor any other person may intimidate, threaten, coerce, Specifically, the Board will not discriminate/retaliate against, coerce, intimidate, threaten~~ or interfere with any individual because the person opposed any act or practice made ~~unlawful~~ by Section 504 or the ADA, or because that individual made a report, formal complaint~~charge~~, 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.]**
- It is suggested the following records also be maintained, as appropriate.**
- 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) 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) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years and longer if required by the District's records retention schedule.

Revised 11/19/18

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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 Melanie Oppor on October 8, 2021





Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - EMPLOYEE ANTI-HARASSMENT
Code	po1662
Status	
Adopted	October 17, 2016
Last Revised	April 27, 2020

## 1662 - EMPLOYEE ANTI-HARASSMENT

### Prohibited Harassment

The Board is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, age, sex (including ~~trans~~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 (collectively, "Protected Classes"), or any other characteristic protected by law in its employment practices (hereinafter referred to as "harassment" "Protected Classes Characteristics"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of harassment and, in those cases where harassment is substantiated, ~~the Board will~~ take immediate steps ~~calculated~~ to end the harassment, prevent its reoccurrence, and, ~~if applicable,~~ remedy its effects.

Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

~~For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.~~

~~For purposes of this policy, "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 District, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).~~

### Notice

Notice of the Board's policy on anti-harassment related to employment practices 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):** 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 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 students and Board employees (i.e., administrators, and professional and support 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 rises to the level of harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

~~"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee on the basis of the employee's Protected Classes Characteristics that:~~

- A. ~~places a school employee in reasonable fear of harm to his/her person or damage to his/her property;~~
- B. ~~is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working conditions from the perspective of a reasonable person similarly situated;~~
- C. ~~has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations.~~

"Harassment" also includes "hate speech"—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 (e.g., swastikas).

### **Sexual Harassment**

For purposes of this policy and consistent with Pursuant to Title VII of the Civil Rights Act of 1964, ~~and Title IX of the Educational Amendments of 1972,~~ "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

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

Sexual Harassment covered by Policy 2266/AG 2266 – 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 solely by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

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 sexual propositions, invitations, solicitations, and flirtations;
- B. unwanted physical and/or sexual contact ~~assault~~;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions ~~of a sexual nature~~, 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, text messages, or social media postings;
- E. sexually suggestive objects, pictures, graffiti, videos, videotapes, posters, audio recordings, or literature, placed in the work ~~or educational~~ environment that reasonably may embarrass or offend individuals; ~~remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;~~
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;

- G. asking or telling about sexual fantasies, sexual preferences, or sexual activities;
- H. speculation about a person's sexual activities or sexual history or remarks about one's own sexual activities or sexual history;
- I. giving unwelcome personal gifts, such as lingerie, that suggest the desire for a romantic relationship;
- J. leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin;
- K. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; ~~and~~
- L. inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life; and
- M. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

### **Boundary Invasions**

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:

- A. hugging, kissing, or other physical contact with a student;
- B. telling sexual jokes to students;
- C. engaging in talk containing sexual innuendo or banter with students;
- D. talking about sexual topics that are not related to curriculum;
- E. showing pornography to a student;
- F. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
- G. initiating or extending contact with students beyond the school day for personal purposes;
- H. using e-mail, text messaging, or websites to discuss personal topics or interests with students;
- I. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
- J. 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);
- K. going to a student's home for non-educational purposes;
- L. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
- M. giving gifts or money to a student for no legitimate educational purpose;
- N. accepting gifts or money from a student for no legitimate educational purpose;

- O. being overly "touchy" with students;
- P. favoring certain students by inviting them to come to the classroom at non-class times;
- Q. getting a student out of class to visit with the staff member;
- R. 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;
- S. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
- T. being alone with a student behind closed doors without a legitimate educational purpose;
- U. telling a student "secrets" and having "secrets" with a student;
- V. other similar activities or behavior.

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.

### **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 performance; or of creating an intimidating, hostile, or offensive working environment. 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 work performance; or of creating an intimidating, hostile, or offensive working environment. 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.

### **Age Harassment**

Prohibited age-based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

### **Race/Color Harassment**

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. 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.

### **Disability Harassment**

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disability ~~disabling condition~~ or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

### **Anti-Harassment Compliance Officers**

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)" or "CO" "COs"):

Carmen O'Brien  
 Business Manager  
 School District of Manawa  
 800 Beech Street  
 Manawa, WI 54949  
 920-596-5840  
 cobrien@manawaschools.org

Daniel Wolfgram  
 High School/Middle School Principal  
 School District of Manawa  
 800 Beech Street  
 Manawa, WI 54949  
 920-596-5310  
 wolfgram@manawaschools.org

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**

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the 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 individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Members of the School District community ~~and third parties, which includes all staff,~~ along with Third Parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a ~~report/complaint~~ shall file it with the ~~District's~~ Compliance Officer within two (2) days of receiving the report of harassment at his/her first opportunity.

Members of the School District community and Third Parties~~or third parties~~ who believe they have been harassed by another member of the School District community or a ~~Third Party~~third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the ~~Complainant's/complaining individual's~~ employment unless the complaining individual makes the complaint maliciously or with the knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other District officials who have knowledge of or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.

- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate District officials are as follows:
1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who will coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.~~for such complaints.~~
  2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- 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. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator or other supervisory employee.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

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 work 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 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, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266. 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 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 1662 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

~~A CO will be available during regular school/work hours to discuss concerns related to harassment, 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.~~

~~The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District 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 begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.~~

### **Investigation and Complaint Procedure**

Except for sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, a~~Any~~ employee or other member of the School District community or Third Party (e.g., visitor to the District) who believes that they have/he has been subjected to harassment or has witnessed harassment of another may seek resolution of the his/her complaint through the procedures ~~as~~ described below. The 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.~~Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.~~

~~Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).~~

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR"), the Wisconsin Equal Rights Division, and/or Equal Employment Opportunity Commission ("EEOC"). 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>.

## Complaint Procedure

~~A Complainant~~ An individual who believes s/he has been subjected to harassment hereinafter referred to as the "Complainant," who alleges harassment based on a protected class or retaliation may file a complaint, either orally or in writing: 1) with a teacher, Principal; 2) directly to one of the 7 COs; or 3) to the District Administrator; or other supervisory employee. As noted above, 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. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who ~~may will consult;~~ in consultation with the other appointed/designated CO, if any, and if necessary appoint/designate another individual to serve in the role of CO ~~assume the role of the CO~~ for such a complaint regarding a CO.

Due to the sensitivity surrounding complaints of harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) ~~calendar~~ days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) ~~business~~ days.

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

All written complaints must include the following information to the extent known it is available: the identity of the Respondent ~~individual believed to have engaged in, or be actively engaging in, harassment~~; 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; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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 work assignment or schedule for the Complainant and/or the Respondent ~~alleged harasser~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed ~~s/he deems~~ appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the Complainant or Respondent.

Within two (2) ~~business~~ days of receiving a complaint, the CO will inform the Respondent ~~individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent"~~, that a complaint has been received.

The Respondent is not entitled to receive a copy of any written complaint unless the CO determines it is appropriate to do so; however, the Respondent will be informed about the nature of the allegations. The CO shall inform the Respondent of the requirements of this policy, which may include providing the Respondent with a copy of this policy or information about where to find it. Respondent shall be afforded the opportunity to submit a written response to the complaint. The CO shall inform the Respondent of the Respondent's deadline to provide the CO with the written response to the allegations in the complaint.

Within five (5) 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.

~~Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint.~~

~~Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the Complainant has been subject to offensive conduct/harassment.~~

~~Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint.~~ The investigation will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who ~~may~~ 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, ~~R~~espondent, 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 or designee shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the Respondent engaged in harassment of or retaliation toward the Complainant~~Complainant has been subjected to harassment~~. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used.

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.

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.

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator must either issue a written final-decision regarding whether or not the complaint of harassment 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 ~~R~~espondent.

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) ~~business~~-days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in harassment of or retaliation toward the Complainant, the District Administrator must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the harassment or retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 3340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

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 ~~T~~hird ~~P~~arty alleging the harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

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 procedure is not a prerequisite to the pursuit of other remedies.

All timelines pertinent to the investigation process are intended to be guidelines to assure that the investigation proceeds with all deliberate efficiency. Failure of the CO to meet any specific timeline does not invalidate the investigation or provide a defense to the allegations.

### **Privacy/Confidentiality**

The ~~School~~-District will employ reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of harassment. The School District will respect the privacy of the Complainant, the ~~R~~espondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided with the Complainant's identity.~~All Complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.~~

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided~~s/he learns or that s/he provides~~ 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. 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 his/her obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution.

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 ~~Sanctions~~ and Monitoring

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

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 because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be an 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/retaliation 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. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances. 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<sup>all</sup> 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 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.

## Allegations Constituting Criminal Conduct

If the CO has reason to believe that the Complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the Complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made, the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the COs obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause after consultation with the District Administrator.

### **Reprisal**

Submission of a good faith complaint or report of harassment will not affect the Complainant's or reporter's work status or work environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

### **Miscellaneous**

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in educational employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A link to this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. 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 staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the Complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

### **Retention of Investigatory Records and Materials**

The CO(s) 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 or received as part of an investigation, which may include~~including,~~ 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~~interim~~ measures offered and/or provided to Complainant and/or the Respondent~~Complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
  - 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.]**
- It is suggested the following records also be maintained, as appropriate.**
- 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, meeting, 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) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 12/18/17

Revised 7/22/19

Revised 11/18/19

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Legal

111.31, 118.195, 118.20, Wis. Stats.  
29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967  
29 U.S.C. 794, Rehabilitation Act of 1973  
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. 2000e et seq., Title VII of the Civil Rights Act of 1964  
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act  
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975  
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended  
29 C.F.R. Part 1635  
National School Boards Association Inquiry and Analysis - May 2008

Last Modified by Melanie Oppor on October 8, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of CONTROVERSIAL ISSUES IN THE CLASSROOM
Code	po2240
Status	
Adopted	October 17, 2016

#### 2240 - **CONTROVERSIAL ISSUES IN THE CLASSROOM**

The Board believes that the consideration of controversial issues has a legitimate place in the instructional program of the district.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions. In addition, the opportunity can lead students to learn about how to use critical thinking and problem solving skills, to study and analyze relevant issues, evaluate different sources of information, make intelligent decisions regarding issues and how to appreciate the value of differing viewpoints.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or are likely to arouse both support and opposition in the community. These issues may range across a wide spectrum of political, social, economic and religious topics.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- A. is related to the instructional goals of the course of study and level of maturity of the students;
- B. does not tend to indoctrinate or persuade students to a particular point of view;
- C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.
- D. does not cause a substantial disruption in the school environment.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction, relate to the topic of instruction, and do not cause substantial disruption to the school environment and it is not disruptive to the educational setting.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. Issues pertaining to human growth and development, as defined by statute, are subject to 118.019, Wis. Stats.

In the discussion of any controversial issue in the classroom or in the course of professional duties, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her point of view and may only express a personal opinion after the teacher has confirmed that student discussion has concluded.

Teachers should be mindful that this does not permit them to offer opinions on topics that would not be the subject of discussion in the classroom due to their appropriateness for the age(s) of the students involved. As always, teachers are expected to serve as exemplars for their students by demonstrating good judgment as professionals when discussing controversial issues and expressing

personal opinions in the classroom.

The classroom should not be used as a forum for the discussion of District employment issues.

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent-requested absences.

~~The District Administrator shall develop administrative guidelines for dealing with controversial issues.~~

(See also Policy 3310 – Freedom of Speech in Noninstructional Settings)

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Legal

Garcetti v. Ceballos, 126 S. Ct. 1951 (2006)

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	po2260
Status	

## 2260 - **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, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

[The District will identify, evaluate, and provide a free appropriate public education to students with disabilities who are determined eligible for special education and related services under the Individuals with Disabilities Education Act \(IDEA\) or Section 504 of the Rehabilitation Act of 1973 \(Section 504\).](#)

[The District's educational programs include the academic and nonacademic setting. Each qualified student with a disability shall be educated with students without disabilities to the maximum extent appropriate. In the nonacademic setting, a student with a](#)



disability shall participate with students without disabilities to the maximum extent appropriate.

Notice of the Board's policy on nondiscrimination and the identity of the 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.

### **Principal's Responsibilities**

Each Principal shall verify that the procedures used with students and parents for selection of and participation in any part of the District's academic, co-curricular, or extra-curricular programs do not discriminate on the basis of the Protected Classes.

### **District Administrator's Responsibilities**

In furtherance of the aforesaid goal, the District Administrator shall:

#### A. Curriculum Content

1. review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict ~~those~~the Protected Classes~~contribution of both sexes, various races, ethnic groups, etc.~~ toward the development of human society;
2. provide that necessary programs are available for students with limited use of the English language;

#### B. Staff Training

develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;

#### C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;
3. verify that the educational programs of this District are accessible to all students;  
  
All programs need to be designed and scheduled so the location or nature of the facility or area will not deny an otherwise qualified student with a disability the opportunity to participate in the academic or other school programs on the same basis as students without disabilities.
4. require that service animals for students who require this type of assistance shall be permitted access to all facilities, programs, and events of the District.

#### D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

#### E. Student Evaluation

verify that tests, procedures, ~~and~~or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

### **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 unlawful 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).

**Military status:** refers to a person's status in the uniformed services, which includes the performance of duty on a voluntary or involuntary basis in a uniformed service, including active duty, active duty for training, initial active duty for training, inactive duty for training, and full-time National Guard duty. It also includes the period of time for which a person is absent from school for the purpose of an examination to determine the fitness of the person to perform any duty listed above.

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

**School District community:** means students and Board employees (i.e., administrators, and professional and support 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).

The District Administrator shall ~~appoint and~~ publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the 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 or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, ~~Title IX of the Education Amendment Act of 1972,~~ Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3 - ~~21~~22, who reside in the District but do not receive a public education.

In addition, ~~the District Administrator~~s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs; and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

## Reporting Procedures

~~Students and District employees are required, and all other members of the District community and Third Parties~~Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to ~~an~~a ~~teacher or~~ administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, ~~or~~ administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Compliance Officer within two (2) days at his/her first opportunity. **[NOTE: While students are advised to report discrimination/retaliation to administrators, supervisors, or other District officials, the Board recognizes that some students may report discrimination/retaliation to a teacher. When a teacher receives such a report, the teacher must file it with the CO as indicated above.]**

~~Students who believe they have been denied equal access to District educational opportunities in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with the knowledge that it is false.~~

Members of the District community, which includes students or Third Parties, who believe they have been discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

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 constitute unlawful discrimination based on a Protected Class, the Principal

shall report the act to one of the COs, who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

The COs will be available during regular school/work hours to discuss concerns related to discrimination/retaliation. COs shall accept reports of discrimination/retaliation directly from any member of the District community or a Third Party and reports that initially are made to another District employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) or designate a specific individual to conduct such a process.

The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the District Administrator or oversee the preparation of such recommendations by a designee. All members of the District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) days of learning of the incident/conduct.

Any District employee who directly observes discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Additionally, any District employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other District employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO/designee must contact the Complainant if age eighteen (18) or older or the Complainant's parents/guardians if the student is under the age of eighteen (18) within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

### **~~Title IX Complaint Coordinators~~/District Compliance Officers (hereinafter referred to as the "COs")**

The Board designates the following individuals to serve as the District's CO's:

Carmen O'Brien  
Business Manager  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5840  
cobrien@manawaschools.org

Daniel Wolfgram  
High School/Middle School Principal  
800 Beech Street  
Manawa, WI 54949  
920-596-5310  
dwolfgram@manawaschools.org

The names, titles, and contact information of these individuals will be published annually in the staff and student handbooks, and on the School District's web site.

A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

### **Investigation and Complaint Procedure**

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, 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 it is available: a description of the alleged violation, the identity of the Respondent individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; 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; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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~~report~~ by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of work assignment or class schedule

for the Complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the **Complainant to assess whether the individual agrees with the proposed action** ~~prior to any action being taken. If the Complainant is unwilling to consent to the proposed change, the CO still may take whatever actions are deemed appropriate in consultation with the District Administrator.~~ ~~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~~ ~~any individual named by the Complainant in connection with an alleged violation of this policy~~, that a complaint has been received. The person(s) 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 complaining party 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 complaining party.

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with ~~the Respondent~~ ~~any persons named in the complaint~~;
- C. interviews with any other witnesses who ~~may~~ 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 ~~or designee~~ shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. 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.

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.

Absent extenuating circumstances, within ~~five (5)~~ ~~ten (10)~~ ~~business~~ days of receiving the report of the CO ~~or designee~~, the District Administrator ~~must~~ either ~~must~~ issue a ~~written~~ ~~final~~ decision regarding ~~whether the charges have been substantiated~~ ~~the complaint~~ or request further investigation. A copy of the District Administrator's final decision will be delivered to ~~both the Complainant and Respondent (-) and to the Respondent, if any~~ **[END OF OPTION]**. The District Administrator may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation process. 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)~~ ~~ten (10)~~ ~~business~~ 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 will be reviewed by the Board upon request.

If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction, Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157. Any person, including the Respondent in a complaint, who is subject to disciplinary action up to and including termination as a result of a complaint may choose to file a grievance utilizing the District's grievance procedure as outlined in Policy 3340 or Policy 4340.

The Board reserves the right to investigate and resolve a complaint or report regardless of whether the member of the School District community or third party chooses to pursue 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.

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 any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.) (Policy 8462), or threats of violence (Policy 8462.01), the CO or District Administrator shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

### **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 comply with any discovery or disclosure obligations. Confidentiality cannot be guaranteed, however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.**

**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 an 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.**

### **~~Privacy/Confidentiality~~**

~~The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed, however. Additionally, the Respondent must be provided the Complainant's identity. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.~~

~~During the course of an investigation, the CO or designee will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that is learned or provided/s/he learns or that s/he provides 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 because of the discrimination, the opportunity to complete assignments missed due to absences related 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/retaliation 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 the terms of any relevant codes of conduct.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the ages 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 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 unlawful 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 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 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 ~~Public Records, Student Records, and~~ Investigatory Records and Materials**

The Compliance Officer(s) 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, including but 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 related 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~~~~interim~~ measures offered and/or provided to Complainant and/or the Respondent~~complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties

acknowledged receipt; and

- M. documentation of all actions, both individual and systemic, taken 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.]**

**It is suggested the following records also be maintained, as appropriate.**

- 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, meeting, or hearing;
- T. copies of any notices sent to the complainant and alleged perpetrator in advance of any interview or hearing;
- U. 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) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

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Revised 7/22/19

Revised 11/18/19

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Legal

- 118.13 Wis. Stats.
- P.I. 9, Wis. Adm. Code
- P.I. 41, Wis. Adm. Code
- Fourteenth Amendment, U.S. Constitution
- 20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974
- 20 U.S.C. 7905, Boy Scouts of America Equal Access Act
- 29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended
- 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
- 42 U.S.C. 2000 et seq., Civil Rights Act of 1964
- 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
- 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
- 29 C.F.R. Part 1635, The GINA Regulations
- 34 C.F.R. Part 110, The Age Discrimination Act Regulations
- Guidelines for Vocational Education Programs, Department of Education, Office for Civil Rights, March 21, 1979

Last Modified by Steve LaVallee on October 25, 2021





Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY
Code	po2260.01
Status	
Adopted	October 17, 2016
Last Revised	November 16, 2020

#### 2260.01 - SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, ~~solely by reason of his/her disability,~~ be excluded from participation in, ~~be~~ denied the benefits of, or ~~be~~ subjected to discrimination under any program or activity receiving Federal financial assistance solely by reason of disability. The Board does not discriminate in admission or access to, ~~or~~ participation in, ~~or~~ treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and the Board will make its facilities, programs, and activities accessible to qualified individuals with disabilities ~~will make accessible to qualified individuals with disabilities its facilities, programs, and activities.~~ No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

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.

#### Free Appropriate Public Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students with disabilities within its jurisdiction who are determined eligible for special education and related services under the Individuals with Disabilities Education Act ("IDEA") or Section 504, regardless of the nature or severity of their disabilities.

If a student has a physical or mental impairment that significantly limits one or more major life activities (see Definitions below), the Board shall provide the student a FAPE. An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For students with disabilities who are not eligible for specially designed instruction under the IDEA, the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of students without disabilities are met shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan. The quality of education services provided to students with disabilities shall be equal to the quality of services provided to students without disabilities.

The Board is committed to educating (or providing for the education of) each qualified student with a disability within its jurisdiction with students without disabilities to the maximum extent appropriate. Generally, the District will place a student with a disability in the general education environment unless it is demonstrated that the education of the student in the general education environment, even with the use of supplementary aids and services, cannot be achieved satisfactorily. If the District places a student in a setting other than the general education environment, it shall take into account the proximity of the alternate setting to the student's home. If the Board operates a separate class or facility that is identified as being provided for students with disabilities, the facility, program, and activities and services must be comparable to the facilities, programs, and activities and services offered to students without disabilities.

The District will provide non-academic extra-curricular services and activities in such a manner as is necessary to afford qualified students with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extra-curricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to individuals with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods and nonacademic and extracurricular services and activities, including those listed above, the District will verify that students with disabilities participate with students without disabilities in such services and activities to the maximum extent appropriate.

In accordance with Section 504, parents and students shall be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation, or misapplication of Section 504. In addition, students and their parents shall be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). Finally, students and parents shall be advised of their right to request a due process hearing before an Impartial Hearing Officer ("IHO") regarding the identification, evaluation, or educational placement of persons with disabilities, and their right to examine relevant education records. (See also AG 2260.01B - Section 504/ADA - Complaint and Due Process Procedures).

## **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.

**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).

**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).

**Individual** ~~"An individual~~ with a disability" means a person who has, ~~has had~~ 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**

~~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.~~

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 (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

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**

With respect to public preschool, elementary, and secondary educational services, a qualified individual~~person~~ with a disability means a student with a disability~~disabled person~~:

- A. who is of an age during which ~~nondisabled~~ persons without disabilities are provided educational services;
- B. who is of any age during which it is mandatory under Wisconsin law to provide educational services to ~~disabled~~ persons with disabilities; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the IDEA~~Individuals with Disabilities Education Improvement Act (IDEIA)~~.

With respect to vocational education services, a qualified individual~~person~~ with a disability means a student~~disabled person~~ with a disability who meets the academic and technical standards requisite to admission or participation in the vocational program or activity. The Board will not deny a student with disability access to its vocational education programs or courses due to architectural and/or equipment barriers, or because the student needs related aids or services to receive an appropriate education.

With respect to employment, 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**

With respect to employment, 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 regarded as having a disability.

### **Facilities**

No qualified person with a disability will be denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under any program or activity to which Section 504/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 (hereinafter referred to as the "COs")**

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

Carmen O'Brien  
 Director of Curriculum & Assessment  
 School District of Manawa  
 800 Beech Street  
 Manawa, WI 54949  
 920-596-5840  
 cobrien@manawa.k12.wi.us

Daniel Wolfgram  
 High School/Middle School Principal  
 School District of Manawa  
 800 Beech Street  
 Manawa, WI 54949  
 920-596-5310  
 dwolfgram@manawa.k12.wi.us

The names, titles, and contact information of these individuals will be published annually in the staff and student handbooks and on the School District's web site.

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 and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the CO.~~

~~The CO 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.~~

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. (See below.) The Board ~~will~~ further will establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing, for parents of students with disabilities. Finally, students and parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) regarding the identification, evaluation or educational placement of persons with disabilities, including the right to participation by the student's parents and representation of counsel, and their right to examine relevant education records.

### **Training**

~~The CO will also oversee the training of employees of the Board so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines, and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.~~

~~The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.~~

### **Facilities**

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

~~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. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities.~~

### **Education**

~~The Board is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.~~

~~If a student has a physical or mental impairment that significantly limits one or more major life activities, the Board will provide the student with a free appropriate public education ("FAPE"). An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the Individuals with Disabilities Education Improvement Act ("IDEIA"), the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A-F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.~~

~~The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the District with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment even with the use of supplementary aids and services cannot be achieved satisfactorily. If the District places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.~~

~~The Board will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic~~

~~and extracurricular services and activities, including those listed above, the District will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.~~

### **Reports and Complaints of Discrimination and Retaliation**

Students and District employees are required, and all other members of the District community and Third Parties are encouraged, to promptly report incidents of discrimination and/or retaliation to an administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the CO within two (2) days. [NOTE: While students are advised to report discrimination/retaliation to administrators, supervisors, or other District officials, the Board recognizes that some students may report discrimination/retaliation to a teacher. When a teacher receives such a report, the teacher must file it with the CO as indicated above.]

Members of the District community, which includes students or Third Parties, who believe they have been discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

A student and/or parent may initiate the internal complaint procedure when they believe that a violation, misapplication or misinterpretation of Section 504 has occurred. Additionally, the following procedure may be used for any disagreement with respect to actions regarding the identification, evaluation, or educational program or placement of students who are identified as having a disability or believed to have a disability pursuant to Section 504 and are not eligible under the IDEA, except in the case of disciplinary actions where the provisions of the Student Code of Conduct apply. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the OCR or requesting an impartial due process hearing.

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 constitute discrimination based on a Protected Class, the Principal shall report the act to one of the COs, who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the Principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

The COs will be available during regular school/work hours to discuss concerns related to discrimination/retaliation. COs shall accept reports of discrimination/retaliation directly from any member of the District community or a Third Party and reports that initially are made to another District employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) or designate a specific individual to conduct such a process.

The CO will provide a copy of this policy to the Complainant and the Respondent. In the case of a formal complaint, the CO will prepare recommendations for the District Administrator or oversee the preparation of such recommendations by a designee. All members of the District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) days of learning of the incident/conduct.

Any District employee who directly observes discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Additionally, any District employee who observes an act of discrimination/retaliation is expected to intervene to stop the misconduct unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other District employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO/designee must contact the Complainant if age eighteen (18) or older or the Complainant's parents/guardians if the student is under the age eighteen (18) within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

### **Investigation and Complaint Procedure**

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, 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 it is available: a description of the alleged violation, the identity of the Respondent individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; 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; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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 report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further ~~discrimination or retaliation~~~~loss of educational opportunity~~, including but not limited to a change of ~~work assignment or~~ class schedule for the Complainant ~~and/or the Respondent~~~~tentative enrollment in a program, or other appropriate action~~. In making such a determination, the CO should consult the **Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO still may take whatever actions are deemed appropriate in consultation with the District Administrator**~~prior to any action being taken. 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 any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within five (5) business 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.

~~Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint. Investigations shall be completed promptly. What constitutes promptness will depend on the complexity of the issues, the number of incidents or factual elements, the number of witnesses and documents to be consulted, and the availability of witnesses and other evidence. The CO shall keep the Complainant reasonably informed of the investigation's progress.~~

The investigation will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent~~any persons named in the complaint~~;
- C. interviews with any other witnesses who reasonably may ~~reasonably~~ be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other information~~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 or the designee shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant~~definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard~~. The CO's recommendations must be based upon the totality of the circumstances~~, including the ages and maturity levels of those involved~~. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

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.

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.

Absent extenuating circumstances, within five (5)~~ten (10) business~~ days of receiving the report of the CO or designee, the District Administrator must either issue a final decision regarding whether the charges have been substantiated~~the complaint~~ or request further investigation. A copy of the District Administrator's final decision will be delivered to the Complainant and to the Respondent. The District Administrator may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation process. 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)~~ten (10) business~~ 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 will be reviewed by the Board upon request.

If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The Board reserves the right to investigate and resolve a complaint, or report of, discrimination/retaliation regardless of whether the Complainant pursues~~member of the School District community or third party chooses to pursue~~ 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 or its designee.

The parties may be represented, at their own cost, at any of the above-described interviews/meetings.

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 OCR or ICRC, 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 any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall take additional such actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

### **Privacy/Confidentiality**

The District will employ all~~make~~ 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 comply with any discovery or disclosure obligations~~privacy of any individuals involved in the investigation process~~. Confidentiality cannot be guaranteed, however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

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 an investigation, the CO or designee will instruct each person~~all members of the School District community and third parties~~ who is~~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~~s/he learns or that s/he provides~~ 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, the opportunity to complete assignments missed due to absences related 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 the terms of any relevant code 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.

### **Impartial Due Process Hearing**

A student and/or parent may request an impartial due process hearing regarding the identification, evaluation, or placement of a student with a disability. The student and/or parent may but are not required to first exhaust the above complaint procedure before requesting an impartial due process hearing. The parent of a student with a disability and a student over eighteen (18) years old (if not under guardianship) or an emancipated student has the right to: (1) examine records or documents that the school relied on in making its decision about the student; (2) request an impartial due process hearing that provides the parent and/or student with an opportunity to participate and permits representation by an attorney; and (3) have an opportunity for review of the decision made at the hearing.

A request for an impartial due process hearing should be made as soon as possible following a dispute in order to ensure that witnesses are available but no more than two years following the date of the matter in dispute. A request for an impartial due process hearing must be put in writing, identify the specific circumstances or areas of dispute that have given rise to the request for a hearing, and offer possible solutions to the dispute. The request for due process hearing must be filed with a District CO within the time limits specified above. The CO is available to assist individuals in filing a request for an impartial due process hearing.

When a request for an impartial due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an IHO (i.e., by a person not employed by the District, not involved in the education or care of the child, and not having a personal or professional interest that would conflict with the IHO's objectivity in the hearing). The District will maintain a list of trained IHOs that may include IDEA/Article 7 hearing officers, attorneys, and Directors of Special Education outside the District. The District CO will appoint an IHO from that list, and the District will bear the costs of the hearing. The appointment of an IHO will be made within fifteen (15) days after the request for an impartial due process hearing is received.

A party to an impartial due process hearing has the right to:

- A. be accompanied and advised by legal counsel and individuals with special knowledge or training with respect to the problems of students with disabilities at the party's own cost;
- B. present evidence and confront, cross-examine and compel the attendance of witnesses;
- C. a written or electronic verbatim record of the hearing; and
- D. written findings of fact and conclusions of law setting forth the reasons for the decision.

The IHO shall conduct the impartial due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) days from the request for a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances). The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:

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

The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and otherwise to be heard. The parent and/or student may be represented by another person of the parent or student's choice, including an attorney. The IHO shall make a full and complete record of the proceedings.

The IHO shall render a decision in writing to the parties within thirty (30) days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision (conclusions of law). The IHO's decision shall include a statement that either party may appeal the decision.

Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

### **OCR Complaint**



At any time, if a student or parent believes that the student has been subjected to discrimination based upon disability in violation of Section 504 or the ADA, the student or parent may file a complaint with the OCR. The OCR can be reached at:

U.S. Department of Education  
Office for Civil Rights  
Chicago Office  
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  
E-mail: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)  
Web: <http://www.ed.gov/ocr>

Except in extraordinary circumstances, the OCR does not review the result of individual placement and other educational decisions, so long as the District complies with the "process" requirements of Subpart D of Section 504.

### **Notice**

Notice of the Board's policy on nondiscrimination in education practices and the identity of the COs will be published on the District's website and posted throughout the District, and included~~published~~ in the District's recruitment statements or general information publications.

### **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 any Federal or State civil rights law, 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 ~~Public Records, Student Records, and~~ 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, including but 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 related 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 interim measures offered and/or provided to the Complainant and/or the Respondent/Complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
  - M. documentation of all actions, both individual and systemic, taken 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 Codes 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.]
- It is suggested the following records also be maintained, as appropriate.**
- 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, meeting, or hearing;
  - T. copies of any notices sent to the Complainant and alleged perpetrator in advance of any interview or hearing;
  - U. 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.

Additionally, the CO shall retain copies of any written request for an impartial due process hearing, the IHO's notices to the parties, the evidence entered in the hearing, any transcript of the hearing, and the IHO's decision.

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) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 11/18/19  
Revised 4/27/2020  
T.C. 11/16/2020

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

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of HUMAN GROWTH AND DEVELOPMENT
Code	po2414
Status	
Adopted	October 17, 2016

#### 2414 - **HUMAN GROWTH AND DEVELOPMENT**

The Board of Education directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2) Wis. Stats, to include the following:

##### A. Medically accurate and age-appropriate instruction in the following topics:

1. the importance of communication about sexuality between the student and the student's parents or guardians
2. reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation
3. puberty, pregnancy, parenting, body image, and gender stereotypes
4. the skills needed to make responsible decisions about sexuality and sexual behavior throughout the student's life, including how to refrain from making inappropriate verbal, physical, and sexual advances and how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors
5. the benefits of and reasons for abstaining from sexual activity

Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections and shall identify the skills necessary to remain abstinent

6. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
7. how alcohol and drug use affect responsible decision making
8. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality
9. adoption resources, prenatal care, and postnatal supports
10. the nature and treatment of sexually transmitted infections

B. use instructional methods and materials that do not discriminate against a student based upon the student's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active students or children with disabilities

C. address self-esteem, personal responsibility, healthy relationships, and positive interpersonal skills, with an emphasis on healthy relationships

- D. identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships

The District Administrator will ensure that any instruction provided under this policy also includes instruction in the same year, when age-appropriate, that fulfills the requirements of Chapter 118.019(2m~~f~~) Wis. Stats. required subjects as listed below:

- A. presents abstinence from sexual activity as the preferred choice of behavior for unmarried students;
- B. emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome;
- C. provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children;
- D. explains pregnancy, prenatal development, and childbirth;
- E. explains the criminal penalties for engaging in sexual activities involving a child under Ch. 948, Wis. Stats.;
- F. explains the sex offender registration requirements under ~~Section~~ 301.45, Wis. Stats.;

Instruction under this paragraph shall include who is required to report under ~~S.~~ 301.45, Wis. Stats., what information must be reported, who has access to the information reported, and the implications of being registered under ~~Section~~ 301.45, Wis. Stats.

- G. provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.

The Board authorizes the curriculum to include separating students on the basis of gender as determined by the District Human Growth and Development Committee.

A citizens' advisory committee shall be established, in accordance with Board Policy 9140 - Citizens' Advisory Committees and 118.019(5), Wis. Stats., in order to ensure the effective participation of staff, parents, health-care professionals, members of clergy, and other residents of the District in the design and implementation of this program area.

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials, and of their right to have their child excused from the instruction. The notice shall state that, in the event a student is excused, that student will still receive instruction under ~~Wis. Stat.~~ 118.01(2)(d)2c, Wis. Stats. unless exempted and under ~~Wis. Stat.~~ 118.01(2)(d)8, Wis. Stats.

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Legal 115.35, 118.01(2)(d), 118.019, Wis. Stats.  
P.I. 8.01(2)(j), Wis. Adm. Code

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of DISTRICT-SPONSORED CLUBS AND ACTIVITIES
Code	po2430
Status	
Adopted	October 17, 2016
Last Revised	March 15, 2021

#### 2430 - **DISTRICT-SPONSORED CLUBS AND ACTIVITIES**

The Board believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are related to the District's curriculum and/or mission.

The purpose of District-sponsored~~curricular-related~~ activities shall be 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 directly related to accomplishing the educational outcomes for students as adopted by the Board in Policy 2131. The Board encourages all students, including those students in elementary and middle school grades, to participate in such opportunities. In implementing this policy, the District Administrator shall take steps to make such opportunities accessible to all students.

For purposes of this policy, District-sponsored~~curricular-related~~ activities are typically defined as those activities in which:

- A. the subject matter is actually taught or will be taught in a regularly offered course;
- B. the subject matter concerns the District's composite courses of study;
- C. participation is required for a particular course;
- D. participation results in academic credit; or
- E. the subject matter is of interest to students and aligns with the District's goals and mission.

No ~~curricular-related~~ activity shall be considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the District Administrator.

Such activities, along with competitive extra-curricular activities/athletics (not directly related to courses of study), may be conducted on-or-off-school premises by clubs, associations, and organizations of students sponsored by the Board and directed by a staff advisor.

Non-District sponsored~~Non-curricular~~ student activities that are initiated by parents or other members of the community may be allowed under the provisions of Policy 7510 - Use of District Facilities. The Board, however will not:

- A. assume any responsibility for the planning, conducting, or evaluating of such activities;
- B. provide any funds or other resources;

C. allow any member of the District's staff to assist in the planning, conducting, or evaluating of such an activity during the hours s/he is functioning as a member of the staff.

No non-district-sponsored organization may use the name, logo, mascot, or any other name which would associate an activity with the District. Additionally, no nondistrict-sponsored organization may use the assets of the District, including but not limited to facilities, technology, or communication networks without the specific permission(s) as outlined in the relevant District policies.

In addition to the eligibility requirements established by the Wisconsin Interscholastic Athletic Association, to be eligible for any athletic or other extra-curricular activity, a student must meet the criteria established in the Activities Code.

Students shall be fully informed of the curricular-related activities available to them and of the eligibility standards established for participation in these activities. District-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

The District Administrator shall prepare administrative guidelines to implement a program of curricular-related clubs and activities. Such guidelines should ensure that the needs and interests of the students are properly assessed and procedures are established for continuing evaluation of each club and activity.

To remain a member of a District-established student group or national organization such as the National Honor Society, a student must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or the organization.

Revised 12/18/17

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Legal                      120.12(23), Wis. Stats.  
                                    P.L. 98-377

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of EMPLOYMENT OF PROFESSIONAL STAFF
Code	po3120
Status	
Adopted	May 16, 2016
Last Revised	July 22, 2019

### 3120 - **EMPLOYMENT OF PROFESSIONAL STAFF**

The Board recognizes that positions be filled with highly-qualified and competent personnel are vital to the successful operation of the District.

All employees other than the District Administrator or support staff members (Policy 0100 – Definitions) are considered professional employees.

The Board shall approve the employment, fix the compensation, and establish the term of employment for each professional staff member employed by this District. Teachers, governed by Wis. Stat. 118.22 and administrators, governed by Wis. Stat. 118.24, may only be employed by contract and only following majority vote of the full membership of the Board or as required or permitted by law.

The District Administrator shall provide a description of the work schedule, hours of work per week, a determination of whether the employee is exempt or non-exempt for purposes of overtime eligibility (See Policy 6700). For non-exempt employees, there shall be a clear statement in the job description and employee handbook which states the following: "No non-exempt employee may perform work for the District outside of his/her regular schedule without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment," and for overtime eligible employees, there shall be a clear statement in the job description and employee handbook which states the following: "No overtime eligible employee may perform overtime work for the District without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment."

Such approval shall be given only to those candidates for employment recommended by the District Administrator.

When any recommended candidate has been rejected by the Board, the District Administrator shall make a substitute recommendation.

All applications for employment shall be referred to WECAN.

~~Relatives of Board members may be employed by the Board. If the Board member benefits financially either directly or indirectly, the Board member may not participate in any way in the discussion or vote on any matter relating to said employment.~~

Relatives of Board Members may be employed by the Board. If the Board Member benefits financially either directly or indirectly, the Board Member may not participate in any way in the discussion or vote on any matter relating to said employment.

Relatives of staff members may be employed by the Board. The newly employed staff member shall not be placed in a position in which s/he will be supervised directly by, or supervise directly, his/her relative.

Any professional staff member's intentional misstatement of fact pertaining to his/her qualifications for employment or the determination of salary shall constitute grounds for dismissal by the Board.



The employment of professional staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the educational program, except as prohibited by law, including the employment of full-time teachers and certain administrative employees on a substitute basis, pending Board approval. Employment shall be recommended to the Board at the next regular meeting.

No candidate for employment as professional staff shall receive recommendation for such employment without having proffered visual evidence of proper certification or application for such certification. For staff members instructing children in reading and/or language arts, pre-school and/or grades kindergarten through sixth grade, their certificate must verify successful completion of instruction that includes the teaching of phonics.

For each candidate, a satisfactory background check will be conducted by the Department of Public Instruction or appropriate State agency.

Any person who signs a contract to teach in the District must, within ten (10) days after signing the contract, file in the office of the District Administrator a statement showing the date of expiration and the grade and character of the certificate or license held.

The District Administrator shall prepare procedures for the recruitment and selection of all professional staff that includes reporting newly hired employees to the Wisconsin Department of Workforce Development.

### **DISTRICT SUPPORTED ALTERNATIVE LICENSING PROGRAMS**

As part of the Board's efforts to provide the highest quality education for all students in all subject areas, the Board authorizes the District Administrator, where appropriate, to support teacher licensure opportunities.

### **EXPERIENCED-BASED LICENSURE FOR TECHNICAL AND VOCATIONAL EDUCATION**

"Technical education" means technology education and any technology-related occupation.

"Vocational education" means agriculture, child services, clothing services, food services, housing and equipment services, family and consumer education, family and consumer services, home economic-related occupations, health care-related occupations, trade specialist, business education, business and office, and marketing education.

The District Administrator may support the application for an experience-based license for a teacher to teach in a technical and/or vocational education field, provided that the individual can be credited with at least 100 points using the following system:

A. The following points for experience in a technical field (must comprise at least twenty-five (25) of the required 100 points):

1. For a bachelor's degree in any science, technology, engineering, or mathematics field and any teaching license or permit, or in a field related to the vocational subject, 100 points.
2. For a bachelor's degree in any science, technology, engineering, or mathematics field, or in a field related to the vocational subject seventy-five (75) points.
3. For a bachelor's degree in a field other than those described in numbers 1. and 2., above, any science, technology, engineering, mathematics, or technical or technology education field, sixty-five (65) points.
4. For industry or vocational certification, ninety (90) points.
5. For industry experience in a trade or technical field or vocation, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points.
6. For an internship in a trade or technical field or in the vocation, twenty-five (25) points.
7. For being mentored in a trade or technical skill or in the vocation by a colleague or a Wisconsin Technology Education Association or a recognized vocational association approved mentor, twenty-five (25) points.
8. For an apprenticeship in a trade or technical field or in the vocation, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points.

B. The following points for pedagogical experience (must be at least twenty-five (25) out of the 100 required points):

1. For a bachelor's degree in technical or technology education, 100 points.
2. For a bachelor's degree in a field other than any science, technology, engineering, mathematics, or technical or technology education field, or in a subject related to the vocation and any teaching license or permit, seventy-five (75) points.
3. For credit earned at an accredited institution of higher education or technical college, three (3) points per credit up to a maximum of seventy-five (75) points for technical or technology education courses and science, technology, engineering, or mathematics courses or any field related to the vocation and three (3) points per credit up to a maximum of seventy-five (75) points for education and pedagogical courses.
4. For completing at least 100 hours of training in pedagogy, five (5) points per fifty (50) hours up to a maximum of seventy-five (75) points.

Individuals that have sufficient points may be employed by the District under an experience-based license provided that the District Administrator implements a professional development curriculum for the teacher to follow during the three (3) year period of the initial license. The District Administrator shall monitor the teacher's progress in fulfilling the curriculum.

### **PROFESSIONAL TEACHING PERMIT**

The District Administrator may support the teaching license application of an individual to teach a course in engineering, mathematics, science, computer science, art, music, or world languages that do not yet hold a professional teacher license provided that the following criteria are met:

- A. The District is experiencing a shortage in the availability of teachers with professional teaching certification in the subject area and is unable to fill a position with an acceptable licensed teacher.
- B. The individual holds at least a bachelor's degree in engineering, mathematics, science, computer science, art, music, or world languages.
- C. The individual possesses at least five (5) years of verifiable industry experience in the same field as the bachelor's degree.
- D. The individual has completed at least 100 hours of pedagogical training in an alternative teacher licensing program approved by DPI.
- E. The District Administrator shall implement a plan to provide supervision of the teacher by a teacher that holds regular professional teaching licensure during the two (2) year period of the permit.
- F. The hiring of the teacher under this alternative licensure program will not displace a regularly licensed teacher in the District.

Revised 8/22/16

Revised 7/17/17

Revised 11/19/18

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Legal

118.191, Wis. Stats.

118.192, Wis. Stats.

118.21, Wis. Stats.

118.22(2), Wis. Stats.

118.24, Wis. Stats.

121.02, Wis. Stats.

Wis. Admin. Code P.I. 34

Last Modified by Melanie Oppor on November 1, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po3122
Status	
Adopted	October 17, 2016
Last Revised	July 22, 2019

### 3122 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board does not discriminate in the employment of professional staff on the basis of ~~the Protected Classes of~~ race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), 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 characteristic protected by law in its employment practices.

Notice of the Board's policy on nondiscrimination 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).

**Military status:** refers to a person's status in the uniformed services, which includes the performance of duty on a voluntary or involuntary basis in a uniformed service, including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty, and performance of duty or training by a member of Wisconsin organized militia. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any duty listed above.

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

**School District community** means students and Board employees (i.e., administrators, and professional and support 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).

### District Compliance Officers

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

Carmen O'Brien  
Business Manager  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5840  
cobrien@manawaschools.org

Daniel Wolfgram  
High School/Middle School Principal  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5310  
dwolfgram@manawaschools.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and on the School District's website.

The COs are responsible for coordinating the District's efforts to comply with the 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 shall also verify that proper notice of nondiscrimination has been provided for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, ~~Title IX of the Education Amendment Act of 1972~~, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public. ~~A copy of each of the Acts and regulations on which this notice is available upon request from the CO.~~

### Reports and Complaints of ~~Unlawful~~ Discrimination and Retaliation

Employees are required to~~expected to promptly~~ report incidents of ~~unlawful~~ discrimination and/or retaliation to an administrator, supervisor, or other supervisory employees so that the Board may address the conduct. Any administrator, supervisor, or other supervisory employees who receive such a report/complaint shall file it with the CO at the employee's/his/her first opportunity, but no later than two (2) ~~business~~ days.

Discrimination against an individual based on their sex (including gender status, sexual orientation, and gender identity) is discrimination in violation of Title VII. Specifically, discrimination on the basis of sex stereotyping/gender-nonconformity constitutes sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior. Employment actions based upon an individual's sex could be suspect and potentially impermissible.

COs are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her gender status, sexual orientation, and gender identity.

Any questions concerning whether alleged conduct might violate this prohibition should be brought to the CO's attention promptly.

Employees who believe they have been ~~unlawfully~~ discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint will not adversely affect the Complainant's/complaining individual's employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to ~~unlawful~~ discrimination/retaliation. COs shall accept reports/complaints of ~~unlawful~~ discrimination/retaliation directly from any member of the School District community or a Third Party, or receive reports that are initially filed with another Board employee (District employees, students, parent(s), and member of the Board), a resident of the District, or a visitor to the District. Upon receipt of a report of alleged discrimination/retaliation/complaint, the either directly or through a school building administrator, a CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) investigation, or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. the CO will designate a specific individual to conduct such a process. The CO will

provide a copy of this policy to the Complainant and the Respondent upon request.~~any person who files a complaint. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.~~

Any Board employee who directly observes ~~unlawful~~ discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of ~~unlawful~~ discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO must contact the Complainant~~employee~~ within two (2) business days to advise ~~him/her~~ of the Board's intent to investigate the alleged wrongdoing.

## Investigation and Complaint Procedure

Except for sex discrimination and/or sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee who alleges to have been~~Any employee who believes that s/he has been~~ subjected to ~~unlawful~~ discrimination or retaliation may seek resolution of ~~the his/her~~ complaint through the procedures described below. The complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) ~~business~~ days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of ~~unlawful~~ discrimination or retaliation with the United States Department of Education Office for Civil Rights, the Wisconsin Equal Rights Division, or the Equal Employment Opportunity Commission ("EEOC").

## Complaint Procedure

A Complainant who alleges discrimination/retaliation~~An individual who believes s/he has been subjected to unlawful discrimination/retaliation (hereinafter referred to as the "Complainant");~~ may file a complaint, either orally or in writing; 1) with a Principal; 2) the CO; or 3) to the District Administrator or other supervisory employees. 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. 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~~assume the role of~~ CO or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO. ~~for such complaints.~~

Due to the sensitivity surrounding complaints of ~~unlawful~~ discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged~~should make every effort~~ to file a complaint within thirty (30) ~~calendar~~ days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employees, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO at the employee's first opportunity, but no later than~~within~~ two (2) ~~business~~ 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 it is available: the identity of the Respondent~~individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct~~; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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 discrimination or retaliation, including; but not limited to; a change of work assignment or schedule for the Complainant and/or the Respondent~~person who allegedly engaged in the misconduct~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still may take whatever actions are deemed~~s/he deems~~ appropriate in consultation with the District Administrator.

Within two (2) days of receiving the complaint, the CO or designee will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.~~Within two (2) business days of~~

~~receiving the complaint, the CO will initiate an investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.~~

Simultaneously, the CO will inform the Respondent that a formal individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and upon request provided with a copy of any relevant policies and/or administrative guidelines, including this Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint and the obligation to do so within five (5) ~~business~~-days.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint.~~though certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:~~

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that 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 written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of ~~unlawful~~ discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant~~Complainant has been subjected to unlawful discrimination/retaliation~~. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

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.

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.

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator either must ~~either~~ issue a written final decision regarding whether the charges have been substantiated or request further investigation. ~~An~~ summary explanation of the copy of the District Administrator's final decision will be provided~~delivered~~ to both the Complainant and the 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) ~~business~~-days, or as quickly as possible if additional time is necessary due to the availability of necessary witness(es) or documents. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in discrimination/retaliation toward the Complainant, the District Administrator~~Complainant was subjected to unlawful discrimination/retaliation, s/he~~ 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, age-appropriate, effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the District Administrator may appeal through a signed written statement to the Board within five (5) ~~business~~-days of the party's his/her receipt of the District Administrator's ~~final~~ decision. The written statement of appeal must be submitted to the District Administrator, who will forward the request to the Board President.

In an attempt to resolve the complaint, the Board shall review the findings and may meet with the concerned parties and their

representatives within twenty (20) ~~business~~ days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) ~~business~~ days of its decision. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of ~~unlawful~~ discrimination/retaliation regardless of whether the ~~Complainant~~~~employee alleging the misconduct~~ 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 or its designee.

The parties may be represented, at their own cost, at any of the above-described interviews/meetings.

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~~~~procedure~~ is not a prerequisite to the pursuit of other remedies.

### **Privacy/Confidentiality**

The Board 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 Board's legal obligations to investigate, to take appropriate action, and to 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. Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity. ~~Additionally, the Respondent must be provided the Complainant's identity. All Complainants will be advised that their identities may become known to the Respondent(s) through the investigation process.~~

During the course of an investigation, the CO 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 ~~s/he learns and/or provides~~ during the course of the investigation.

### **Remedial ActionSanctions and Monitoring**

~~The Board shall vigorously enforce its prohibitions against unlawful 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. All disciplinary action will be taken in accordance with applicable State law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies and/or the Employee Handbook.~~

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~~~~remedial~~ action has been taken against ~~the Respondent~~~~an employee~~, 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 ~~unlawful~~ 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 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. ~~Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised their rights, aided or encouraged any other person in the exercise of any right granted or protected by those laws.~~

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 ~~unlawful~~ 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 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/or received as part of an investigation, which may include ~~including,~~ 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~~ ~~interim~~ measures offered and/or provided to the Complainant and/or the Respondent ~~complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and



- 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 Codes 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.]**

**It is suggested the following records also be maintained, as appropriate.**

- 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, meeting, or hearing;
- T. copies of any notices sent to the Complainant and alleged perpetrator in advance of any interview or hearing;
- U. 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) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 11/19/18

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Legal

- 111.31 et seq., Wis. Stats.
- 111.335(d)(2), Wis. Stats.
- 118.195, Wis. Stats.
- 118.20, Wis. Stats.
- Fourteenth Amendment, U.S. Constitution
- 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
- 20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act
- 29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended
- 38 U.S.C. 4301 et seq., Uniformed Services Employment and Reemployment Rights Act
- 42 U.S.C. 2000 et seq., Civil Rights Act of 1964
- 42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964
- 42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964
- 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act of 1973 as amended
- 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
- 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
- 29 C.F.R. Part 1635, The GINA Regulations
- 34 C.F.R. Part 110, The Age Discrimination Act Regulations

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE
Code	po3122.02
Status	
Adopted	May 16, 2016

### 3122.02 - NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE

The Board ~~of Education~~ prohibits discrimination on the basis of genetic information in all aspects of employment, including hiring, firing, compensation, job assignments, promotions, layoffs, training, fringe benefits, or any other terms, conditions, or privileges of employment. The Board also does not limit, segregate, or classify applicants or employees in any way that would deprive or tend to deprive them of employment opportunities or otherwise adversely affect the status of ~~the person~~an employee as an employee, based on genetic information. Harassment of a person because of ~~his/her~~ genetic information ~~is also~~ is prohibited. Likewise, retaliation against a person for identifying, objecting to, or filing a complaint concerning a violation of this policy~~an applicant or employee for engaging in protected activity~~ is prohibited.

The identity of the Compliance Officer (see Policy 3122 - Nondiscrimination and Equal Employment Opportunity) shall be posted throughout the District and published in any District statement regarding the prohibition of discrimination on the basis of genetic information in all aspects of employment, in any staff handbooks, and in general information publications of the District as required by Federal and State law and on the District website.

In accordance with Title II of the Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff, et seq., and 29 C.F.R. Part 1635 ("GINA"), the Board shall not request, require or purchase genetic information of employees, their family members or applicants for employment. Further, in compliance with GINA this Act, applicants and employees are directed not to provide any genetic information, including the individual's family medical history, in response to necessary requests for medical information, with the exception that family medical history may be ~~provided~~acquired as part of the certification process for FMLA leave, or when an employee is asking for leave to care for an immediate family member with a serious health condition. Applicants for employment are directed not to provide any genetic information, including the individual's family medical history, in response to requests for medical information as part of the District's application for employment process. Employees and applicants for employment shall not be penalized for providing genetic information in good faith in response to a request from a Board employee or agent, unless that applicant or employee refuses to delete the information at the request of the employee or agent of the Board.

The ~~Board District~~ recognizes that genetic information may be acquired through commercially and publicly available media including documents like newspapers, books, magazines, periodicals, television shows or the Internet. The ~~Board District~~ prohibits, ~~however,~~ its employees and agents including commercial background investigation agents from searching ~~these~~such sources with the intent of finding or obtaining genetic information, or accessing sources from which they are likely to acquire genetic information. If genetic information about an employee or applicant is obtained in error, it shall be redacted immediately and not shared beyond the point of first receipt.

As used in this policy, "Genetic information," as defined by GINA, means information about: (a) an individual's genetic tests; (b) the genetic tests of that individual's family members; (c) the manifestation of disease or disorder in family members of the individual (i.e., family medical history); (d) an individual's request for, or receipt of, genetic services, or the participation in clinical research that includes genetic services by the individual or a family member of the individual; or (e) the genetic information of a fetus carried by an individual or a pregnant woman who is a family member of the individual and the genetic information of an embryo legally held by an individual or family member using assistive reproductive technology.

The term "genetic information" does not include information about the sex or age of the individual, the sex or age of family members, or information about the race or ethnicity of the individual or family member that is not derived from a genetic test.





Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of SUBSTANCE ABUSE
Code	po3170 - Delete - Incorporated in Other Policies
Status	
Adopted	May 16, 2016

### ~~3170~~ — **SUBSTANCE ABUSE**

~~The Board of Education recognizes alcoholism and drug abuse as treatable illnesses. When such illnesses impair the performance of professional staff members, the Board recognizes the responsibility to assist in a manner recommended by appropriate specialists in the treatment of those illnesses.~~

~~A professional staff member having an illness or other problem relating to the use of alcohol or other drugs will receive the same careful consideration and offer of assistance that is presently extended to professional staff members having any other illness.~~

~~The responsibility to correct unsatisfactory job performance or behavior resulting from a suspected alcohol or drug problem rests with the professional staff member. Failure to do so will result in appropriate corrective or disciplinary action as determined by the Board. The Board will assist an employee with an alcohol or drug problem in developing reasonable accommodations so that the employee may perform his/her work, consistent with State and Federal law. Existence of a substance abuse problem does not excuse misconduct in employment or violation of Board policy.~~

~~No professional staff member will have his/her job security or promotion opportunities jeopardized by his/her request for counseling or referral assistance.~~

~~Professional staff members who suspect they may have an alcohol or other drug abuse problem are encouraged to seek counseling and information on a confidential basis by contacting resources available for such service such as the District's Employee Assistance Program.~~

~~This policy shall be administered in accordance with the Americans with Disabilities Act of 1990 and applicable State laws.~~

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Legal	Americans with Disabilities Act of 1990
	Wis. Stat. 111.34

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of USE OF TOBACCO AND NICOTINE BY PROFESSIONAL STAFF
Code	po3215
Status	
Adopted	May 16, 2016
Last Revised	November 16, 2020

### 3215 - **USE OF TOBACCO AND NICOTINE BY PROFESSIONAL STAFF**

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any professional staff of the District to use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

#### **Exceptions**

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

FDA approved cessation products or tobacco dependence products are exempt from this policy for adults and staff eighteen years and older. Staff using such products and bringing them to any school property or school-sponsored activity are responsible for safe-keeping of these products at all times and are responsible for assuring that no students are able to obtain access to these products.

#### **Policy Specific Definitions**

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff, and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

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Legal                      111.321, Wis. Stats.  
                                  120.12(20), Wis. Stats.  
                                  20 U.S.C. 6081 et seq.  
                                  20 U.S.C. 7182

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of STAFF DRESS AND GROOMING
Code	po3216
Status	
Adopted	May 16, 2016

### 3216 - **STAFF DRESS AND GROOMING**

The Board believes that professional staff members set an example in dress and grooming for their students to follow. ~~A professional staff member who understands and adheres to this belief enhances his/her status, presents an image of dignity, and encourages discipline and respect for authority.~~

The Board authorizes the development of standards for staff dress and grooming that promote a professional educational atmosphere that gives consideration to the impact on the educational process and the diversity of the District's staff.

~~The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process.~~ When assigned to District duty, all professional staff members shall follow the guidelines as identified in the Employee Handbook.

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	ETHICS AND CONFLICT OF INTEREST
Code	po3230
Status	
Adopted	May 16, 2016
Last Revised	November 16, 2020

### 3230 - ETHICS AND CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and the District's employees, officers and agents and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines designed to avoid the occurrence or appearance of any conflicts of interest do not occur. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all-inclusive, nor to substitute for good judgment on the part of all professional employees, officers, and agents. Professional employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No professional employee, officer, or agent shall engage in or have a personal or financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. Specifically, professional employees must 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 an amount that exceeds~~This includes not only those interests that violate state criminal law, which typically requires at least \$15,000 in financial interest,~~ but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.
- B. Professional employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, anything of substantial value, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

1. the provision of any private lessons or services for a fee unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the professional staff member's regular duties.
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
3. the use, sale, or improper divulging of any privileged information through his/her access to School District records, about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District.

4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
  5. the requirement of employees, students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator and approval of the Board of Education before entering into any private relationship.
- D. Professional employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- E. Professional employees, officers, and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.
- Professional employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.
- However, pursuant to Federal rules, the School District has set standards for when an employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.
- F. Professional employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.
- The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.
- G. Professional employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action up to and including termination.

No professional staff employee may accept or engage in any employment, consulting, advising, or other professional activity with any organization other than the District, whether the employee will receive compensation for such outside activity or not, without first providing notice to the District Administrator.

In the event that, within the course of administering a Federally funded grant program or service to the District, any professional employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family, as defined in 19.42(7), Wis. Stats.

Revised 8/22/16  
 Revised 11/19/18  
 Revised 7/22/19  
 Revised 4/27/2020

Legal

19.42(7), Wis. Stats

19.59, Wis. Stats.

946.13, Wis. Stats.

2 C.F.R. 200.12

7 C.F.R. 3019.42

2 C.F.R. 200.113

2 C.F.R. 200.318

7 C.F.R. 3016.36(b)(3)

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - EMPLOYEE ANTI-HARASSMENT
Code	po3362
Status	
Adopted	October 17, 2016
Last Revised	April 27, 2020

### 3362 - EMPLOYEE ANTI-HARASSMENT

#### Prohibited Harassment

The Board is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, age, sex (including ~~trans~~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 (collectively, "Protected Classes"), or any other characteristic protected by law in its employment practices (hereinafter referred to as "harassment" "Protected Classes Characteristics"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of harassment and, in those cases where harassment is substantiated, ~~the Board will~~ take immediate steps ~~calculated~~ to end the harassment, prevent its reoccurrence, and, ~~if applicable,~~ remedy its effects.

Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

~~For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.~~

~~For purposes of this policy, "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 District, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).~~

#### Notice

Notice of the Board's policy on anti-harassment related to employment practices 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):** 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 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 students and Board employees (i.e., administrators, and professional and support 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 rises to the level of harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

~~"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee on the basis of the employee's Protected Classes Characteristics that:~~

- A. ~~places a school employee in reasonable fear of harm to his/her person or damage to his/her property;~~
- B. ~~is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working conditions from the perspective of a reasonable person similarly situated;~~
- C. ~~has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations.~~

"Harassment" also includes "hate speech"—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 (e.g., swastikas).

### **Sexual Harassment**

For purposes of this policy and consistent with Pursuant to Title VII of the Civil Rights Act of 1964, ~~and Title IX of the Educational Amendments of 1972,~~ "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

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

Sexual Harassment covered by Policy 2266/AG 2266 – 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 solely by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

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 sexual propositions, invitations, solicitations, and flirtations;
- B. unwanted physical and/or sexual contact ~~assault~~;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions ~~of a sexual nature~~, 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, text messages, or social media postings;
- E. sexually suggestive objects, pictures, graffiti, videos, videotapes, posters, audio recordings, or literature, placed in the work ~~or educational~~ environment that reasonably may embarrass or offend individuals; ~~remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;~~
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;

- G. asking or telling about sexual fantasies, sexual preferences, or sexual activities;
- H. speculation about a person's sexual activities or sexual history or remarks about one's own sexual activities or sexual history;
- I. giving unwelcome personal gifts, such as lingerie, that suggest the desire for a romantic relationship;
- J. leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin;
- K. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; ~~and~~
- L. inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life; and
- M. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

### **Boundary Invasions**

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:

- A. hugging, kissing, or other physical contact with a student;
- B. telling sexual jokes to students;
- C. engaging in talk containing sexual innuendo or banter with students;
- D. talking about sexual topics that are not related to curriculum;
- E. showing pornography to a student;
- F. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
- G. initiating or extending contact with students beyond the school day for personal purposes;
- H. using e-mail, text messaging, or websites to discuss personal topics or interests with students;
- I. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
- J. 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);
- K. going to a student's home for non-educational purposes;
- L. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
- M. giving gifts or money to a student for no legitimate educational purpose;
- N. accepting gifts or money from a student for no legitimate educational purpose;

- O. being overly "touchy" with students;
- P. favoring certain students by inviting them to come to the classroom at non-class times;
- Q. getting a student out of class to visit with the staff member;
- R. 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;
- S. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
- T. being alone with a student behind closed doors without a legitimate educational purpose;
- U. telling a student "secrets" and having "secrets" with a student;
- V. other similar activities or behavior.

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.

### **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 performance; or of creating an intimidating, hostile, or offensive working environment. 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 work performance; or of creating an intimidating, hostile, or offensive working environment. 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.

### **Age Harassment**

Prohibited age-based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

### **Race/Color Harassment**

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. 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.

### **Disability Harassment**

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disability ~~disabling condition~~ or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

### **Anti-Harassment Compliance Officers**

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)" or "CO" "COs"):



Carmen O'Brien  
 Business Manager  
 School District of Manawa  
 800 Beech Street  
 Manawa, WI 54949  
 920-596-5840  
 cobrien@manawaschools.org

Daniel Wolfgram  
 High School/~~Middle~~~~Junior High~~ School Principal  
 School District of Manawa  
 800 Beech Street  
 Manawa, WI 54949  
 920-596-5310  
 wolfgram@manawaschools.org

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

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the 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 individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Members of the School District community ~~and third parties, which includes all staff,~~ along with Third Parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a ~~report/complaint~~ shall file it with the ~~District's~~ Compliance Officer within two (2) days of receiving the report of harassment at his/her first opportunity.

Members of the School District community and Third Parties~~or third parties~~ who believe they have been harassed by another member of the School District community or a ~~Third Party~~~~third party~~ are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the ~~Complainant's~~~~complaining individual's~~ employment unless the complaining individual makes the complaint maliciously or with the knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other District officials who have knowledge of or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.

- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate District officials are as follows:
1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who will coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.~~for such complaints.~~
  2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- 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. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator or other supervisory employee.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

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 work 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 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, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266. 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 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 1662 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

~~A CO will be available during regular school/work hours to discuss concerns related to harassment, 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.~~

~~The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District 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 begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.~~

### **Investigation and Complaint Procedure**

Except for sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, a~~Any~~ employee or other member of the School District community or Third Party (e.g., visitor to the District) who believes that they have/he has been subjected to harassment or has witnessed harassment of another may seek resolution of the his/her complaint through the procedures ~~as~~ described below. The 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.~~Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.~~

~~Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).~~

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR"), the Wisconsin Equal Rights Division, and/or Equal Employment Opportunity Commission ("EEOC"). 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>.

## Complaint Procedure

A Complainant ~~An individual who believes s/he has been subjected to harassment hereinafter referred to as the "Complainant," who alleges harassment based on a protected class or retaliation~~ may file a complaint, either orally or in writing: 1) with a teacher, Principal; 2) directly to one of the 7 COs; or 3) to the District Administrator; or other supervisory employee. As noted above, 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. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who ~~may will consult, in consultation~~ with the other appointed/designated CO, if any, and if necessary, appoint/designate another individual to serve in the role of CO ~~assume the role of the CO~~ for such a complaint regarding a CO.

Due to the sensitivity surrounding complaints of harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) ~~calendar~~ days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) ~~business~~ days.

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

All written complaints must include the following information to the extent known it is available: the identity of the Respondent ~~individual believed to have engaged in, or be actively engaging in, harassment~~; 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; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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 work assignment or schedule for the Complainant and/or the Respondent ~~alleged harasser~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed s/he deems appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the Complainant or Respondent.

Within two (2) ~~business~~ days of receiving a complaint, the CO will inform the Respondent ~~individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent"~~, that a complaint has been received.

The Respondent is not entitled to receive a copy of any written complaint unless the CO determines it is appropriate to do so; however, the Respondent will be informed about the nature of the allegations. The CO shall inform the Respondent of the requirements of this policy, which may include providing the Respondent with a copy of this policy or information about where to find it. Respondent shall be afforded the opportunity to submit a written response to the complaint. The CO shall inform the Respondent of the Respondent's deadline to provide the CO with the written response to the allegations in the complaint.

Within five (5) 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.

~~Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint.~~

~~Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the Complainant has been subject to offensive conduct/harassment.~~

~~Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint.~~ The investigation will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who ~~may~~ 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, ~~R~~espondent, 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 or designee shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the Respondent engaged in harassment of or retaliation toward the Complainant~~Complainant has been subjected to harassment~~. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used.

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.

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.

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator must either issue a written final-decision regarding whether or not the complaint of harassment 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 ~~R~~espondent.

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) ~~business~~-days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in harassment of or retaliation toward the Complainant, the District Administrator must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the harassment or retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 3340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

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 ~~T~~hird ~~P~~arty alleging the harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

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 procedure is not a prerequisite to the pursuit of other remedies.

All timelines pertinent to the investigation process are intended to be guidelines to assure that the investigation proceeds with all deliberate efficiency. Failure of the CO to meet any specific timeline does not invalidate the investigation or provide a defense to the allegations.

### **Privacy/Confidentiality**

The ~~School~~-District will employ reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of harassment. The School District will respect the privacy of the Complainant, the ~~R~~espondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided with the Complainant's identity.~~All Complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.~~

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided~~s/he learns or that s/he provides~~ 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. 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 his/her obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution.

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 ~~Sanctions~~ and Monitoring

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

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 because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be an 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/retaliation 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. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances. 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<sup>##</sup> 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 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.

## Allegations Constituting Criminal Conduct

If the CO has reason to believe that the Complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the Complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made, the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the COs obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause after consultation with the District Administrator.

### **Reprisal**

Submission of a good faith complaint or report of harassment will not affect the Complainant's or reporter's work status or work environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

### **Miscellaneous**

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in educational employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A link to this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. 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 staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the Complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

### **Retention of Investigatory Records and Materials**

The CO(s) 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 /or received as part of an investigation, which may include~~including,~~ 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~~interim~~ measures offered and/or provided to Complainant and/or the Respondent~~Complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
  - 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.]**
- It is suggested the following records also be maintained, as appropriate.**
- 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, meeting, 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) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 12/18/17

Revised 7/22/19

Revised 11/18/19

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Legal

111.31, 118.195, 118.20, Wis. Stats.  
29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967  
29 U.S.C. 794, Rehabilitation Act of 1973  
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. 2000e et seq., Title VII of the Civil Rights Act of 1964  
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act  
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975  
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended  
29 C.F.R. Part 1635  
National School Boards Association Inquiry and Analysis - May 2008

Last Modified by Steve LaVallee on September 16, 2021





Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of EMPLOYMENT OF SUPPORT STAFF
Code	po4120
Status	
Adopted	May 16, 2016
Last Revised	March 15, 2021

#### 4120 - **EMPLOYMENT OF SUPPORT STAFF**

The Board recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with qualified and competent support staff.

All employees other than the District Administrator or Professional Staff Members (Policy 0100 – Definitions) are considered Classified or Support Employees.

The Board shall approve the employment and fix the compensation for each support staff member employed by this District.

The District Administrator shall provide a description of the work schedule, hours of work per week, a determination of whether the employee is exempt or non-exempt for purposes of overtime eligibility (See Policy 6700). For non-exempt employees, there shall be a clear statement in the job description and employee handbook which states the following: "No non-exempt employee may perform work for the District outside of his/her regular schedule without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment," and for overtime eligible employees, there shall be a clear statement in the job description and employee handbook which states the following: "No overtime eligible employee may perform overtime work for the District without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment."

Such approval shall be given only to those candidates for employment recommended by the District Administrator.

When any recommended candidate has been rejected by the Board, the District Administrator shall make a substitute recommendation.

All applications for employment shall be referred to the District Office.

~~Relatives of Board members may be employed by the Board, provided the Board member does not participate in any way in the discussion or vote on any matter related to said employment.~~

Relatives of Board Members may be employed by the Board, provided the Board Member does not participate in any way in the discussion or vote on any matter related to said employment.

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which s/he would be supervised directly by the relative staff member.

Any support staff member's intentional misstatement of fact material to his/her qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.

The employment of support staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board at the next regular meeting.

When appropriate, no candidate for employment as a support staff member shall receive recommendation for such employment without having proffered visual evidence of proper certification, when appropriate, or that application for such certification is in process. There must also be verification that a satisfactory background check has been conducted in compliance with District procedures to include local, State, and Federal sources of information.

The District Administrator shall prepare procedures for the recruitment and selection of all support staff that include reporting newly hired employees to the Wisconsin Department of Workforce Development.

### **REQUIREMENTS FOR TITLE I PARAPROFESSIONALS**

All paraprofessionals hired for a Title I supported program must have a secondary school diploma or its recognized equivalent and one of the following:

- A. Completed two (2) years study at an institution of higher education; or
- B. Obtained at least an associates degree; or
- C. Met a rigorous standard of quality and demonstrate through formal State or local academic assessment:
  - 1. knowledge of and the ability to assist in instructing, reading, writing and mathematics; or
  - 2. knowledge of and the ability to assist in instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.

Existing paraprofessionals – All current paraprofessionals working for a Title I supported program must:

- A. Have a secondary school diploma or its recognized equivalent;
- B. Meet the requirements for newly hired paraprofessionals as described above.

Exceptions – These requirements do not apply to a paraprofessional:

- A. Who is proficient in English and a second language and serves as a translator primarily to enhance the participation of children in Title I programs; or
- B. Whose duties consist solely of conducting parental involvement activities.

Paraprofessional duties – Paraprofessionals working for a Title I supported program may be assigned to:

- A. provide one-on-one tutoring for eligible students during times when the teacher would not otherwise be instructing the student;
- B. assist with classroom management, such as organizing instructional and other materials;
- C. provide assistance in a computer laboratory;
- D. provide support in a library or media center;
- E. conduct parental involvement activities;
- F. act as a translator;
- G. provide instructional services to students, if working under the direct supervision of a teacher;
- H. perform limited duties beyond classroom instruction.

Revised 5/16/16

Revised 7/17/17

Legal

20 U.S.C. 6319

Last Modified by Melanie Oppor on November 1, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po4122
Status	
Adopted	October 17, 2016
Last Revised	July 22, 2019

#### 4122 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board does not discriminate in the employment of support staff on the basis of ~~the Protected Classes of~~ race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), 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 characteristic protected by law in its employment practices.

Notice of the Board's policy on nondiscrimination 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).

**Military status:** refers to a person's status in the uniformed services, which includes the performance of duty on a voluntary or involuntary basis in a uniformed service, including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty, and performance of duty or training by a member of Wisconsin organized militia. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any duty listed above.

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

**School District community** means students and Board employees (i.e., administrators, and professional and support 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).

### District Compliance Officers

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

Carmen O'Brien  
Business Manager  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5840  
cobrien@manawaschools.org

Daniel Wolfgram  
High School/Middle School Principal  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5310  
dwolfgram@manawaschools.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and on the School District's website.

The COs are responsible for coordinating the District's efforts to comply with the 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 shall also verify that proper notice of nondiscrimination has been provided for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, ~~Title IX of the Education Amendment Act of 1972~~, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public. ~~A copy of each of the Acts and regulations on which this notice is available upon request from the CO.~~

### Reports and Complaints of ~~Unlawful~~ Discrimination and Retaliation

Employees are required to~~expected to promptly~~ report incidents of ~~unlawful~~ discrimination and/or retaliation to an administrator, supervisor, or other supervisory employees so that the Board may address the conduct. Any administrator, supervisor, or other supervisory employees who receive such a report/complaint shall file it with the CO at the employee's/his/her first opportunity, but no later than two (2) ~~business~~ days.

Discrimination against an individual based on their sex (including gender status, sexual orientation, and gender identity) is discrimination in violation of Title VII. Specifically, discrimination on the basis of sex stereotyping/gender-nonconformity constitutes sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior. Employment actions based upon an individual's sex could be suspect and potentially impermissible.

COs are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her gender status, sexual orientation, and gender identity.

Any questions concerning whether alleged conduct might violate this prohibition should be brought to the CO's attention promptly.

Employees who believe they have been ~~unlawfully~~ discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint will not adversely affect the Complainant's/complaining individual's employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to ~~unlawful~~ discrimination/retaliation. COs shall accept reports/complaints of ~~unlawful~~ discrimination/retaliation directly from any member of the School District community or a Third Party, or receive reports that are initially filed with another Board employee (District employees, students, parent(s), and member of the Board), a resident of the District, or a visitor to the District. Upon receipt of a report of alleged discrimination/retaliation/complaint, the either directly or through a school building administrator, a CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) investigation, or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. the CO will designate a specific individual to conduct such a process. The CO will

provide a copy of this policy to the Complainant and the Respondent upon request.~~any person who files a complaint. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.~~

Any Board employee who directly observes ~~unlawful~~ discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of ~~unlawful~~ discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO must contact the Complainant~~employee~~ within two (2) business days to advise ~~him/her~~ of the Board's intent to investigate the alleged wrongdoing.

## Investigation and Complaint Procedure

Except for sex discrimination and/or sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee who alleges to have been~~Any employee who believes that s/he has been~~ subjected to ~~unlawful~~ discrimination or retaliation may seek resolution of ~~the his/her~~ complaint through the procedures described below. The complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) ~~business~~ days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of ~~unlawful~~ discrimination or retaliation with the United States Department of Education Office for Civil Rights, the Wisconsin Equal Rights Division, or the Equal Employment Opportunity Commission ("EEOC").

## Complaint Procedure

A Complainant who alleges discrimination/retaliation~~An individual who believes s/he has been subjected to unlawful discrimination/retaliation (hereinafter referred to as the "Complainant");~~ may file a complaint, either orally or in writing; 1) with a Principal; 2) the CO; or 3) to the District Administrator or other supervisory employees. 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. 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~~assume the role of~~ CO or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO. ~~for such complaints.~~

Due to the sensitivity surrounding complaints of ~~unlawful~~ discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged~~should make every effort~~ to file a complaint within thirty (30) ~~calendar~~ days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employees, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO at the employee's first opportunity, but no later than~~within~~ two (2) ~~business~~ 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 it is available: the identity of the Respondent~~individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct~~; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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 discrimination or retaliation, including; but not limited to; a change of work assignment or schedule for the Complainant and/or the Respondent~~person who allegedly engaged in the misconduct~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still may take whatever actions are deemed~~s/he deems~~ appropriate in consultation with the District Administrator.

Within two (2) days of receiving the complaint, the CO or designee will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.~~Within two (2) business days of~~

~~receiving the complaint, the CO will initiate an investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.~~

Simultaneously, the CO will inform the Respondent that a formal individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and upon request provided with a copy of any relevant policies and/or administrative guidelines, including this Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint and the obligation to do so within five (5) ~~business~~-days.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint. ~~though certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:~~

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that 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 written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of ~~unlawful~~ discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant ~~Complainant has been subjected to unlawful discrimination/retaliation~~. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

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.

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.

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator either must ~~either~~ issue a written final decision regarding whether the charges have been substantiated or request further investigation. ~~An~~ summary explanation of the copy of the District Administrator's final decision will be provided ~~delivered~~ to both the Complainant and the 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) ~~business~~-days, or as quickly as possible if additional time is necessary due to the availability of necessary witness(es) or documents. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in discrimination/retaliation toward the Complainant, the District Administrator ~~Complainant was subjected to unlawful discrimination/retaliation, s/he~~ 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, age-appropriate, effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the District Administrator may appeal through a signed written statement to the Board within five (5) ~~business~~-days of the party's his/her receipt of the District Administrator's ~~final~~ decision. The written statement of appeal must be submitted to the District Administrator, who will forward the request to the Board President.

In an attempt to resolve the complaint, the Board shall review the findings and may meet with the concerned parties and their

representatives within twenty (20) ~~business~~ days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) ~~business~~ days of its decision. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of ~~unlawful~~ discrimination/retaliation regardless of whether the ~~Complainant~~~~employee alleging the misconduct~~ 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 or its designee.

The parties may be represented, at their own cost, at any of the above-described interviews/meetings.

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~~~~procedure~~ is not a prerequisite to the pursuit of other remedies.

### **Privacy/Confidentiality**

The Board 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 Board's legal obligations to investigate, to take appropriate action, and to 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. Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity. ~~Additionally, the Respondent must be provided the Complainant's identity. All Complainants will be advised that their identities may become known to the Respondent(s) through the investigation process.~~

During the course of an investigation, the CO 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 ~~s/he learns and/or provides~~ during the course of the investigation.

### **Remedial ActionSanctions and Monitoring**

~~The Board shall vigorously enforce its prohibitions against unlawful 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. All disciplinary action will be taken in accordance with applicable State law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies and/or the Employee Handbook.~~

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~~~~remedial~~ action has been taken against the Respondent~~an employee~~, 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 ~~unlawful~~ 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 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. ~~Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised their rights, aided or encouraged any other person in the exercise of any right granted or protected by those laws.~~

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 ~~unlawful~~ 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 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/or received as part of an investigation, which may include ~~including,~~ 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~~ ~~interim~~ measures offered and/or provided to the Complainant and/or the Respondent ~~complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

- 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 Codes 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.]**

**It is suggested the following records also be maintained, as appropriate.**

- 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, meeting, or hearing;
- T. copies of any notices sent to the Complainant and alleged perpetrator in advance of any interview or hearing;
- U. 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) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 11/19/18

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Legal

111.31 et seq., Wis. Stats.

111.335(d)(2), Wis. Stats.

118.195, Wis. Stats.

118.20, Wis. Stats.

Fourteenth Amendment, U.S. Constitution

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

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended

38 U.S.C. 4301 et seq., Uniformed Services Employment and Reemployment Rights Act

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

42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964

42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act of 1973 as amended

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

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

29 C.F.R. Part 1635, The GINA Regulations

34 C.F.R. Part 110, The Age Discrimination Act Regulations

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE
Code	po4122.02
Status	
Adopted	May 16, 2016

#### 4122.02 - **NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE**

The Board ~~of Education~~ prohibits discrimination on the basis of genetic information in all aspects of employment, including hiring, firing, compensation, job assignments, promotions, layoffs, training, fringe benefits, or any other terms, conditions, or privileges of employment. The Board also does not limit, segregate, or classify applicants or employees in any way that would deprive or tend to deprive them of employment opportunities or otherwise adversely affect the status of ~~the person~~an employee as an employee, based on genetic information. Harassment of a person because of ~~his/her~~ genetic information ~~is also~~ is prohibited. Likewise, retaliation against a person for identifying, objecting to, or filing a complaint concerning a violation of this policy~~an applicant or employee for engaging in protected activity~~ is prohibited.

The identity of the Compliance Officer (see Policy 4122 - Nondiscrimination and Equal Employment Opportunity) shall be posted throughout the District and published in any District statement regarding the prohibition of discrimination on the basis of genetic information in all aspects of employment, in any staff handbooks, and in general information publications of the District as required by Federal and State law and on the District website.

In accordance with Title II of the Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff, et seq., and 29 C.F.R. Part 1635 ("GINA"), the Board shall not request, require or purchase genetic information of employees, their family members or applicants for employment. Further, in compliance with GINA this Act, applicants and employees are directed not to provide any genetic information, including the individual's family medical history, in response to necessary requests for medical information, with the exception that family medical history may be ~~provided~~acquired as part of the certification process for FMLA leave, or when an employee is asking for leave to care for an immediate family member with a serious health condition. Applicants for employment are directed not to provide any genetic information, including the individual's family medical history, in response to requests for medical information as part of the District's application for employment process. Employees and applicants for employment shall not be penalized for providing genetic information in good faith in response to a request from a Board employee or agent, unless that applicant or employee refuses to delete the information at the request of the employee or agent of the Board.

The ~~Board~~District recognizes that genetic information may be acquired through commercially and publicly available media including documents like newspapers, books, magazines, periodicals, television shows or the Internet. The ~~Board~~District prohibits, ~~however,~~ its employees and agents including commercial background investigation agents from searching ~~these~~such sources with the intent of finding or obtaining genetic information, or accessing sources from which they are likely to acquire genetic information. If genetic information about an employee or applicant is obtained in error, it shall immediately be redacted and not shared beyond the point of first receipt.

As used in this policy, "Genetic information," as defined by GINA, means information about: (a) an individual's genetic tests; (b) the genetic tests of that individual's family members; (c) the manifestation of disease or disorder in family members of the individual (i.e., family medical history); (d) an individual's request for, or receipt of, genetic services, or the participation in clinical research that includes genetic services by the individual or a family member of the individual; or (e) the genetic information of a fetus carried by an individual or a pregnant woman who is a family member of the individual and the genetic information of an embryo legally held by an individual or family member using assistive reproductive technology.

The term "genetic information" does not include information about the sex or age of the individual, the sex or age of family members, or information about the race or ethnicity of the individual or family member that is not derived from a genetic test.

As used in this policy, "genetic test" means an analysis of human DNA, RNA, chromosomes, proteins, or metabolites that detect genotypes, mutations, or chromosomal changes. The term includes any test of a person's DNA/RNA.

If the ~~Board's employees or agents~~District either legally and/or inadvertently receives genetic information about an employee or applicant ~~for employment from the employee, applicant for employment or a medical provider~~ it shall be treated as a confidential medical record in accordance with law.

The ~~District's~~District Administrator shall appoint a Compliance Officer (see Policy 4122 - Nondiscrimination and Equal Employment Opportunity) ~~is who shall be~~ responsible for overseeing the ~~Board~~District's compliance with this policy and GINA and proposing revisions and additions to this policy as necessary to ensure the Board's compliance with GINA ~~Federal regulations and promptly dealing with any inquiries or complaints.~~ This person shall be responsible for working with the Board's legal counsel to fully implement the requirements of GINA in all activities of the School District. The Compliance Officer ~~S/He shall~~ also ~~shall~~ verify that proper notice of nondiscrimination for Title II of ~~GINA~~the Genetic Information Nondiscrimination Act of 2008 is provided to staff members, and that all ~~District~~ requests for health-related information (e.g., to support an employee's request for reasonable accommodation under the ADA or a request for sick leave) ~~are~~is accompanied by a written warning that directs the employee or health care provider not to collect or provide genetic information. The warning shall read as follows:

**Genetic Information Nondiscrimination Act of 2008 (GINA) Disclosure Requirement**

The Genetic Information Nondiscrimination Act of 2008 ~~or ("GINA")~~ prohibits employers and other entities covered by the law ~~GINA Title II~~, including the Board ~~of Education~~, from requesting or requiring genetic information of an employee or applicant ~~individual~~ or family member of an employee or applicant ~~the individual~~, except as specifically allowed by law. To comply with GINA ~~this law~~, do not provide any genetic information when responding to this request for medical information (unless the request pertains to a request for FMLA leave for purposes of caring for an immediate family member with a serious health condition). "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic test, the fact that an individual or an individual's family member sought or received genetic services or participated in clinical research that includes genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services. Questions concerning compliance with the requirements of GINA may be directed to the GINA Compliance Officer at 920-596-5840.

The ~~Board~~District offers health services, including a wellness program. Participation in the services/program is voluntary. Genetic information (such as family medical history) may be obtained as part of an individual's participation in the service/program. If that occurs, individual genetic information may be provided to the individual receiving the services and to his/her health services providers, but only genetic information in aggregate form will be provided to the ~~District~~Board and no applicant or employee shall be identified or identifiable from the reported information.

The grievance procedure for complaints of discrimination in Policy 4122 applies to complaints of discrimination, including harassment, or retaliation prohibited by GINA and may be utilized if a District employee alleges discrimination or harassment on the basis of genetic information or retaliation for identifying, objecting to, or filing a complaint concerning a violation of GINA or this policy.

**~~[NOTE: It should be noted that any sections of the District's collective bargaining agreements dealing with terms and conditions of employment should contain a statement of nondiscrimination similar to that in the Board's statement above.]~~**

42 U.S.C. 2000ff et seq.  
Title II, The Genetic Information Nondiscrimination Act of 2008  
29 C.F.R. Part 1635

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Legal                                    42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act  
Title II, The Genetic Information Nondiscrimination Act of 2008  
29 C.F.R. Part 1635

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	po4123
Status	
Adopted	October 17, 2016
Last Revised	July 22, 2019

#### 4123 - **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.

[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 had~~ 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**

~~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.~~

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~~ ~~person~~ with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position ~~the~~ ~~such~~ individual holds or desires and ~~, with or without reasonable accommodation,~~ 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~~ ~~District's~~ program and/or activities. A reasonable accommodation is not ~~necessarily~~ required for an individual who is merely regarded as having a disability.

### **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 Officer(s)**

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").

Carmen O'Brien  
Business Manager  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5840  
cobrien@manawaschools.org

Daniel Wolfgram  
High School/~~Middle~~ ~~Junior~~ ~~High~~ School Principal  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-5310

dwolfgram@manawaschools.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and on the School District's website.

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 ~~Any sections of the and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the District COs.~~

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.)

### **Training**

~~The COs will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines, and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.~~

~~The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.~~

### **Facilities**

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

~~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.~~

### **Notice**

~~Notice of the Board's policy on nondiscrimination in employment practices and the identity of the COs will be posted throughout the District, and published in the District's recruitment statements or general information publications.~~

### **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) ~~calendar~~ 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) ~~business~~ 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) ~~business~~ 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) ~~business~~ 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 ~~unlawful~~ 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 ~~unlawful~~ discrimination/retaliation, or participates as a witness in an investigation, is prohibited. ~~Neither the Board nor any other person may intimidate, threaten, coerce, Specifically, the Board will not discriminate/retaliate against, coerce, intimidate, threaten~~ or interfere with any individual because the person opposed any act or practice made ~~unlawful~~ by Section 504 or the ADA, or because that individual made a report, formal complaint~~charge~~, 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.]**
- It is suggested the following records also be maintained, as appropriate.**
- 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) 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) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years and longer if required by the District's records retention schedule.

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 Melanie Oppor on October 8, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY
Code	po4161
Status	
Adopted	May 16, 2016
Last Revised	November 16, 2020

#### 4161 - **UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY**

It is the policy of the Board to protect the students and employees of this District from the effects of contagious diseases and other circumstances that render support staff members unable to perform their duties.

The Board authorizes the District Administrator to place a support staff member on sick leave or suspend a support staff member for physical or mental disability to perform assigned duties in conformance with the law.

The District Administrator shall require that the support staff member submits to an appropriate examination by a healthcare provider designated by the support staff member, or a healthcare provider designated by the Board and compensated by the District, or both.

The staff member 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/District Administrator and to allow the District Administrator to speak to the health care provider who conducted the medical examination in order to get clarification. Refusal to submit to an appropriate examination or to execute the HIPAA release will be grounds for disciplinary action, up to and including termination.

As required by Federal law and regulation and Board Policy 4122.02, the District Administrator 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 support staff member is found to be unable to perform assigned duties, the support staff member shall be placed on leave of absence pending further determination of ability to perform duties, including an evaluation of any reasonable accommodations in the event of the existence of a disability.

Should a support staff member refuse to submit to ~~the an~~ examination requested by the District Administrator, such refusal shall subject the support staff member to disciplinary action. ~~following the exhaustion of proper appeals, the District Administrator shall consider the certification of charges for reasons of insubordination.~~

The District Administrator may designate any period of leave under this policy as qualifying leave under State and/or Federal FMLA leave entitlement consistent with Policy 4430.01 as provided by law.

Revised 7/17/17  
Revised 4/27/2020

Legal

111.32 et seq. the Wisconsin Fair Employment Act

29 C.F.R. Part 1630

29 C.F.R. Part 1635

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of SUBSTANCE ABUSE
Code	po4170 - Delete - Incorporated in Other Policies
Status	
Adopted	May 16, 2016

#### ~~4170—SUBSTANCE ABUSE~~

~~The Board of Education recognizes alcoholism and drug abuse as treatable illnesses. When such illnesses impair the performance of support staff members, the Board recognizes the responsibility to assist in a manner recommended by appropriate specialists in the treatment of those illnesses.~~

~~A support staff member having an illness or other problem relating to the use of alcohol or other drugs will receive the same careful consideration and offer of assistance that is presently extended to support staff members having any other illness.~~

~~The responsibility to correct unsatisfactory job performance or behavior resulting from a suspected alcohol or drug problem rests with the support staff member. Failure to do so will result in appropriate corrective or disciplinary action as determined by the Board. The Board will assist an employee with an alcohol or drug problem in developing reasonable accommodations so that the employee may perform his/her work, consistent with State and Federal law. Existence of a substance abuse problem does not excuse misconduct in employment or violation of Board policy.~~

~~No support staff member will have his/her job security or promotion opportunities jeopardized by his/her request for counseling or referral assistance.~~

~~Support staff members who suspect they may have an alcohol or other drug abuse problem are encouraged to seek counseling and information on a confidential basis by contacting resources available for such service.~~

~~This policy shall be administered in accordance with the Americans with Disabilities Act of 1990 and applicable State laws.~~

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Legal	Americans with Disabilities Act of 1990
	Wis. Stat. 111.34

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Book	Policy Manual
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Title	Copy of USE OF TOBACCO AND NICOTINE BY SUPPORT STAFF
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#### 4215 - **USE OF TOBACCO AND NICOTINE BY SUPPORT STAFF**

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any support staff of the District to use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

#### **Exceptions**

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

FDA approved cessation products or tobacco dependence products are exempt from this policy for adults and staff eighteen years and older. Staff using such products and bringing them to any school property or school-sponsored activity are responsible for safe-keeping of these products at all times and are responsible for assuring that no students are able to obtain access to these products.

#### **Policy Specific Definitions**

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.



The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff, and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

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Legal                      111.321, Wis. Stats.  
                                  120.12(20), Wis. Stats.  
                                  20 U.S.C. 6081 et seq.  
                                  20 U.S.C. 7182

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Book	Policy Manual
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Title	Copy of SUPPORT STAFF DRESS AND GROOMING
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#### 4216 - **SUPPORT STAFF DRESS AND GROOMING**

The Board believes that support staff members set an example in dress and grooming for their students to follow. ~~are an important and integral part of the District. Also, since the support staff is highly visible staff to the students, the professional staff, and the public, the Board believes the support staff should at all times be well dressed and groomed. Support staff members who understand and adheres to this belief enlarge the importance of their task, present an image of dignity, and encourage respect.~~

~~The Board retains the authority to specify the following dress and grooming guidelines for support staff.~~ When assigned to District duty, all support staff members shall follow the guidelines as identified in the Employee Handbook.

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Book	Policy Manual
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Title	ETHICS AND CONFLICT OF INTEREST
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#### 4230 - ETHICS AND CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and support conduct by Board members, and the District's employees, officers and agents and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines designed to avoid the occurrence or appearance of any conflicts of interest do not occur. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all-inclusive, nor to substitute for good judgment on the part of all support employees, officers, and agents. Support employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No support employee, officer, or agent shall engage in or have a personal or financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. Specifically, support employees must 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 an amount that exceeds~~This includes not only those interests that violate state criminal law, which typically requires at least \$15,000 in financial interest,~~ but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.
- B. Support employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, anything of substantial value, or the sale of goods of any type where advantage is taken of any support relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or support relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

1. the provision of any private lessons or services for a fee unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the support staff member's regular duties.
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
3. the use, sale, or improper divulging of any privileged information through his/her access to School District records, about a student or client granted in the course of the employee's, officer's or agent's employment or support relationship with the School District.

4. the referral of any student or client for lessons or services to any private business or support practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
  5. the requirement of employees, students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or support practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator and approval of the Board of Education before entering into any private relationship.
- D. Support employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- E. Support employees, officers, and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the support employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Support employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.

- F. Support employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

- G. Support employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action up to and including termination.

No support staff employee may accept or engage in any employment, consulting, advising, or other support activity with any organization other than the District, whether the employee will receive compensation for such outside activity or not, without first providing notice to the District Administrator.

In the event that, within the course of administering a Federally funded grant program or service to the District, any support employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family, as defined in 19.42(7), Wis. Stats.

Revised 8/22/16  
 Revised 11/19/18  
 Revised 7/22/19  
 Revised 4/27/2020

Legal

- 19.42(7), Wis. Stats
- 19.59, Wis. Stats.
- 946.13, Wis. Stats.
- 2 C.F.R. 200.12
- 7 C.F.R. 3019.42
- 2 C.F.R. 200.113
- 2 C.F.R. 200.318
- 7 C.F.R. 3016.36(b)(3)

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Book	Policy Manual
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Title	NONDISCRIMINATION AND ANTI-HARASSMENT - EMPLOYEE ANTI-HARASSMENT
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#### 4362 - **EMPLOYEE ANTI-HARASSMENT**

##### **Prohibited Harassment**

The Board is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, age, sex (including ~~trans~~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 (collectively, "Protected Classes"), or any other characteristic protected by law in its employment practices (hereinafter referred to as "harassment" "Protected Classes Characteristics"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of harassment and, in those cases where harassment is substantiated, ~~the Board will~~ take immediate steps ~~calculated~~ to end the harassment, prevent its reoccurrence, and, ~~if applicable,~~ remedy its effects.

Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

~~For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.~~

~~For purposes of this policy, "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 District, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).~~

##### **Notice**

Notice of the Board's policy on anti-harassment related to employment practices 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):** 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 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 students and Board employees (i.e., administrators, and professional and support 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 rises to the level of harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

~~"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee on the basis of the employee's Protected Classes Characteristics that:~~

- A. ~~places a school employee in reasonable fear of harm to his/her person or damage to his/her property;~~
- B. ~~is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working conditions from the perspective of a reasonable person similarly situated;~~
- C. ~~has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations.~~

"Harassment" also includes "hate speech"—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 (e.g., swastikas).

### **Sexual Harassment**

For purposes of this policy and consistent with Pursuant to Title VII of the Civil Rights Act of 1964, ~~and Title IX of the Educational Amendments of 1972,~~ "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

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

Sexual Harassment covered by Policy 2266/AG 2266 – 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 solely by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

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 sexual propositions, invitations, solicitations, and flirtations;
- B. unwanted physical and/or sexual contact ~~assault~~;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions ~~of a sexual nature~~, 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, text messages, or social media postings;
- E. sexually suggestive objects, pictures, graffiti, videos, videotapes, posters, audio recordings, or literature, placed in the work ~~or educational~~ environment that reasonably may embarrass or offend individuals; ~~remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;~~
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;



- G. asking or telling about sexual fantasies, sexual preferences, or sexual activities;
- H. speculation about a person's sexual activities or sexual history or remarks about one's own sexual activities or sexual history;
- I. giving unwelcome personal gifts, such as lingerie, that suggest the desire for a romantic relationship;
- J. leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin;
- K. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; ~~and~~
- L. inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life; and
- M. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

### **Boundary Invasions**

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:

- A. hugging, kissing, or other physical contact with a student;
- B. telling sexual jokes to students;
- C. engaging in talk containing sexual innuendo or banter with students;
- D. talking about sexual topics that are not related to curriculum;
- E. showing pornography to a student;
- F. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
- G. initiating or extending contact with students beyond the school day for personal purposes;
- H. using e-mail, text messaging, or websites to discuss personal topics or interests with students;
- I. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
- J. 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);
- K. going to a student's home for non-educational purposes;
- L. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
- M. giving gifts or money to a student for no legitimate educational purpose;
- N. accepting gifts or money from a student for no legitimate educational purpose;

- O. being overly "touchy" with students;
- P. favoring certain students by inviting them to come to the classroom at non-class times;
- Q. getting a student out of class to visit with the staff member;
- R. 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;
- S. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
- T. being alone with a student behind closed doors without a legitimate educational purpose;
- U. telling a student "secrets" and having "secrets" with a student;
- V. other similar activities or behavior.

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.

### **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 performance; or of creating an intimidating, hostile, or offensive working environment. 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 work performance; or of creating an intimidating, hostile, or offensive working environment. 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.

### **Age Harassment**

Prohibited age-based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

### **Race/Color Harassment**

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. 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.

### **Disability Harassment**

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disability ~~disabling condition~~ or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

### **Anti-Harassment Compliance Officers**

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)" or "CO" "COs"):

Carmen O'Brien  
 Business Manager  
 School District of Manawa  
 800 Beech Street  
 Manawa, WI 54949  
 920-596-5840  
 cobrien@manawaschools.org

Daniel Wolfgram  
 High School/~~Middle~~~~Junior High~~ School Principal  
 School District of Manawa  
 800 Beech Street  
 Manawa, WI 54949  
 920-596-5310  
 wolfgram@manawaschools.org

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

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the 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 individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Members of the School District community ~~and third parties, which includes all staff,~~ along with Third Parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a ~~report/complaint~~ shall file it with the ~~District's~~ Compliance Officer within two (2) days of receiving the report of harassment at his/her first opportunity.

Members of the School District community and Third Parties~~or third parties~~ who believe they have been harassed by another member of the School District community or a ~~Third Party~~~~third party~~ are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the ~~Complainant's~~~~complaining individual's~~ employment unless the complaining individual makes the complaint maliciously or with the knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other District officials who have knowledge of or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.

- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate District officials are as follows:
1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who will coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.~~for such complaints.~~
  2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- 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. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator or other supervisory employee.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

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 work 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 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, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266. 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 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 1662 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

~~A CO will be available during regular school/work hours to discuss concerns related to harassment, 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.~~

~~The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District 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 begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.~~

### **Investigation and Complaint Procedure**

Except for sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, a~~Any~~ employee or other member of the School District community or Third Party (e.g., visitor to the District) who believes that they have/he has been subjected to harassment or has witnessed harassment of another may seek resolution of the his/her complaint through the procedures ~~as~~ described below. The 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.~~Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.~~

~~Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).~~

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR"), the Wisconsin Equal Rights Division, and/or Equal Employment Opportunity Commission ("EEOC"). 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>.

## Complaint Procedure

~~A Complainant~~ An individual who believes s/he has been subjected to harassment hereinafter referred to as the "Complainant," who alleges harassment based on a protected class or retaliation may file a complaint, either orally or in writing: 1) with a teacher, Principal; 2) directly to one of the 7 COs; or 3) to the District Administrator; or other supervisory employee. As noted above, 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. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who ~~may will consult;~~ in consultation with the other appointed/designated CO, if any, and if necessary appoint/designate another individual to serve in the role of CO ~~assume the role of the CO~~ for such a complaint regarding a CO.

Due to the sensitivity surrounding complaints of harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) ~~calendar~~ days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) ~~business~~ days.

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

All written complaints must include the following information to the extent known it is available: the identity of the Respondent ~~individual believed to have engaged in, or be actively engaging in, harassment~~; 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; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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 work assignment or schedule for the Complainant and/or the Respondent ~~alleged harasser~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed ~~s/he deems~~ appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the Complainant or Respondent.

Within two (2) ~~business~~ days of receiving a complaint, the CO will inform the Respondent ~~individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent"~~, that a complaint has been received.

The Respondent is not entitled to receive a copy of any written complaint unless the CO determines it is appropriate to do so; however, the Respondent will be informed about the nature of the allegations. The CO shall inform the Respondent of the requirements of this policy, which may include providing the Respondent with a copy of this policy or information about where to find it. Respondent shall be afforded the opportunity to submit a written response to the complaint. The CO shall inform the Respondent of the Respondent's deadline to provide the CO with the written response to the allegations in the complaint.

Within five (5) 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.

~~Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint.~~

~~Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the Complainant has been subject to offensive conduct/harassment.~~

~~Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint.~~ The investigation will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who ~~may~~ 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, ~~R~~espondent, 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 or designee shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the Respondent engaged in harassment of or retaliation toward the Complainant~~Complainant has been subjected to harassment~~. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used.

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.

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.

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator must either issue a written final-decision regarding whether or not the complaint of harassment 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 ~~R~~espondent.

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) ~~business~~-days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in harassment of or retaliation toward the Complainant, the District Administrator must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the harassment or retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 3340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

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 ~~T~~hird ~~P~~arty alleging the harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

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 procedure is not a prerequisite to the pursuit of other remedies.

All timelines pertinent to the investigation process are intended to be guidelines to assure that the investigation proceeds with all deliberate efficiency. Failure of the CO to meet any specific timeline does not invalidate the investigation or provide a defense to the allegations.

### **Privacy/Confidentiality**

The ~~School~~-District will employ reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of harassment. The School District will respect the privacy of the Complainant, the ~~R~~espondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided with the Complainant's identity.~~All Complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.~~

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided~~s/he learns or that s/he provides~~ 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. 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 his/her obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution.

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 ~~Sanctions~~ and Monitoring

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

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 because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be an 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/retaliation 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. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances. 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<sup>all</sup> 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 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.

## Allegations Constituting Criminal Conduct

If the CO has reason to believe that the Complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the Complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made, the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the COs obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause after consultation with the District Administrator.

### **Reprisal**

Submission of a good faith complaint or report of harassment will not affect the Complainant's or reporter's work status or work environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

### **Miscellaneous**

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in educational employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A link to this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. 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 staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the Complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

### **Retention of Investigatory Records and Materials**

The CO(s) 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 or received as part of an investigation, which may include~~including,~~ 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/interim measures offered and/or provided to Complainant and/or the Respondent/Complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
  - 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.]**
- It is suggested the following records also be maintained, as appropriate.**
- 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, meeting, 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) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 12/18/17

Revised 7/22/19

Revised 11/18/19

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Legal

111.31, 118.195, 118.20, Wis. Stats.  
29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967  
29 U.S.C. 794, Rehabilitation Act of 1973  
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. 2000e et seq., Title VII of the Civil Rights Act of 1964  
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act  
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975  
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended  
29 C.F.R. Part 1635  
National School Boards Association Inquiry and Analysis - May 2008

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of USE OF TOBACCO AND NICOTINE BY STUDENTS
Code	po5512
Status	
Adopted	June 20, 2016
Last Revised	November 16, 2020

#### 5512 - **USE OF TOBACCO AND NICOTINE BY STUDENTS**

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any student of the District to use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

#### **Exceptions**

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

The prohibition on the use of other products containing nicotine, including, but not limited to, nicotine patches and nicotine gum may be removed when a parent or "adult" student provides documentation from a licensed medical practitioner that the student's use of non-tobacco nicotine products is being medically supervised for the cessation of a nicotine addiction and the student complies with Policy 5330 - Administration of Medication.

#### **Policy Specific Definitions**

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

Revised 7/22/19

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Legal                    111.321, Wis. Stats.  
                              120.12(20), Wis. Stats.  
                              20 U.S.C. 6081 et seq.  
                              20 U.S.C. 7182

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of DISORDERLY CONDUCT
Code	po5520
Status	
Adopted	June 20, 2016

#### 5520 - **DISORDERLY CONDUCT**

The Board recognizes the right of each student to attend school for the purpose of receiving an education. Students involved in the disruption of the educational program of the schools by disorder or any other purposeful activity may will be subject to disciplinary consequences, including, but not limited to, suspension and expulsion not be tolerated.

For purposes of this policy, disorder shall be any deliberate activity by an individual or a group, whether peaceful or violent, that is reasonably likely to disrupt the normal operation of the school.

The Board, having the responsibility for providing an educational program for the students of this District, shall have the authority to preserve order for the proper functioning of its program.

Students shall not be disturbed in the exercise of their constitutionally guaranteed rights to assemble peaceably and to express ideas and opinions, privately or publicly, provided that such exercise does not infringe on the rights of others and does not interfere with the operation of the schools.

~~The District Administrator shall develop administrative guidelines for the implementation of this policy.~~

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Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of STUDENT ACTIVISM
Code	po5720
Status	
Adopted	June 20, 2016

#### 5720 - **STUDENT ACTIVISM**

The Board ~~to~~ encourages students to express opinions and ideas, take stands, debate publicly or privately, orally and in writing. Students may be given opportunity for expression through established school media. Such expression shall not interfere with the educational program, present a health or safety hazard, or violate Board policy. Students may advocate change of law or school regulations and pursue their advocacy through lawful means~~by due process means~~.

Students may not use obscenity, slanderous or libelous statements, or disruptive tactics, or advocate violation of the law or school policies or guidelines~~regulations~~.

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Last Modified by Melanie Oppor on January 7, 2022



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of PUBLIC PERFORMANCES BY STUDENTS
Code	po5880
Status	
Adopted	June 20, 2016

#### 5880 - **PUBLIC PERFORMANCES BY STUDENTS**

The Board recognizes the value to students of sharing their talents and skills with the community through participation and performances in public events. Students who participate in public events and performances as part of a District-sponsored group are subject to District policies and regulations for student dress and conduct.

The Board approves~~endorses~~ such performances when:

- A. they constitute a learning experience which contributes to the educational program;
- B. the circumstances of the event do not pose a threat to the health, safety, and well-being of the students who will be involved.
- C. parental permission for each minor student is sought and received prior to the performance;
- D. students and student groups are protected from exploitation.

All requests for student public performances require the approval of the principal.

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~~The District Administrator shall develop administrative guidelines that include a requirement that parental permission before students participation, protection of students interests, and their safeguarding against exploitation.~~

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of STUDENT FEES, FINES, AND CHARGES
Code	po6152
Status	
Adopted	July 18, 2016
Last Revised	November 18, 2019

#### 6152 - **STUDENT FEES, FINES, AND CHARGES**

The Board may levy certain charges to students to facilitate the utilization of adequate, appropriate learning materials used in the course of instruction. If the District determines that a student is in serious financial need, it may choose to provide any or all such materials free of charge. No student shall be denied any educational opportunity because of his/her inability to pay any fee or charge imposed.

A charge shall not exceed the combined cost of the material used, freight and/or handling charges. Money received from resale of such material shall be returned to the Business office with an accurate accounting of all transactions.

#### **Fines**

When school property, equipment, or supplies are damaged, lost, or taken by a student, a fine will be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred.

The late return of borrowed books or materials from the school libraries will be subject to appropriate fines.

Any fees (including trip fees) or fines collected by members of the staff are to be turned into the school office no later than the end of the day on which the money was collected. If the school office is not open or accessible, the collected monies should be deposited in the financial institution designated by the District or in another secure location specified by the District no later than the end of the day on which the money was collected. Staff are prohibited from leaving collected money in classrooms overnight or taking collected money home. Money shall be deposited by the District no less than one (1) week after collected with a full accounting of all transactions.

In the event the above course of action does not result in the fee being collected, the Board authorizes the Business Manager to take the student and/or his/her parents to Small Claims Court for collection. The District shall not permit or elicit the assistance of volunteers in efforts to collect unpaid student fees or expenses, including food service balances.

Nothing in this policy restricts the right of access of a parent or student to school records or to receive copies of such records, as required by Federal and State laws.

#### **Students Experiencing Homelessness - McKinney-Vento Act**

- No fine or fee shall be charged to a student identified as a student experiencing homelessness unless it is determined that the student has the ability to pay the fee or fine and that its imposition does not create a barrier to the student's ability to enroll, attend school, achieve academic success, or be identified as experiencing homelessness. Any dispute regarding a fine or a fee that is imposed, shall not delay the student's enrollment or serve as a barrier to enrollment by delaying the transfer of student records to another school or school district if applicable.

- Immediate enrollment notwithstanding fines or fees shall be extended to extra-curricular and co-curricular activities as well as to academic programming.



Revised 8/22/16

Revised 7/17/17

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Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of USE OF TOBACCO AND NICOTINE ON SCHOOL PREMISES
Code	po7434
Status	
Adopted	November 21, 2016
Last Revised	November 16, 2020

#### 7434 - **USE OF TOBACCO AND NICOTINE ON SCHOOL PREMISES**

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any visitor of the District to use, consume, or sell any commercial tobacco products, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

#### **Exceptions**

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

FDA approved cessation products or tobacco dependence products are exempt from this policy for adults and staff eighteen (18) years and older. Staff using such products and bringing them to any school property or school-sponsored activity are responsible for the safekeeping of these products at all times and are responsible for assuring that no students are able to obtain access to these products.

#### **Policy Specific Definitions**

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or school district that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

Revised 11/18/19

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Legal  
111.321, Wis. Stats.  
120.12(20), Wis. Stats.  
20 U.S.C. 6081 et seq.  
20 U.S.C. 7182

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of VIDEO SURVEILLANCE AND ELECTRONIC MONITORING
Code	po7440.01
Status	
Adopted	November 21, 2016
Last Revised	March 15, 2021

#### 7440.01 - **VIDEO SURVEILLANCE AND ELECTRONIC MONITORING**

The Board authorizes the use of video surveillance and electronic monitoring equipment at various facilities and school sites throughout the District and on school buses. Wherever the terms video surveillance or electronic monitoring are used, such reference includes both video and audio surveillance as possible technologies employed.

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

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

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

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

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

The Board will not place video surveillance/electronic monitoring equipment for the purpose of obtaining information routine staff appraisal/evaluation or monitoring; however, video footage captured in the normal course of surveillance which shows information

pertinent to staff performance or conduct may be used for that purpose.

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

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

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

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

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

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

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

Access to and viewing of video recordings is limited to authorized personnel. The technology director is responsible for maintaining a proper audit trail for all video recordings (i.e., logs must be maintained of all instances of access to, and use of, recorded material – the log must document the person accessing the recording, the date and time of access, and the purpose). The technology director shall approve requests for access to recorded and stored video images. The technology director may authorize the viewing of recorded images in the event of an ongoing law enforcement investigation, an incident involving property damage or loss, or for other reasons deemed appropriate.

Video files should not be transmitted electronically to sources outside the District except as required or permitted by law.

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

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

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

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





Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of PROPERTY INVENTORY
Code	po7450
Status	
Adopted	October 1, 2015
Last Revised	June 19, 2017

#### 7450 - **PROPERTY INVENTORY**

As steward of the District's property, the Board recognizes that efficient management and full replacement upon loss requires accurate inventory and properly maintained property records.

The Board shall conduct a complete inventory of all District-owned equipment and supplies, including computing devices ~~by June 2016 and maintain a continuous inventory of all District-owned equipment and supplies, including computing devices~~ annually.

For purposes of this policy, "equipment" means tangible personal property (including information technology systems) having a useful life of more than one (1) year and a per-unit acquisition cost which equals or exceeds \$5,000.

Capital assets include equipment as well as the following:

- A. land, buildings (facilities), and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases
- B. additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)

Capital expenditures, which are expenditures for capital assets, require prior written approval in order to be allowable in certain situations. General purpose equipment, buildings, and land, as well as improvements to land, buildings, or equipment which materially increase their value or useful life, are unallowable as direct charges unless the Federal awarding agency or pass-through entity provides prior written approval. Whereas capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity.

When defining supplies for inventory purposes, no items will be counted whose total acquisition cost is less than \$1,000.

"Computing devices" are machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting and receiving, or storing electronic information. Examples of computing devices include laptops, smartphones, tablets, etc. Computing devices are classified as equipment if their acquisition cost meets the above-mentioned equipment threshold. Computing devices that do not meet the acquisition cost threshold are considered supplies. Regardless of whether a computing device is classified as an equipment or supply, it must be counted during the inventory.

It shall be the duty of the Business Manager to ensure that inventories are recorded systematically and accurately and property records of equipment are updated and adjusted annually by reference to purchase orders and withdrawal reports.

The Business Manager shall maintain a system of property records regarding consumable supplies on a continuous inventory basis.

Equipment and computing devices acquired under a Federal award will vest upon acquisition to the District, subject to the following conditions:

- A. The property shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the Federal award.
  - 1. When no longer needed for the original program or project, the property may be used in other activities in the following order of priority: (1) activities under a Federal award from the Federal awarding agency which funded the original program or project; then (2) activities under Federal awards from other Federal awarding agencies.
  - 2. During the time that property is used on the project or program for which it was acquired, the District must also make the property available for use on other projects or programs currently or previously supported by the Federal program, provided that the use will not interfere with the work on the original project or program.
- B. The property shall not be encumbered without the approval of the Federal awarding agency or the pass-through entity.
- C. The property may only be used and disposed of in accordance with the provisions of the Federal awarding agency or the pass-through entity and Policy 7300 and Policy 7310 and AG 7310.
- D. Property records shall be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), title entity, acquisition date, cost of the property, percentage of Federal participation in the project costs for the award under which the property was acquired, the location, use, and condition of the property, and ultimate disposition data, including date of disposal and sale price of the property, in accordance with this policy.
- E. A physical inventory of the property must be taken and results reconciled with property records at least once every two (2) years, in accordance with this policy.
- F. A control system shall be developed to provide adequate safeguards to prevent loss, damage, or theft of the property. Any such loss, damage, or theft shall be investigated.
- G. Adequate maintenance procedures shall be implemented to keep the property in good condition.
- H. Proper sales procedures shall be established to ensure the highest possible return, in the event the District is authorized or required to sell the equipment/property.
- I. When original or replacement equipment acquired under a Federal award is no longer needed for the original project/program or for activities currently or previously supported by a Federal awarding agency, and except as otherwise provided by Federal statutes, regulations, or Federal awarding agency disposition instructions, the District shall request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award. Disposition of the equipment shall be made in accordance with the provisions of 2 C.F.R. 200.313.

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Legal 2 C.F.R. 200.313

Last Modified by Steve LaVallee on July 24, 2021





Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of ACCOUNTING SYSTEM FOR CAPITAL ASSETS
Code	po7455
Status	
Adopted	November 21, 2016
Last Revised	April 27, 2020

#### 7455 - ACCOUNTING SYSTEM FOR ~~CAPITAL~~FIXED ASSETS

The Board shall maintain a ~~capital~~fixed-asset accounting system. The fixed-asset system shall maintain sufficient information to permit the following:

- A. the preparation of year-end financial statements in accordance with Generally Accepted Accounting Principles (GAAP); ~~generally accepted, accounting principles~~
- B. adequate insurance coverage; and
- C. control and accountability.

~~The Business Manager shall be responsible for the development and maintenance of the fixed-asset accounting system. The District Administrator shall develop procedures to ensure compliance with all fixed-asset policies. Each principal shall also be assigned fixed-asset responsibilities.~~

~~Fixed assets are defined as those tangible assets of the District system with a useful life in excess of one (1) year and an initial cost equal to or exceeding \$5,000.00. Some items may be identified as "controlled" assets that, although they do not meet all fixed-asset criteria, are to be recorded on the fixed-asset system to maintain control.~~

Capital assets are defined as those tangible assets of the District:

-

1. with a useful life in excess of one (1) year;
- 
2. with an initial cost equal to or exceeding the amount determined periodically by the District in Policy 7450 - Property Inventory;
- 
3. which are capitalized in accordance with GAAP; and
- 
4. which the District intends to hold or continue in use for an extended period of time.

-  
Further, some items may be identified as "controlled" assets that, although they do not meet all capital asset criteria, are to be recorded on the capital asset system to maintain control.

-  
Capital assets shall be classified as follows:

-

1. land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, exchange, or through a lease accounted for as a financed purchase under Government Accounting

- Standards Board (GASB) standards or a finance lease under Financial Accounting Standards Board (FASB) standards; and
2. additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).

~~Fixed assets shall be classified as follows:~~

- A. ~~land~~
- B. ~~building~~
- C. ~~improvements other than building~~
- D. ~~machinery and equipment~~
- E. ~~furniture and fixtures~~
- F. ~~vehicles~~
- G. ~~plant (aerator)~~
- H. ~~underground lines~~
- I. ~~construction in progress~~

Leased ~~capital~~fixed assets and assets that are jointly-owned shall be identified and recorded on the ~~capital~~fixed-asset system.

In accordance with GAAP, assets must be depreciated over their estimated useful lives and approved by the auditor.~~Depreciation shall be recorded for fund fixed assets.~~

Accumulated depreciation shall be calculated on a straight-line basis and be recorded for general ~~capital~~fixed assets.

The following information shall be maintained for all ~~capital~~fixed assets:

- A. description
- B. asset classification (land, building, equipment, etc.)
- C. location
- D. purchase price
- E. date purchased
- F. replacement cost
- G. appropriation
- H. manner of asset disposal

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of HOME-BASED, PRIVATE, OR TRIBAL SCHOOLING
Code	po9270
Status	
Adopted	November 21, 2016

#### 9270 - **HOME-BASED, PRIVATE, OR TRIBAL SCHOOLING**

The Board encourages the enrollment of all school-age children residing in this District in public schools or in **approved** parochial or private schools so that **such children** they may enjoy the benefits of a well-planned educational program and the socialization possible in a group environment.

#### **Private Education or Tribal School Education Students**

The Board shall allow students who are being educated at a private school or a tribal school to participate, if space is available, in any of the District's courses by enrolling in up to two (2) courses during each semester. The student must meet the criteria for admission to the high school established for private school or tribal school students.

**The Board shall not allow any student who is being educated at a private school or a tribal school to participate in any of the District's non-WIAA sanctioned athletic or extra-curricular programs.**

#### **Home-Based Private Education Students**

The Board shall allow a student receiving Home-Based private education to attend up to two (2) courses per semester in the public school classroom provided that the student meets the minimum standards for enrollment in each course as established by the District. Such student may attend no more than 2 courses per semester, which shall include any courses being taken by the student in another public school district such that the aggregate number of courses taken in a public school district in any semester does not exceed two (2).

A student receiving Home-Based private education may participate in interscholastic athletics in the District including WIAA sanctioned interscholastic athletics, on the same basis and to the same extent that the District permits students enrolled in the District to participate. Upon request, the Home-Based educational program in which the student is enrolled shall provide the District with a written statement that the student meets the Board's requirements for participation in interscholastic athletics based on age and academic and disciplinary records. No person may provide a false statement.

A student receiving Home-Based private education may participate in extracurricular activities in the District on the same basis and to the same extent that it permits students enrolled in the District to participate.

The District may charge a student who participates in interscholastic athletics or extracurricular activities participation fees, including fees for uniforms, equipment, and musical instruments, on the same basis and to the same extent that it charges these fees to a student who is enrolled in the District.

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Legal                    118.145(4), Wis. Stats.  
                              118.1330 Wis. Stats.  
                              118.53, Wis. Stats.

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of RELATIONS WITH EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS
Code	po9500
Status	
Adopted	November 21, 2016

9500 - **RELATIONS WITH EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS**

It is the policy of the Board that strong lines of communication be maintained by the District with other districts and with institutions and organizations that provide District students with programs, training, or services not available in the District.

The Board also recognizes the value of these relationships in furtherance of educational research initiatives that provide benefit to the District staff and students.

The District Administrator may enter into such cooperative ventures with institutions or organization for the purpose of providing programs that correlate to the District's curriculum and help students better accomplish the educational outcomes established by the Board.

Before entering into any agreements, the District Administrator shall keep the Board advised of any arrangements that involve the use of District resources or require any additional resources of the District~~would affect the use of District resources or require any additional resources of the District.~~

In order to maintain cordial and constructive relationships with private and parochial schools, the District Administrator shall designate a staff member to serve as a liaison with the administration of all such schools that enroll District resident students in order to be aware of any potential program changes that could affect the District; and to foster cooperation in the implementation of all State and Federal programs administered by the District that benefit, in whole or in part, eligible students attending private or parochial school.~~The District Administrator shall maintain liaison with the administration of all schools enrolling significant numbers of students resident in this School District to be aware of any program changes that may be planned that could affect this District; and to cooperate fully in the implementation of all State and Federal programs administered by this District and benefiting, in whole or in part, eligible students attending private or parochial school.~~

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Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of RELATIONS WITH NON-SCHOOL AFFILIATED GROUPS
Code	po9700
Status	
Adopted	November 21, 2016
Last Revised	March 15, 2021

#### 9700 - **RELATIONS WITH NON-SCHOOL AFFILIATED GROUPS**

It is the policy of the Board of Education that students, staff members, and District facilities not be used for advertising or promoting the interests of any non-school related agency or organization, public or private, without the approval of the Board or its delegated representative; and any such approval, shall not be construed as an endorsement of any cause or group by this Board. [All crowdfunding activities are subject to Policy 6605 - Crowdfunding and AG 6605.](#)

No non-school affiliated group 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 non-school affiliated group 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.

#### **School District Referendum Advocacy**

This policy applies expressly to any outside organization's advocacy concerning School District referenda. Any such organization, whether advocating in favor of or in opposition to a referendum question must clearly identify themselves as independent of the School District and may not, under any circumstances, use School District logos, mascots, slogans or other such items that are protected by or regularly used and identified with the District. School District officials may not advocate for a position on a referendum in any manner in which such advocacy is in the individual's capacity as a School District official or may reasonably be perceived as such. School District officials may always provide factual information concerning any referendum question.

##### **A. Materials or Activities**

All materials or activities proposed by outside organizations for student or staff use or participation shall be reviewed by the principal on the basis of the proposed activities or materials educational contribution to part or all of the school program and benefit to students, and no such approval shall have the primary purpose of advancing the name, product, or special interest of the proposing group.

The Board shall permit the use of educational materials, programs, and equipment that contain commercial messages, providing the content of such messages are in a manner of presentation have been approved by the District Administrator and are in compliance with the District's administrative guidelines.

Outside speakers representing commercial organizations are welcome only when the commercial aspect is limited to naming the organization represented and the subject matter advances the educational interests of the District's students.

##### **B. Contests/Exhibits**

The Board recognizes that contests, exhibits may benefit individual students or the District as a whole, but participation in such special activities may not:

1. have the primary effect of advancing a special product, group, or company;
2. make unreasonable demands upon the time and energies of staff or students or upon the resources of the District;
3. interrupt the regular school program;
4. involve any direct cost to the District;
5. cause the participants to leave the School District.

All contests and exhibits may take place if:

- a. There is compliance with Board's Policy 2340 - Field and Other District-Sponsored Trips;
- b. The District Administrator has granted special permission;
- c. the parents of a minor student have granted their permission.

### C. **Distribution/Posting of Literature**

Non-school affiliated organizations may distribute or post literature on that organization's behalf on District property either during or after school hours only with advance permission of the principal.

The Board requires that any materials distributed for non-school-related activities contain the statement: "This activity is neither endorsed nor supported by the School District of Manawa".

### D. **Solicitation of Funds**

Because the District cannot accommodate every organization that desires to solicit funds for worthy purposes, the Board shall not permit any organization not related to the District to solicit funds on District property.

### E. **Prizes/Scholarships/Other Awards**

The Board is appreciative of the generosity of organizations that offer scholarships, prizes, or other awards to deserving students in the District.

In the administration of scholarships, prizes, or other awards, the District shall not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Administration of scholarship or award programs appropriately designated under this policy to benefit individuals in a particular group that has not traditionally been represented does not violate this policy.

The District may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established by a domestic or foreign will, trust, bequest, or similar legal instrument that requires the award to go to a student of a particular sex, race, color, national origin, or with a particular disability. Such restricted awards must not lead to discrimination in access to the total amount of prizes, scholarships, or other awards available.

In accepting the offer of such scholarships or prizes from non-District entities or persons, the Board directs that no information either academic or personal shall be released from the student's record for the purpose of selecting a scholarship or prize winner without the permission of the student who is eighteen (18), or the parents of a student who is younger in accordance with the Board's policy on student records.

The District will periodically review their procedures for awarding scholarships, prizes, and other awards. This review will require that the District's procedure does not discriminate on the basis of sex, race, color, national origin, or disability in the overall effect of the scholarships, prizes, and other awards given to students.

### F. **Surveys and Questionnaires**

Distribution of Surveys and Questionnaires to Students is governed by Policy 2416 - Surveys, Analyses, Evaluation.

Legal 118.125, Wis. Stats.

Last Modified by Steve LaVallee on July 24, 2021





Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of BOARD MEMBER ETHICS
Code	po0144.2 - Delete - Added to 0144.5
Status	
Adopted	April 25, 2016

#### ~~0144.2~~ **BOARD MEMBER ETHICS**

~~The School Board's primary responsibility is the educational welfare of the District's students. The Board serves the best interest of students and the community and its students, utilizing all available resources toward that end. The Board functions most effectively when individual Board members act responsibly, professionally and ethically. To promote such conduct, the Board has adopted the following standards for Board members.~~

~~Board members should meet the high professional responsibilities of membership in the following ways:~~

- ~~A. Comply with Federal, State and local laws and regulations.~~
- ~~B. Communicate with Federal and State legislators about the assistance needed to provide a quality, free public education for all students.~~
- ~~C. Become fully informed about the nature, value, and direction of current education issues by individual study and through participation in professional development opportunities such as those sponsored by State and National School Board Associations.~~
- ~~D. Acknowledge that the Board represents the entire school community, and refuse to surrender independent judgment to special interests or partisan political groups.~~
- ~~E. Support the employment of the best qualified school staff who will serve in the best interests of the students.~~
- ~~F. Support all District employees in the proper performance of their duties by ensuring all staff members have access to quality professional development opportunities and receive regular, impartial job performance evaluations.~~
- ~~G. Recognize that the Board is responsible for overall management and control of District affairs and property, including the development of policies by which the schools are to be administered, but that the day to day administration of the educational program and school business shall be the responsibility of the District Administrator and other designated staff members.~~
- ~~H. Work continually with administration to identify the needs, goals, and priorities of the District.~~

~~Board members should respect relationships with other Board members in the following ways:~~

- ~~A. Recognize that authority rests only with the Board in properly called official meetings, and that the individual member has no legal authority outside Board meetings unless performing officer duties under State law or directed by the Board to act on its behalf.~~
- ~~B. Attend all regularly scheduled Board and committee meetings, and be prepared to contribute to the discussion of agenda items and make informed decisions.~~
- ~~C. Encourage the free and courteous exchange of ideas and opinions by all Board members.~~

- D. ~~Base all decisions on available facts and independent judgment after full discussions of issues at publicly held Board meetings.~~
- E. ~~Respect the opinions of others, and abide by rule of the majority when decisions are made by the Board.~~

~~Board members should meet responsibilities to the community in the following ways:~~

- A. ~~Maintain open communication lines with all elements of the community and inform community members about the educational needs of the District, the actions of the Board and the accomplishments of the District's educational program~~
- B. ~~Communicate to other Board members and the District Administrator expressions of public reaction to Board policies and school programs.~~
- C. ~~Refer all public concerns and complaints through the proper channels in accordance with Board policy, and act on such matters at public meetings only when not resolved through administrative actions.~~

~~Board members should adhere to the high ethical standards and personal conduct expectations:~~

- A. ~~Model integrity in all matters, especially in the performance of duties and responsibilities as a Board member, by maintaining a high level of honesty, credibility and openness.~~
- B. ~~Make no personal promises nor take private action which may compromise the Board or administration.~~
- C. ~~Avoid being placed in a position of conflict of interest, refrain from using the Board position for personal, family, partisan or associate gain, and adhere to all other ethical standards required by law.~~
- D. ~~Shall not discuss personnel matters or any confidential information at home, at work, in public, or with school personnel who are not authorized to have access to such information.~~

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Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of SCHOOL PERFORMANCE REPORT
Code	po0174.2 - DELETE - Included in Policy 2700.01
Status	
Adopted	April 25, 2016
Last Revised	April 27, 2020

~~0174.2~~ **SCHOOL PERFORMANCE REPORT**

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

~~The School and School District Performance Report will be posted on the District's website.~~

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Legal 115.38, Wis. Stats.

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	ETHICS AND CONFLICT OF INTEREST
Code	po1130
Status	First Reading
Adopted	October 17, 2016
Last Revised	November 16, 2020

### 1130 - **ETHICS AND CONFLICT OF INTEREST**

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and the District's administrative employees, officers, and agents, and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines to that are designed to avoid the occurrence or appearance of any conflicts of interest. These guidelines apply to all administrative employees, officers, and agents, including members of the Board. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all administrative employees, officers, and agents. Administrative employees are expected to perform their duties in an **ethical** manner **and** free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No administrative employee, officer, or agent shall engage in or have a **personal or** financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. **Specifically, administrative employees must 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 an amount that exceeds**~~This includes not only those interests that violate state criminal law, which typically requires at least~~ \$15,000 **in financial interest**, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private **pecuniary interest and/or** benefit.
- B. Administrative employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, **or anything of substantial value** or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration rather than limitation are the following:

1. the provision of any private lessons or services for a fee, unless the provision of services is arranged outside of school and is separate from, and in addition to, regular support provided to students as part of the administrator's regular duties.
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
3. the use, sale, or improper divulging of any privileged information through his/her access to School District records, about a student or client, gained in the course of the administrative employee's, officer's or agent's employment or professional relationship with the School District

4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
  5. the requirement of employees, students or clients to purchase any private goods or services provided by an administrative employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the administrative employee's supervisor and will be disclosed to the District Administrator before entering into any private relationship.
- D. Administrative employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- E. Administrative employees, officers, and agents cannot participate in the selection, award, or administration of a contract supported by a Federal grant/award if s/he has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer or agent, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties described in this section, has a financial or other interest in, or a tangible personal benefit from, a firm considered for a contract.

Administrative employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an administrative employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.

- F. Administrative employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

- G. Administrative employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action.

No administrative employee may accept or engage in any employment, consulting, advising, or other professional activity with any organization other than the District, whether the administrator will receive compensation for such outside activity or not, without first providing notice to the District Administrator, or in the case of the District Administrator, such notice must be provided to the Board.

In the event that, within the course of administering a Federally funded grant program or service to the District, an administrative employee identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the administrative employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an administrative employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family, as defined in 19.42(7), Wis. Stats.

Revised 7/22/19  
Revised 4/27/2020

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19.59, 19.42(7), 946.13, Wis. Stats.

2 C.F.R. 200.12, 2 C.F.R. 200.113, 2 C.F.R. 200.318

7 C.F.R. 3016.36(b)(3) and 7 C.F.R. 3019.42

Last Modified by Melanie Oppor on December 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of ENTRANCE AGE
Code	po5112
Status	First Reading
Adopted	June 20, 2016
Last Revised	July 22, 2019

## 5112 - **ENTRANCE AGE**

The Board of Education shall establish student entrance age requirements that are consistent with Wisconsin Law and sound educational practice and that ensure equitable treatment.

### **A. Kindergarten**

1. A child is eligible for entrance into four-(4)-year-old kindergarten if s/he attains the age of four (4) on or before September 1st of the year in which s/he applies for entrance and meets the residency requirements.
2. A child is eligible for five-(5)-year-old kindergarten when s/he attains the age of five (5) on or before September 1st of the year in which s/he applies for entrance and meets residency requirements. The child may not be placed in an alternative program without permission of the parent.

### **B. First Grade**

A child must be six (6) years of age on or before September 1st in the year in which s/he enrolls. A student must have completed a kindergarten program or must receive a waiver of this requirement.

Any student who has not completed a five-(5)-year-old kindergarten program, but seeks to enroll into first grade must receive a waiver of the requirement. The following students are eligible to receive a waiver:

1. Any student who has moved to the District from another state or country where completion of a five-(5)-year-old kindergarten program is a prerequisite to enrollment in first grade and that student has received a waiver of the requirement in his or her prior state or country.
2. Any student who has moved to the District from another state or country that does not require the completion of five (5)-year old kindergarten prior to enrollment in first grade.
3. Any student who, at the discretion of the building principal, in consultation with the first grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a five-(5)-year-old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.

The Principal shall perform any required testing to establish the student's academic capabilities and shall prepare a written evaluation that either grants or denies the waiver and provides explanation as to the decision.

### **C. Appeal of Denial of Waiver**

The parents of any student denied a waiver under this section by the building principal may appeal that decision to the District Administrator by submitting a written request to the Administrator within ten (10) days of the decision of the

principal.

The decision of the District Administrator is final.

#### D. Initial Entry

Children entering the District for the first time must comply with State law. Students must have an immunization record on file at the school. Any student who does not have the proper immunization may be excluded or permitted to remain in school pursuant to Policy 5320 - Immunization.

~~A child may be exempt from the required immunizations upon written request of the parent of such child stating the objection to immunizations on religious grounds, personal conviction, or for medical reasons certified by a competent medical authority.~~

**Any student and/or his/her parent(s) who enters the District for the first time must disclose prior or pending school expulsions at the time of enrollment.**

#### E. Verification of Residence

Verification of a parent's residence shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the District Administrator.

#### F. Early Admission

The District shall prescribe procedures, conditions, and standards for early admission to four-year-old and five-year-old kindergarten and first grade.

#### G. Older Students

A person who is a resident of the District and over twenty (20) years of age may enroll providing the District Administrator does not think his/her enrollment will interfere with the education of the other students.

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Wis. Stats 118.14, 118.15, 120.12(25)

Last Modified by Melanie Oppor on December 16, 2021





**Students choosing to excel; realizing their strengths.**

To: Board of Education  
From: Dr. Melanie J. Oppor  
Date: January 16, 2022  
Re: Ideas Shared by Staff for Morale and Well-being

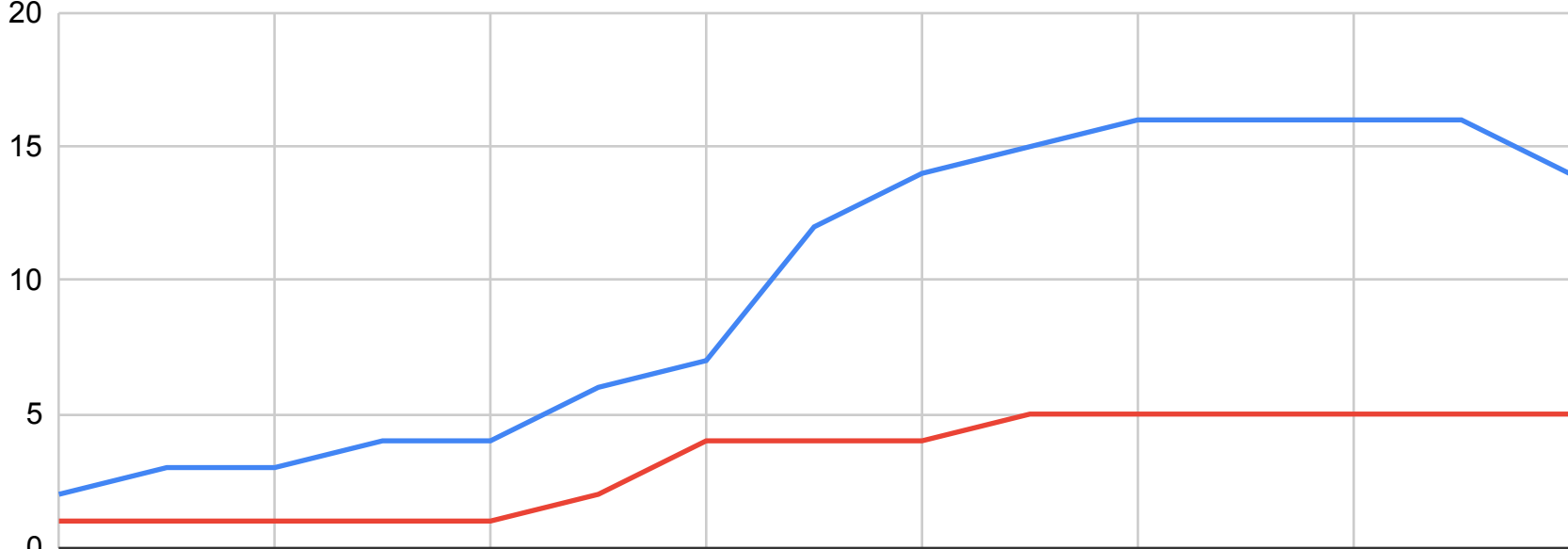
The following ideas have been shared by staff for your thoughtful consideration (in no particular order):

- School closure day – Provide District Administrator discretion to call a school closure day much like an inclement weather day when staffing shortages affect the ability to safely provide for student needs. It is not always known until the “day of” the situation where extreme shortages will exist. This is helpful for teachers and paras; other staff like administration, custodians, and office personnel work on those days typically unless they choose to use a vacation day; consider not requiring the use of a vacation day for employees who work on a closure day.
- Reinstate a Board of Education approved practice used once in November 2019 at Manawa Elementary School: “Teachers asked to double-up classes will receive \$120 per day, \$60 per half day, or \$20 per teaching hour.”
- Schedule asynchronous student learning days in advance to provide planned time for staff to complete necessary work.
- Attract more substitutes – Use all available strategies to advertise for substitutes.
- Teachers may leave on Fridays when students in their care are safely off school grounds.
- Vouchers for teachers to have the option to leave when students leave on Friday, have a colleague without a supervision cover a supervision, or an hour duty-free lunch for one day.
- Request a Department of Instruction waiver from doing Educator Effectiveness evaluations.
- Replace Professional Development time with teacher preparation time.
- Increase the compensation rate for class period internal subbing (currently \$18 per class period).
- Provide COVID time off for those that are ill without taking time/days out of the sick leave/PTO bank.
- Seek parent and community volunteers to assist with various tasks.
- Seek STEP volunteers to assist with various tasks.
- Grant a reduction in the employee paid portion of insurance premiums or give a one-month or more “holiday” on the employee paid portion of insurance premiums.
- Administrators cover classes on a rotating basis to give teachers an extra prep.; hire a floating substitute to provide an extra prep.; administrators take the student population to the gym to watch a movie while the staff had the afternoon alone in their rooms.

- Use a professional development day for staff to stay home and sleep in (and then work from home if they felt like it).
- Give staff a workday without any meetings.
- Give gift certificates for a 60-minute massage.
- Give teachers something nice to look forward to, such as, if our 3 snow days aren't used then the school year could end 3 days earlier.
- Give added PTO days as compensation for extra services provided.
- Provide a one-time bonus to all employees.
- Other.

# Number of Student Positive Cases and Number of Staff Positive Cases

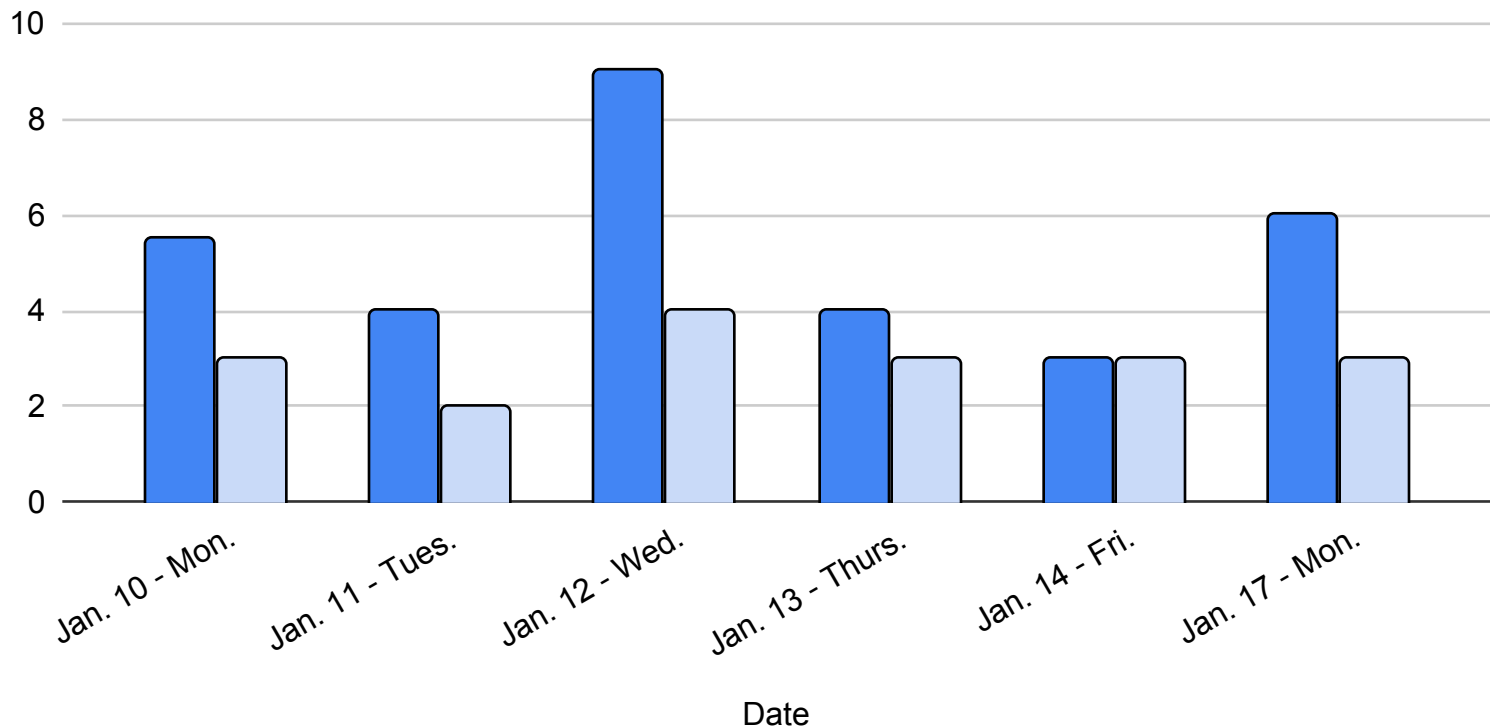
Number of Student Positive Cases      Number of Staff Positive Cases



Date

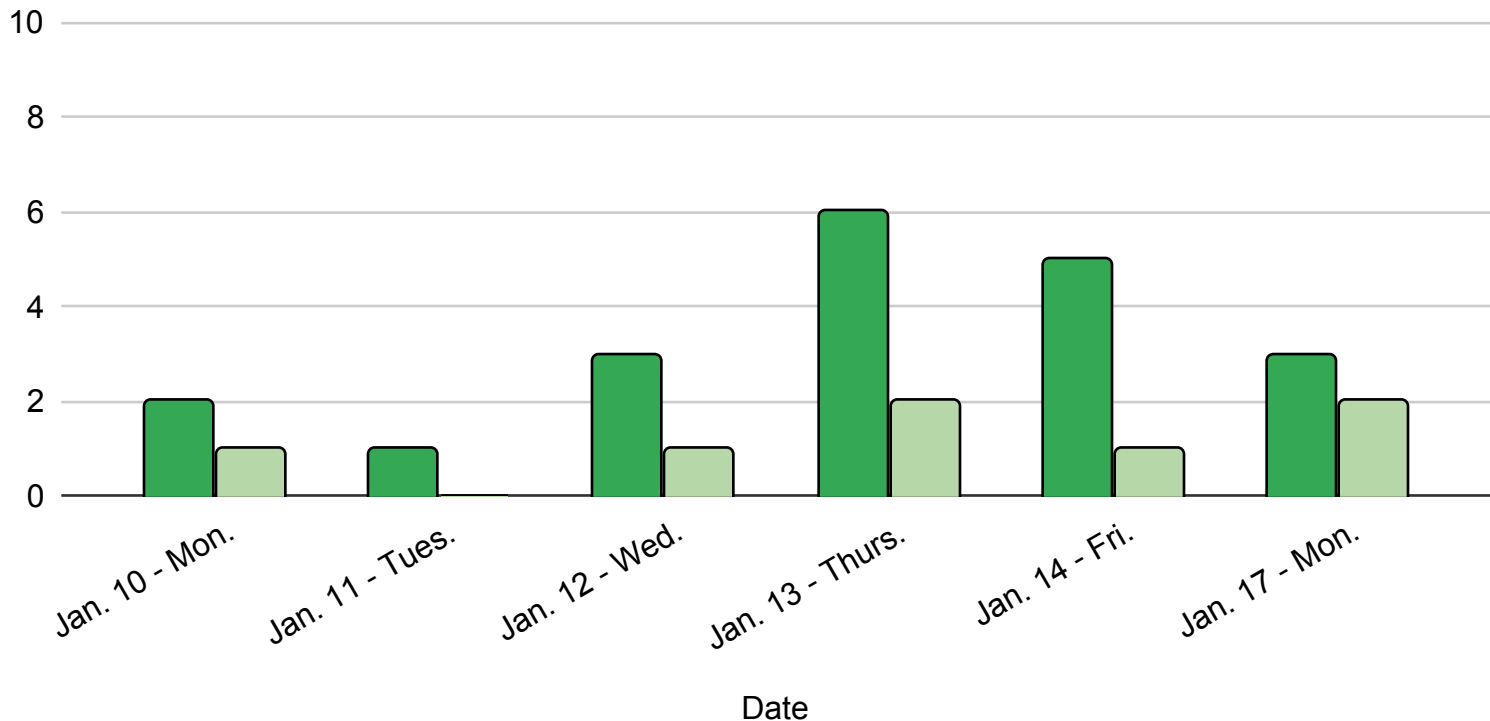
# Teachers Absent and Teacher Subs.

Teachers Absent    Teacher Subs.



# Support Staff Absent and Support Staff Subs.

Support Staff Absent    Support Staff Subs.



**School District Of Manawa**  
**Open Enrollment for 2022-23**  
**Maximum Class Size Definitions & Available Space**

This chart shows the "maximum class size" definitions for annual revision and adoption by the School District of Manawa for Open Enrollment as per NEOLA Policy 5113. Available spaces for Open Enrollment (OE) applicants are based upon the approved class sizes.

Half of the excess capacity per grade level is reserved for children who move into the district and the remaining half is available for OE. One seat will be made available in each grade level.

GRADE OR PROGRAM	MAXIMUM CLASS SIZE & PROJECTED SECTIONS & GRADE SIZES	PROJECTED ENROLLMENT 2022-23	AVAILABLE OE SPACES 2022-23	OE IN - Spaces Taken
<b>Manawa Elementary School (15 Sections in 2020-21)</b>				
Early Childhood	6 Students x 2 Section = 12	12	1	
4K (4 Yr. Old Pre-K)	20 Students x 2 Section = 40	35	5	
5K	25 Students x 2 Section = 50	31	9	
Grade 1	25 Students x 1 Section = 25	25	1	
Grade 2	25 Students x 2 Sections = 50	32	9	
Grade 3	25 Students x 2 Sections = 50	35	7	
Grade 4	25 Students x 1 Sections = 25	26	1	
Grade 5	25 Students x 2 Sections = 50	59	1	
Cross. Cat. Spec. Ed.	12, 26	16.6, 34.9	0	
Cross. Cat. Spec. Ed.	15, 26	14.7, 26	0	
<b>Manawa Middle School</b>				
Grade 6	27 Students x 1 = 27	32	1	
Grade 7	27 Students x 1 = 27	33	1	
Grade 8	27 Students x 2 = 54	50	2	
6-9 Cross. Cat. Spec. Ed.	18, 26	27.7, 18.69	0	
<b>Little Wolf High School</b>				
Grade 9	27 Students x 2.5 = 67.5	43 (includes 9 St. Paul Students)	12	
Grade 10	27 Students x 2.5 = 67.5	51	8	
Grade 11	27 Students x 2 = 54	58	1	
Grade 12	27 Students x 2 = 54	59	1	
10-12+ Cross. Cat. Spec. Ed.	18, 26	37.9, 25.15	0	
<b>District</b>				
FT Speech/Language	Average Caseloads Range from 40 to 50 clients	47		
PT Speech/Language	Average Caseloads Range for 6 hours/week from 12 to 15 clients	12		
All Other Therapy Services (not S/L) Recommendation	Contracted Services - not required by law to increase for OE	N/A		

4K and 5K are an estimate as families have not yet enrolled students in the program for next school year.

Estimates are based on the third Friday count in September. There is no intent to recommend a reduction in 5K sections at this time.

**Special Education Considerations** The first calculation is a new formula created by a workgroup of special education directors. The formula is based on the number of IEPs that would need to be written and the number of minutes students are seen by the special education teacher divided by the number of available minutes in a school day. In this formula caseloads are typically expected to range from 12 to 15 at the elementary level and from 12 to 18 at the secondary level. The second calculation is the old DPI formula which is based on the students Environmental Code and disability criteria area. The actual seat calculations are based on the average of the 2 calculations keeping 15% space open for spring initial evaluations and to account for students who may transfer into the district. Early Childhood caseloads include students in 4K. Seats available, at this level, also take into consideration initial evaluation that are already in process from Child Find activities.



## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: 1/7/22  
Re: Special Ed Need

---

This memo is to request an additional Special Education Paraprofessional for the 2021-22 school year.

On January 17, 2020, we will welcome a student to MES who has been attending school at New Horizons Alternative School. This additional student created a need for a 3 hour/day special education paraprofessional at MES.

---

### School District of Manawa

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2525  
Fax: (920) 596-5308

### Little Wolf High School Manawa Middle School

515 E. Fourth St  
Manawa, WI 54949

Phone: (920) 596-2524  
Fax: (920) 596-2655

### Manawa Elementary

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2238  
Fax: (920) 596-5339

### ManawaSchools.org



/ ManawaSchools



/ ManawaSchools

# Course of Study Guide

2022-2023

## Little Wolf High School



515 E. Fourth Street

Manawa, WI 54949

(920) 596 – 5800

“Creating solid foundations for lifelong success.”



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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

A Little Wolf High School diploma shall be granted upon successful completion of a total of 24 credits for the Class of 2023 and **25 credits for the Class of 2024** and beyond in grades 9 through 12 to include:

- |   |              |
|---|--------------|
| • English                                 | 4.0 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                        | 8.5 credits  |

***Electives for 2024 and beyond*** **9.5 credits**

**\*Due to Senate Bill 95/WI Act 105:** permits pupils who participate in sports or other organized physical activity to complete an additional .5 credit in English, social studies, math, science or health education in lieu of a .5 physical education credit.

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## Grade Level Requirements

**Students in the 2022-2023 school year** are required to have earned a minimum of...

- 6 credits to be considered a sophomore
- 12 credits to be considered a junior
- 18 credits to be considered a senior
- 24 credits to graduate

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.

# Laude System

## Our Laude System Policy

This system replaces the class rank system. Class rank will not be routinely provided to colleges for admissions purposes. The transcript will report the student's cumulative GPA with an accompanying Laude point score/distinction. A transcript note will be provided to the colleges explaining our Laude System. This point-based system is combined with the cumulative GPA. It rewards students for completing rigorous courses by enabling students to earn points for certain classes. Students have until September 30 to register for additional AP courses offered through Wisconsin Virtual School in order to have the maximum time allotted to complete these courses. Additionally, the School Counselor will meet with every student who qualifies for the Laude System beginning the fall of their junior year, when most Laude courses are begun, to update students on their Laude Status. The counselor will meet each qualifying student after each semester to continue to update their Laude status. In the event of a tie when the Laude Scores are calculated, the ACT scores will be used to declare the winner. In the event of tied ACT Scores, the Highest Laude Point Score Title will be shared.

## Cum Laude or Higher Placement

Students must meet two criteria to earn Laude Distinction:

- Cumulative GPA of 3.4 or higher
- Laude Score of 4 or higher

**Cum Laude** (With Honor/Distinction: Laude Score of 4-17.49)

**Magna Cum Laude** (With Great Honor/Distinction: Laude Score of 17.5-28.79)

**Summa Cum Laude** (With Highest Honor/Distinction: Laude Score of 28.8+)

## Laude Point Courses

Start College Now Course(s): 0.5

AP Courses & CAPP Eng.: 1.5

American Lit & College Prep Eng.: 1

Economics: 0.5

Physics: 1

Human Biology: 1

Biology 2: 1

Chemistry 1

AP Chemistry: 1.5

Pre-Calculus/Trigonometry: 1

Statistics: 1

Animal Science TC: 1

Ecology TC: 1

Spanish 3: 1

Spanish 4: 1

Senior Art (3+ Art credits **and** 2+ years art team): 1

Music (Band and/or Chorus/Jazz Band 3+ years **and** 1st on class A Solo/Ensemble): 1

Robotics/Advanced Robotics: 1

SMAW/GMAW Welding Courses: 1

**This table is just a guide. To calculate your actual laude score you should multiply your Cumulative GPA by the laude points earned. (example 3.827 GPA x 8.5 Laude Points = 32.53)**

		G.P.A.						
		4.0	3.9	3.8	3.7	3.6	3.5	3.4
Honors Points	15	60	58.5	57	55.5	54	52.5	51
	14	56	54.6	53.2	51.8	50.4	49	47.6
	13	52	50.7	49.4	48.1	46.8	45.5	44.2
	12	48	46.8	45.6	44.4	43.2	42	40.8
	11	44	42.9	41.8	40.7	39.6	38.5	37.4
	10	40	39	38	37	36	35	34
	9	36	35.1	34.2	33.3	32.4	31.5	30.6
	8	32	31.2	30.4	29.6	28.8	28	27.2
	7	28	27.3	26.6	25.9	25.2	24.5	23.8
	6	24	23.4	22.8	22.2	21.6	21	20.4
5	20	19.5	19	18.5	18	17.5	17	
4	16	15.6	15.2	14.8	14.4	14	13.6	
3	12	11.7	11.4	11.1	10.8	10.5	10.2	
2	8	7.8	7.6	7.4	7.2	7	6.8	
1	4							

## How do I calculate my Laude Score?

**Figure out how many Laude points you have using the listing of Laude courses and their point value and then your GPA.**

## Four Year Course Planning Worksheet

### 24 Credits Required for Graduation

FRESHMAN		SOPHOMORE	
English 9	1	World Literature 10	1
US History	1	World History	1
Biology	1	Physical Science	1
Math: <b>Choose</b>	1	Math: <b>Choose</b>	1
P.E. I Health	.5 .5		
<b>Up to 2 elective credits</b>	1-2	<b>Up to 3 elective credits</b>	2-3
<b>MUST TAKE AT LEAST 6 CREDITS</b>	<b>6</b>	<b>MUST TAKE AT LEAST 6 CREDITS</b>	<b>6</b>
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
Chemistry, Biology 2, Physics, Earth Science	1		
Math: <b>Choose</b>	1	Employability Skills Financial Literacy	.5
Global Studies Government	.5 .5	<b>Up to 4 Elective Credits</b>	
<b>Up to 3 Elective Credits</b>			
<b>MUST TAKE AT LEAST 6 CREDITS</b>	<b>6</b>	<b>MUST TAKE AT LEAST 6 CREDITS</b>	<b>6</b>

\*If you take a Study Hall this counts as a class and decreases your elective credits by 1.

## **University of Wisconsin System**

Students must meet the following minimum requirements in order to be eligible for admission:

English 4 credits

Mathematics 3 credits (Algebra, Geometry & Algebra 2 minimum)

Science 3 credits

Social Studies 3 credits

Electives/Language 4 credits

Two years of a single foreign language are required for admission to UW-Eau Claire and UW-Madison, and strongly recommended at other UW System campuses.

## **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

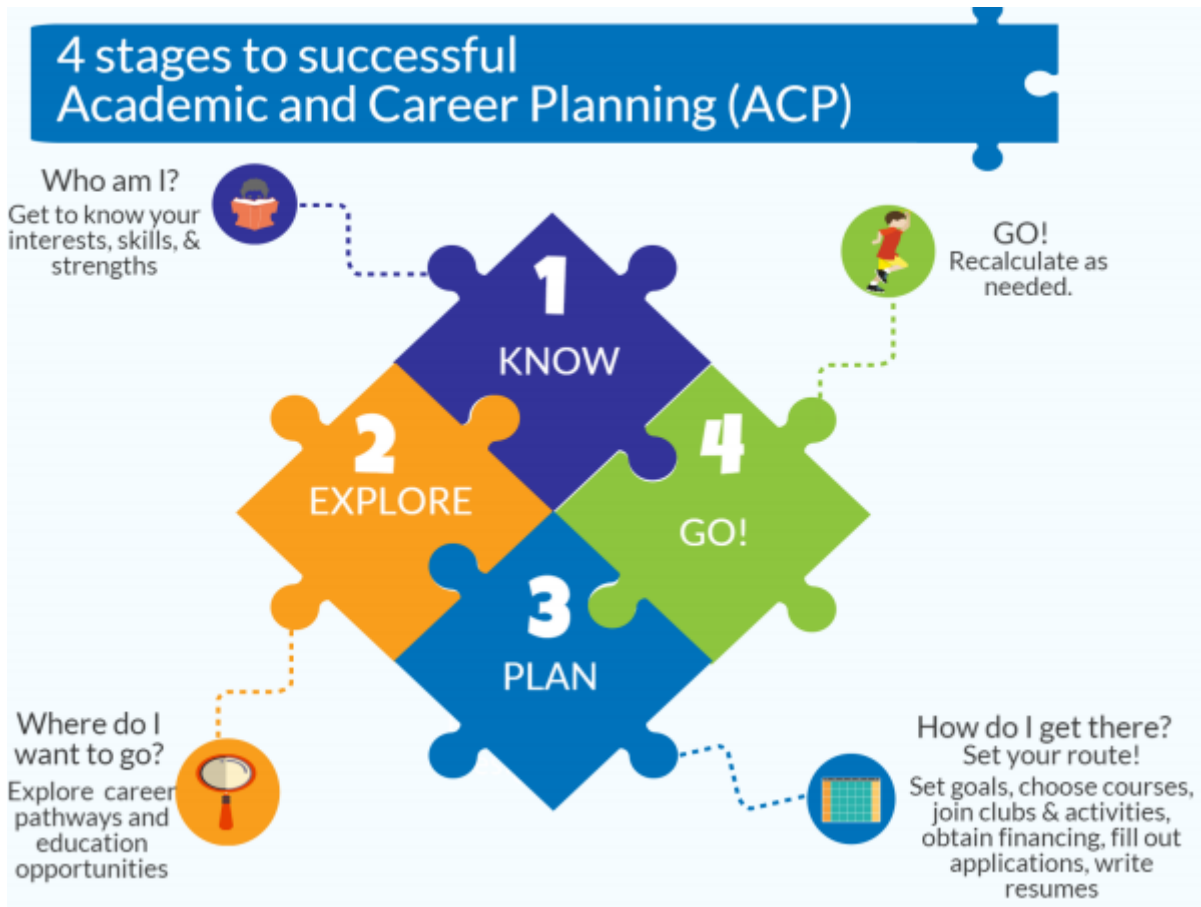
Science 3 credits

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.*

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.



# Transcripted Coursework



## Transcripted 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.

For more information: [www.fvtc.edu/techprep](http://www.fvtc.edu/techprep)

Little Wolf High School courses:

### Transcripted Credit

- Animal Science/Veterinary Medicine **TC**  
Ecology **TC**
- Shielded Metal Arc Welding (SMAW) Techniques 1 **TC**
- Gas Metal Arc Welding (GMAW) Techniques 1 **TC**

# NCAA Divisions I and II Initial-Eligibility Requirements

## 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

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on [Page No. 2](#) of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **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](http://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.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice on **or after August 1, 2016**, is 2.000 (corresponding test-score requirements are listed on sliding scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition on **or after August 1, 2016**, is 2.300 (corresponding test-score requirements are listed on sliding scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- 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.

## Available English Courses:

- English 9
- World Literature 10
- English 11
- American Literature 11 (1 Laude Point)
- A.P. English-Literature and Composition (1.5 Laude Points)
- English 12
- College Prep English 12 (1 Laude Point)
- CAPP English (1.5 Laude Points)

## Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
English 9 <b>(required)</b>	World Literature 10 <b>(required)</b>	English 11 -OR- American Literature 11 -OR- A.P. English-Literature and Composition <b>(one is required)</b>	English 12 -OR- College Prep English 12 -OR- CAPP English 12 <b>(one is required)</b>

## 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. Some material will coincide with 9th grade American History curriculum.

**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. Some material will coincide with 10th grade World History curriculum.

**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**

**Prerequisite: English 9 and World Lit 10**

**American Literature 11** – *one choice of three for junior students* — **1 Laude Point**-- 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 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 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.

**1 Credit**

**Grades: 11**

**Prerequisite: English 9 and World Lit 10**

**A.P. English-Literature and Composition** --*one choice of three for junior students*-- **1.5 Laude Points** “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 plan to take both A.P. Literature and Composition and A.P. Language and Composition are encouraged to check with any college or university they plan to attend to verify whether that school will allow credit for two A.P. English courses.

**1 Credit**

**Grades: 11-12**

**Prerequisite: World Lit 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 CCAP 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 research writing, as well as, strengthen reading skills. This will also include resume writing, job application, and other workplace writing and communication skills. Vocabulary and grammar/editing skills for workforce application will be emphasized. Reading will consist of both fiction and informational text throughout the course.

**1 Credit**

**Grades: 12**

**Prerequisite: English 11, American Literature 11, or AP English Literature and Composition.**

**College Prep English 12**--*one choice of three for senior students* --**1 Laude Point** --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 Literature and Composition**

**CAPP English 101 (Dual Credit College Course) --one choice of three for senior students--1.5 Laude Points**

-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.

**1 Credit**

**Grades: 11-12**

**Prerequisite: American Literature 11 (Grade of A) or A.P. English Literature and Composition with a grade of B or better.**

# 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.

<u>Courses Taught in Mathematics:</u>	<u>Sequence of Courses</u>
<ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Advanced Algebra</li> <li>• Pre-Calculus &amp; Trigonometry (1 Laude Point)</li> <li>• Statistics (1 Laude Point)</li> <li>• A.P. Calculus AB (1.5 Laude Point)</li> </ul>	<p><u>Algebra</u></p> <p><u>Geometry</u></p> <p><u>Advanced Algebra</u></p> <p><u>Pre-Calculus &amp; Trig or Statistics or Trade Math or Senior Math</u></p> <p><u>AP Calculus (Pre-Calc &amp; Trig required)</u></p>

**NOTE:** All students who qualify to take Algebra in their 8<sup>th</sup> 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 two credits of mathematics while in high school.**

**Freshmen, Sophomores, & Juniors must have a minimum of 1 credit of Math per year.**

## Course Descriptions

**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**

**Grades: 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 or Integrated Algebra**

**Advanced Algebra** – 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.

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Geometry or Integrated Geometry (Recommended grade of C or better)**

**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.

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Geometry or Integrated Geometry**

**Pre-Calculus & Trigonometry – 1 Laude Point** 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 (Recommended grade of C or better or by teacher approval)**

**Statistics – 1 Laude Point** 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 – 1.5 Laude Points** 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  
(Recommended grade of B or better or  
by teacher approval)**

**Senior Math** – Practicing math is necessary to keeping skills fresh. Many post-secondary schools do not require more than the 3 high school math credits for graduation. Therefore, some students may choose not to take a math class during their senior year. This semester class is designed for students not enrolled in a math class their senior year but wishing to keep up their skills as they prepare to take math placement tests for their post-secondary education. The course topics will be based on the ACT Mathematics College and Career Readiness Standards.

**0.5 Credit**

**Grades: 12**

**Prerequisite: Senior standing and 3  
credits earned in mathematics or teacher  
recommendation**



# Science – 3 Credits

The science curriculum introduces and explores various concepts in the areas of life, earth & space, and physical science. One credit from each of the disciplines is required.

## Courses Taught in Science:

## Sequence of Courses

<ul style="list-style-type: none"> <li>● Biology 1</li> <li>● Physical Science</li> <li>● Earth &amp; Environmental Science</li> <li>● Animal Science TC (1 Laude Point)</li> <li>● Chemistry (1 Laude Point)</li> <li>● AP Chemistry (1.5 Laude Points)</li> <li>● Biology 2 (1 Laude Point)</li> <li>● Human Biology (1 Laude Point)</li> </ul>	<p>Freshmen: Biology I*</p> <p>Sophomores: Physical Science* Animal Science (C or above in Biology 1)</p> <p>Juniors/Seniors: Science Elective options of*; Chemistry Physics Earth Science Biology 2 Human Biology AP Chemistry</p>
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## Course Descriptions

**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**

**Earth & Environmental Science** – 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.

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Biology 1**

**Physical Science** – 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.

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Biology 1**

**Chemistry 1 – 1 Laude Point** 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 & Beginning Algebra**  
**(Recommended grade of C or better)**

**AP Chemistry - 1.5 Laude Point** 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 C or better and who wish to take part in a rigorous and academically challenging course.

**1 Credit**                      **Grades: 11-12**      **Prerequisite: C or Better in Chemistry 1**

**Biology 2 – 1 Laude Point** 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: 10-12**      **Prerequisite: Biology 1 and Physical Science or**  
**Chemistry**  
**(Recommended grade of C or better)**

**Human Biology- 1 Laude Point** 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.

**NOTE: Students are encouraged to purchase The Language of Medicine: 8th Edition, by Chabner (ISBN: 9781416034926), new or used, for note taking and for future use.**

**1 Credit**                      **Grades: 11-12**      **Prerequisite: Biology 1 and Chemistry 1**  
**(Recommended grade of B or better)**

**Physics 1 – 1 Laude Point** 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 or Integrated Algebra and  
Geometry, Biology 1, Physical Science or Chemistry 1.  
(Recommended grade of B or better and Algebra 2)**

**Animal Science TC – 1 Laude Point** – 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 Credit**

**Grades: 10-12**

**Prerequisite: Biology 1 with C or Above**

# 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.*

## Courses Taught in Social Studies:

- U.S. History
- World History
- Sociology
- Economics (.5 Laude Point)
- Global Studies
- Government
- A.P. Psychology (1.5 Laude Points)
- A.P. U.S. History (1.5 Laude Points)

## Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
U.S. History (required)	World History (required class of 2021 and above)	A.P. U.S. History A.P. Psychology Sociology Economics Government (required) Global Studies (required)	Sociology Economics A.P. Psychology A.P. US 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. Democracy, 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 semester. 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**

**Grades: 9**

**Prerequisite: None**

**World History – required class** - 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 will include an introduction to the historical fictional novel and the research paper.

\*This course is recommended for college-bound students.

**1 Credit                      Grades: 10                      Prerequisite: None**

**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 - .5 Laude Point** 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.

**0.5 Credit                      Grades: 11-12                      Prerequisite: None**

**A.P. Psychology – 1.5 Laude Points** 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.

**1 Credit                      Grades: 11-12                      Prerequisite: None**

**A.P. U.S. History - 1.5 Laude Points** - 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.

**1 Credit**

**Grades: 11-12**

**Prerequisite: Recommended grade of B or better in U.S. History**

**Global Studies – required** – Students may take this course their 11<sup>th</sup> or 12<sup>th</sup> 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. The objectives and learning targets of this course will address two standards of the National Council for Social Studies Curriculum, as adopted by the School District of Manawa: 1-Culture and 9-Global Connections.

**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.

**0.5 Credit**

**Grades: 11-12**

**Prerequisite: None**

# 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.

## Courses Taught in World Language:

- Spanish 1\*
- Spanish 2\*
- Spanish 3 (1 Laude Point)
- Spanish 4 (1 Laude Point)

\*World language can be used as academic credits pertaining to admission requirements. Two to four years of a world language may be required for admission to **some** UW schools. See your school counselor for entrance requirements for colleges to which you plan to apply.

\* Other World Language options may be available virtually, subject to counselor and Board of Education approval.

## 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.

**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.

**1 Credit**                      **Grades: 9-12**                      **Prerequisite: Spanish 1**  
**(Recommended grade of C or better)**

**Spanish 3 – 1.0 Laude Point** 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.

**1 Credit**                      **Grades: 10-12**                      **Prerequisite: Spanish 2**  
**(Recommended grade of C or better)**

**Spanish 4 – 1.0 Laude Point** 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.

**1 Credit**                      **Grades: 11-12**                      **Prerequisite: Spanish 3**  
**(Recommended grade of C or better)**

# Physical Education - 1.5 Credits and Health - .5 Credit

*The physical education and health curriculum focus on understanding the human body, enjoying exercise, and maintaining a desirable level of physical fitness.*

## Courses Taught in Physical Education and Health:

- Physical Education 1
- Health: A Wellness Decision
- Physical Education Elective
- Personal Fitness
- Team Sports

## Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
PE 1 -AND- Health: A Wellness Decision <b>Both are required</b>	PE Elective Personal Fitness	PE Elective Personal Fitness Team Sports	PE Elective Personal Fitness Team Sports

## Course Descriptions

**Physical Education I – *required*** – Freshman Course. Units covered are geared toward individual and team sports. The units covered are flag football, soccer, volleyball, basketball, weight training, fitness, badminton, softball, OMNIKIN, Tsegball, Eclipse Ball, and floor hockey.

**0.5 Credit                      Grades: 9                      Prerequisite: None**

**Health: A Wellness Decision – *required*** – 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                      Grades: 9                      Prerequisite: None**

**Physical Education Elective** – Units are geared toward lifetime sports. Units covered are snowshoeing, cross-country skiing, golf, archery, badminton, bowling, pickleball, and fitness walking/principles. Team sports include flag football, volleyball, basketball, soccer, speedball, Tsegball, Eclipse Ball, floor hockey, 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                      Grades: 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. This is not a freshman course.

**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, speedball, etc.

**0.5-1 Credit                      Grades: 11-12              Prerequisite: 11<sup>th</sup> or 12<sup>th</sup> grade**

**Additional Physical Education Options:**

- A student can take one-half credit of PLATO PE to meet physical education requirement
- A student can earn one-half credit of PE if there has been participation in marching band for at least three years

# Agriculture

*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. Experience premier leadership, personal growth and career success through courses in the agriculture department.*

## Courses Taught in Agriculture:

- Plants, Animals & You: Exploratory Agriculture
- Animal Science TC (1 Laude Point)
- Ecology TC (1 Laude Point)
- Food Science
- Independent Study – Agriculture—needs instructor approval
- Leadership
- Employability Skills/Financial Literature (Required)
- Youth Apprenticeship

## Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
-Plants, Animals & You  -Food Science	-Any course offered in 9 <sup>th</sup> grade -Animal Science TC	-Any courses offered in 9 <sup>th</sup> or 10 <sup>th</sup> grades -Ecology TC -Leadership -Independent Ag -Youth Apprenticeship -Work Study	-Any courses offered in 9 <sup>th</sup> , 10 <sup>th</sup> , or 11 <sup>th</sup> grades -Work Study -Employability Skills/Fin Lit <b>(required)</b> -Independent Ag.

## 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 – 1 Laude Point** 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. See class listing for Little Wolf High School Transcribed Courses.

**1 SCIENCE Credit      Grades: 10-12      Prerequisite: Recommended 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 will be incorporated. Students may earn a State Leadership certificate through this course.

**1 Credit                      Grades: 11-12      Prerequisite: None**

**Independent Study** – Students develop their own projects based on interests.

**1 Credit                      Grades: 11-12      Prerequisite: FFA Membership & Instructor Approval**

**Ecology TC- 1 Laude Point** - 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 Credit                      Grades: 11-12      Prerequisite: Biology 1, Other Agriculture Courses**

**Work Study** – Students must be employed and work regular hours during the school year. Students must meet credit requirements to be on track for graduation. Qualified students may be granted a maximum of one period daily for work release. Approval by school counselor, principal and employer are necessary. Class will meet 32 minutes each Wednesday for instruction.

**NOTE:** This course is offered to juniors and seniors.

**1 Credit                      Grades: 11-12      Prerequisite: Employed**

**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 apply in the Spring for jobs that will start during the summer of their junior or senior year or can come in with their own business connection. 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 and potential of bridging the YA to a Registered Apprentice. 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.

For more information, contact Stacey Kunde, Youth Apprenticeship Coordinator, [smkunde@cesa6.org](mailto:smkunde@cesa6.org) or go to [yawisconsin.org](http://yawisconsin.org).

**1 Credit**

**Grades: 11-12**

**Prerequisite: On track to graduate, good attendance record, and an interest in developing employability skills while gaining work experience.**

## 0.5 Credit - Financial Literacy/Employability Skills Required

**Financial Literacy/Employability Skills – REQUIRED** **Employability Skills** - This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to postsecondary options. Curriculum study units will include assessment, transition, Covey’s 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Students may earn a State Employability Skills certificate through this course - **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, the dangers of credit and debt, taxes, insurance, consumer awareness and charitable contributions.

**0.5 Credit**

**Grades: 12**

**Prerequisite: None**

# ART

## Courses Taught in Art:

Intro to Art 2D & 3D  
Art II - 2D & 3D  
Art III - 2D & 3D  
Art IV (Senior Art)

Graphic Design  
Traditional Photography  
Fiber Arts A & B

1 Laude Point Earned for Senior Art (3+ credits of art and 2 years on Art Team)

## ART Course Descriptions

**Art I - 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, reduction (EZ Cut) printmaking and papermaking.

**.5 Credit (1 Semester)**

**Prerequisite: None**

**Art I - 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).

**.5 Credit (1 Semester)**

**Prerequisite: None**

**Art II - 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 with various media, watercolor painting, intaglio printmaking, and paper arts (bookbinding).

**.5 Credit (1 Semester)**

**Prerequisite: Art I- 2D**

**Art II - 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)

**.5 Credit (1 Semester)**

**Prerequisite: Art I- 3D**

**Art III- 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 (monoprint and collagraph), paper arts (quilling, manipulated paper)

**.5 Credit (1 Semester)**

**Prerequisite: Art II-2D**

**Art III- 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.

**.5 Credit (1 Semester)**

**Prerequisite: Art II-3D**

**Art IV - 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. Students considering going on into an art or design related field 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

**.5 Credit (1 Semester)**

**Prerequisite: Art III**

**Art IV - 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. Students considering going on into an art or design related field 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

**.5 Credit (1 Semester)**

**Prerequisite: Art III**

**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).

**.5 Credit (1 Semester)**

**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.

**.5 Credit (1 semester)**

**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 will include the creation of a “quiet” book, soft sculptures, quilt squares, bags, etc.

**.5 Credit (1 semester)**

***\*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.***

## 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.

**Courses Taught in Technology/Engineering Education:**

- Intro to Technology
- Furniture and Cabinet Making
- Metals 1
- Shielded Metal Arc Welding (SMAW) Techniques 1 – **TC** (1 Laude Point)
- Gas Metal Arc Welding (GMAW) Techniques 1 – **TC** (1 Laude Point)
- Intro to DC Circuits
- Intro to Programming
- Engineering
- Programming 1 or 2
- Robotics 1 or 2 (1 Laude Point for each)

**Recommended Technology Course Sequence:**

<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
Intro to Technology Building Trades	Furniture & Cabinetry Metals 1	Furniture & Cabinetry Metals 1 SMAW GMAW	Furniture & Cabinetry Metals 1 SMAW GMAW

**Course Descriptions**

**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 – 1 Laude Point** 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**                      **Grades: 10-12**      **Prerequisite: Metals 1**  
**(2 Credits FVTC)**

**Gas Metal Arc Welding (GMAW) Techniques 1 TC – 1 Laude Point** 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**                      **Grades: 10-12**      **Prerequisite: Metals 1**  
**(2 Credits FVTC)**

## Engineering Courses

### Recommended Engineering Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
Intro to Programming Intro to DC Circuits	Programming 1 Engineering Robotics 1	Programming 1 or 2 Engineering Robotics 1 or 2	Programming 2 Engineering Robotics 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 - 1 Laude Point** 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: 10-12**

**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**

**Prerequisites: Intro to Programming & Intro to DC Circuits**

**Robotics 1 - 1 Laude Point** 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**

**Prerequisites: Intro to Programming & Intro to DC Circuits**

**Robotics 2 - 1 Laude Point** 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**

**Prerequisites: Robotics 1**

# 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.

1 Laude Point earned for 3+ years participation in Band and/or Choir and a 1st on a Class A Solo & Ensemble

## Courses Taught in Music Education:

- High School Band
- High School Choir

## Course Descriptions

**High School Band**– The High School Band performs a variety of music throughout the year, ranging from classical to pop. 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 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. (.5 Laude Points per College Level course)**

## **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. Students will earn 1.5 Laude points for each AP course as well as high school credit. Students have until September 30 to add additional AP courses for the current school year.

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 and 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 and 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](https://cte.careertech.org/sites/default/files/CareerClustersPathways_0.pdf)

### **Extracurricular Activities**

Students can participate in clubs and athletics

### **Assessment Results**

Students take Wisconsin 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, Food, and 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

<b>LWHS Courses for Supporting Knowledge in Agriculture, Food, &amp; Natural Resource Careers</b>			
	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			

## 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		Technology & Engineering Courses
	Plants, Animals, and You		Intro to Technology
	Ecology TC		Metals 1
	Leadership		GMAW & SMAW
	Art Courses		Furniture & Cabinetry
	Intro to Art		Intro to DC Circuits
	Art 3D courses (II-IV)		Engineering
			Robotics
Additional Courses through WVS & FVTC			

## 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

#### Journalism & Broadcasting

Editor  
 Journalist  
 Producer  
 Publisher  
 Radio & Television Announcer  
 Writer  
 Reporter  
 Design Director  
 Control Room Technician

#### Performing Arts

Actor  
 Composer  
 Director  
 Makeup Artist  
 Lighting Director  
 Musician  
 Choreographer  
 Playwright  
 Scenic Designer

#### Visual Arts

Painter  
 Sculptor  
 Print Maker  
 Illustrator  
 Cartoonist  
 Fashion Artist  
 Animator  
 Art Director  
 Graphic Designer  
 Commercial Photographer

#### Telecommunications

Office Installer  
 Network Technician  
 Telecommunication

#### 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			



## 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

## 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

<b>LWHS Courses for Supporting Knowledge in Education &amp; Training</b>			
	<b>Social Studies Courses</b>		<b>Other Elective Courses</b>
	Sociology		Sports Officiating
	AP Psychology		
	Teacher Aide		
	Child Development (WVS)		
	Early Childhood Education (WVS)		
	Real-World Parenting (WVS)		
Additional Courses through WVS & FVTC			

## 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

<b>LWHS Courses for Supporting Knowledge in Finance</b>	
<b>Business &amp; Information Technology Courses</b>	<b>Social Studies Courses</b>
Entrepreneurship (WVS)	Economics
Computer Science Principles (WVS)	AP Psychology
Digital Information Technology (WVS)	
International Business (WVS)	
Finance (WVS)	<b>Math Courses</b>
Accounting (FVTC)	AP Calculus
	Statistics
Additional Courses through WVS and FVTC	

## 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

#### Governance

Legislative Assistant  
 Congressional Aide  
 Lobbyist  
 County Commissioner  
 Legislator  
 Mayor  
 Governor  
 Lieutenant Governor  
 Postmaster

#### Foreign Service

Foreign Service Officer  
 Diplomatic Officer  
 Consular Officer  
 Ambassador  
 Peace Corps  
 Translator

#### Regulation

Investigator/Examiner  
 Code Inspector  
 Bank Examiner  
 Election Supervisor  
 Child Support Officer  
 Cargo Inspector  
 Border Inspector  
 Aviation Safety Officer

#### Public Management & Administration

County Administrator or Clerk  
 City or County Clerk  
 City Manager  
 Purchasing Manager  
 Political Scientist

#### National Security

Combat Control Officer  
 Missile & Space Systems Officer  
 Submarine Officer  
 Infantry Officer & Specialist  
 Air Defense Artillery Officer  
 Military Intelligence Officer  
 Cryptographer  
 Intelligence Analyst

#### Revenue & Taxation

Tax Examiner  
 Tax Clerk  
 Revenue Agent  
 Internal Revenue Investigator  
 Auditor  
 Lawyer

#### Planning

Planner  
 Census Clerk  
 Federal Aid Coordinator  
 Economic Development Coordinator  
 Chief of Vital Statistics

#### 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

## 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

<p style="text-align: center;"><b>Therapeutic Services</b></p> <ul style="list-style-type: none"> <li>Athletic Trainer</li> <li>Certified Nurse Assistant</li> <li>Dental Hygienist</li> <li>Paramedic</li> <li>Massage Therapist</li> <li>Anesthesiologist</li> <li>Chiropractor</li> <li>Pharmacist</li> <li>Physician</li> <li>Registered Nurse</li> <li>Respiratory Therapist</li> <li>Surgical Technician</li> <li>Dentist</li> </ul>	<p style="text-align: center;"><b>Biotechnology Research &amp; Development</b></p> <ul style="list-style-type: none"> <li>Bioinformatics Specialist</li> <li>Biostatistician</li> <li>Microbiologist</li> <li>Sociologist</li> <li>Mathematician</li> <li>Molecular Biologist</li> <li>Pharmacist</li> <li>Research Assistant</li> <li>Geneticist</li> <li>Statistician</li> </ul>	<p style="text-align: center;"><b>Health Informatics</b></p> <ul style="list-style-type: none"> <li>Admitting Clerk</li> <li>Data Analyst</li> <li>Health Care Administrator</li> <li>Health Information Coder</li> <li>Medical Biller</li> <li>Medical Information Technologist</li> <li>Medical Librarian</li> <li>Reimbursement Specialist</li> <li>Transcriptionist</li> </ul>
	<p style="text-align: center;"><b>Diagnostic Services</b></p> <ul style="list-style-type: none"> <li>Medical Lab Technologist</li> <li>Nuclear Medicine Technologist</li> <li>Pathologist</li> <li>Phlebotomist</li> <li>Radiologic Technologist</li> </ul>	<p style="text-align: center;"><b>Support Services</b></p> <ul style="list-style-type: none"> <li>Biomedical Clinical Engineer</li> <li>Central Services Technician</li> <li>Dietary Technician</li> <li>Hospital Maintenance Engineer</li> <li>Materials Management Technician</li> </ul>

<b>LWHS Courses for Supporting Knowledge in Health Science</b>	
<b>Science Courses</b>	<b>Social Studies Courses</b>
Biology & Biology II	Economics
Chemistry	AP Psychology
Physical Science	Sociology
Physics	<b>Math Courses</b>
Human Biology	AP Calculus
AP Biology (WVS)	Statistics
Additional Courses through WVS & FVTC	

## 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

<b>LWHS Courses for Supporting Knowledge in Hospitality &amp; Tourism</b>	
<b>Business &amp; Information Technology Courses</b>	<b>Agriculture Courses</b>
Entrepreneurship (WVS)	Plants, Animals, and You
Computer Science Principles (TVS)	Food Science
Web Design (WVS)	Leadership
Marketing (WVS)	
Additional Courses through WVS & FVTC	

# 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

<b>LWHS Courses for Supporting Knowledge in Human Services</b>	
<b>Agriculture &amp; Science Courses</b>	<b>Social Studies Courses</b>
Leadership	Sociology
Biology	AP Psychology
Biology II	Teacher Assistant
Human Biology	Developmental Psychology (FVTC)
<b>Art Courses</b>	Real-World Parenting (WVS)
Intro to Art	Finance
Art 2D & 3D	
Additional Courses through WVS & FVTC	

## 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

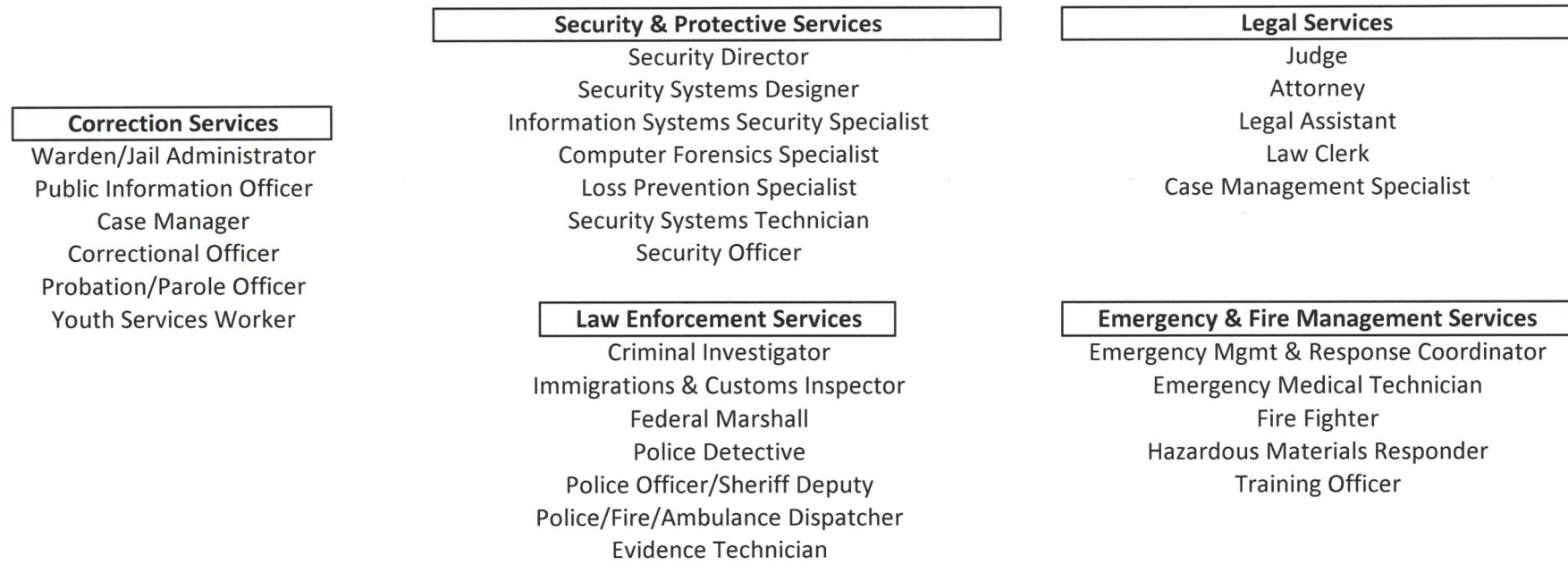
LWHS Courses for Supporting Knowledge in Information Technology	
Technology & Engineering Courses	Social Studies Courses
Intro to DC Circuits/Intro to Programming	Sociology
Engineering	AP Psychology
Programming	
Robotics	Computer/Business Classes
<b>Art Courses</b>	Computer Science Principles (WVS)
Intro to Art	Digital Information Technology (WVS)
Art 2D & 3D	Web Design & Game Design (WVS)
Photography & Graphic Design	
Additional Courses through WVS and FVTC	



## 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



<b>LWHS Courses for Supporting Knowledge in Law, Public Safety, Corrections, &amp; Security</b>	
<b>Science Courses</b>	<b>Social Studies Courses</b>
Biology & Biology II	Sociology
Chemistry	AP Psychology
Human Biology	Developmental Psychology
	Careers in Criminal Justice (WVS)
<b>Agriculture Course</b>	Criminology (WVS)
Leadership	Forensic Science (WVS)
Additional Courses through WVS & FVTC	

# 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	<b>Business &amp; Information Technology Courses</b>
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	

## 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	
<b>Agriculture Courses</b>	<b>Social Studies Courses</b>
Leadership	Sociology
<b>Art Courses</b>	AP Psychology
Intro to Art	<b>Business &amp; Information Technology Courses</b>
Art 2D & 3D	Entrepreneurship (WVS)
Photography & Graphic Design	Advertising & Sales (WVS)
	Media & Communications (WVS)
Additional Courses through WVS & FVTC	

## 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

<b>LWHS Courses for Supporting Knowledge in Science, Technology, Engineering, &amp; Mathematics</b>			
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
Stastics		AP Chemistry	Programming
		AP Biology	Robotics
Additional Courses through WVS & FVTC			

## 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	

# New Course/Course Revision Proposal

## School District of Manawa

**Title of Course: Math and ELA Resource**

**Department or Grade Level: 6-12 Math Resource Class**

**6-12 ELA Resource Class**

**Please circle:**  Revision  New

If New, does this replace a current class?  No  Yes

If Yes, what class does this replace? [Click here to enter text.](#)

**Course description as it will appear in the Course of Study Guide.**

**Math Resource Class**

**English Language Arts (ELA) Resource Class**

This course is designed to help students who are in need of additional support and remediation in ELA.

OR

This course is designed to help students who are in need of additional support and remediation in math.

Grade 6-8 students will be identified using the following criteria:

- Standardized test scores - Forward Exam
- Scoring below the 40th percentile on STAR
- Grade reports
- Teacher recommendation

High school students will be identified using the following criteria:

- Credit deficiency
- On the D/F list
- Teacher recommendation
- Below Basic or Proficient in Standardized Test Scores - ACT Aspire, and PreACT

The Building Consultation Team (BCT) will work collaboratively with parents, the instructor, and the student to develop a plan that identifies skill gaps and areas in need of remediation and support. Students that meet the criteria will be required to take the course.

# New Course/Course Revision Proposal

## School District of Manawa

High school students will be awarded between  $\frac{1}{4}$  and 1.0 elective credits contingent upon their duration of time in the resource period. Students will be released from the class by quarter or semester when they have demonstrated mastery in the standards that were deficient. The class will be staffed by ELA and Math content area instructors.

**Number of credits:** Choose an item.

Required course                       Elective course

**Target student population:** Students in need of remediation and support in 6-12 ELA and/or Math.

**Prerequisites:** None

**Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?** Math and ELA Resource periods will be essential in working with students who have demonstrated a clear deficit in ELA and/or math. This course will serve as Tier 2 and Tier 3 in the Response to Intervention (RtI) model.

**Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.).** The current Response to Intervention (RtI) Period known as “Wolftime”, will be eliminated in its current format. The migration to an 8-period day will allow for these embedded resource periods within the school day.

Additionally, the SDM literacy and numeracy are on a downward trajectory as demonstrated by the Annual State Report Card. With a growing emphasis on the weight placed on the lower quartile, interventions must occur to support the learning needed by students who are in need of remediation and support.

**List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.** Existing math and ELA instructors will supply the instruction needed. Classroom materials will be used to support the ongoing curriculum. Existing platforms and additional materials may be used including MobyMax or Kahn Academy. Additional materials will be vetted as needed to meet individual student needs.

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the UbD template)**

Course content will be tailored to the specific written BCT plans of the students in the class. Therefore, content will vary and be highly individualized.



To: Dr. Melanie Oppor and SDM Board of Education Members  
From: Janine Connolly, MMS/LWHS School Counselor  
Date: January 6, 2022  
Re: Sources of Strength Request for Club Status

The purpose of this memo is to request official extra-curricular club status for the Manawa Middle School and Little Wolf High School Sources of Strength.

### **Background**

Sources of Strength is a nationally recognized evidence-based best practice youth suicide prevention program designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately working to prevent suicide, bullying, and substance abuse. Sources of Strength moves beyond a risk-focus and utilizes an upstream approach, mobilizing a group of peer leaders to spread messages of Hope, Help, and Strength throughout the school and community. This upstream model strengthens multiple sources of support and protective factors around young individuals so that when times get tough, youth can learn to leverage their strengths.

The state of Wisconsin offered Alcohol and other Drug Abuse (AODA) prevention grants in the Spring of 2020, and our school was given one of these grants to fund initial training for staff members and students and was Board approved in October 2019. Due to the COVID-19 shut down of schools in the spring of 2020, this training was delayed.

Six staff advisors were trained as adult leaders during the fall of 2020, but again, COVID-19 and limits to in-person meeting greatly dampened the efforts to get this initiative underway. There have been students expressing an interest in being Peer Leaders for this program, hence this request for official status as a club for the School District of Manawa. Many school districts have seen evidence of positive impacts from Sources of Strength including Hortonville, New London, and Weyauwega-Fremont.

### **Mission Statement**

The mission of Sources of Strength is to empower a well world by increasing help-seeking behaviors and promoting connections between peers and caring adults. The program uses a fun-filled style of active learning to encourage open discussion about the very real problems that youth face and what can help.

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#### **School District of Manawa**

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2525  
Fax: (920) 596-5308

#### **Little Wolf High School Manawa Middle School**

515 E. Fourth St  
Manawa, WI 54949

Phone: (920) 596-2524  
Fax: (920) 596-2655

#### **Manawa Elementary**

800 Beech Street  
Manawa, WI 54949

Phone: (920) 596-2238  
Fax: (920) 596-5339

#### **ManawaSchools.org**



/ ManawaSchools



/ ManawaSchools





### **Purpose and Rationale**

The purpose and rationale of Sources of Strength is to train peer leaders to help create messages and campaigns around the eight sources of strengths for individuals. These include: family support, mental health, positive peers, mentors, healthy activities, generosity, physical health, and spirituality. Trained peer leaders work in groups with the trained adult advisors to create information campaigns and education around everyone recognizing and building these strengths in themselves and others to turn to when they face adversity.

### **Intended Outcomes for Students**

Sources of Strength has intended outcomes for trained peer leaders of gaining confidence in leadership and communication skills while they reap the benefits of increased reliance on their own personal strengths along with the general student population. All students benefit from identifying and building on their strengths during challenging times.

### **Participation**

This club would be open to any student grades 6-12. Students will need parent permission if they wish to participate in the peer leader training. Students would also be linked with one of the trained adult advisors to assist with planning activities for the larger student body. When student campaigns are planned, these are still voluntary for all students. For example, if a campaign of “What are you thankful for?” is presented to all students and the goal is for students to write a post-it note for a bulletin board of what they are thankful for, students can choose to not participate in the campaign or activity.

### **Plan of Operation**

Peer leader training will be held once per year in the late summer/early fall at school, during non instructional time. The training is three hours in length. Meetings following the training will be held monthly either during homeroom time or monthly during student lunches. Sources of Strength sets a goal of students of planning 2-3 all-school message campaigns per year.

### **Costs**

The initial cost of training and materials was provided by the grant. The Sources of Strength materials have a minimal cost, which will be budgeted as part of the annual guidance budget. There is no cost for students to participate. There will be no need to raise funds for the club, as minimal materials are needed each year and these will be covered in the guidance budget.

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## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

### Adult Advisors

Adult Advisors in the School District of Manawa that have been trained as Adult Advisors by Sources of Strength include Janine Connolly, Jill Krause, Sandra Cordes, Nate Ziemer, Mary Eck, Meria Wright, and Carrie Gruman–Trinker.

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# 2021-22 School District of Manawa

## District-Sponsored Organizations, Clubs, and Activities

The following is a listing of the many clubs and organizations available in the School District of Manawa. All club and organization participation is voluntary. Students are encouraged to discuss their interest in clubs or organizations with their parents or guardians before joining.

### ***SDM Policy 2430 - DISTRICT-SPONSORED CLUBS AND ACTIVITIES***

*The Board believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are directly related to the curriculum.*

*The purpose of curricular-related activities shall be 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 directly related to accomplishing the educational outcomes for students as adopted by the Board in Policy 2131. The Board encourages all students, including those students in elementary and middle school grades, to participate in such opportunities. In implementing this policy, the District Administrator shall take steps to make such opportunities accessible to all students.*

*For purposes of this policy, curricular-related activities are defined as those activities in which:*

- A. The subject matter is actually taught or will be taught in a regularly offered course;*
- B. The subject matter concerns the District's composite courses of study;*
- C. Participation is required for a particular course;*
- D. Participation results in academic credit.*

*No curricular-related activity shall be considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the District Administrator.*

Clubs and activities that are curricular in nature will be noted as "Curricular" after the title of the organization, club, or activity.

The clubs and activities are grouped in the following categories:

1. Competitive Extracurricular Clubs and Activities - falls under the Co-Curricular Code of Conduct and violations of the Code will result in the loss of privileges from competition
2. Non-Competitive Extracurricular Clubs and Activities

# **Competitive Extracurricular Clubs and Activities:**

## **HS Forensics (Curricular)**

**Advisors:** Mrs. Konkol and Ms. Gruman

**Meeting Location, Date, & Time:** Planning and introductory meetings begin in December and January when participants meet with coaches individually and as a team to practice for competitions occurring February through mid-April. Meetings occur in Mrs. Konkol's classroom and practices occur in Mrs. Konkol's/Ms. Gruman's classrooms. Practices are held before school, during prep time, during lunch, or after school by appointment. Participants must attend team meetings and practices with coaches, as well as all meets to try to earn passing scores that allow them to advance to the next level of competition. Manawa occasionally hosts a competition, but most are held at neighboring schools; the state competition is held at UW-Madison.

**Mission and Purpose:** The mission of the LWHS forensics program is to help students improve their public speaking skills, build their confidence, and share their talents in a supportive atmosphere. The program is open to all high school students. Participants choose their own categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The LWHS forensics program belongs to the WHSFA (Wisconsin High School Forensic Association), follows its rules, and attends sub-district, district, and state competitions through this organization. There is no student fee associated with this program.

## **MS Forensics (Curricular)**

**Advisors:** Ms. Gruman and Mrs. Konkol

**Meeting Location, Date, & Time:** Locations include the choir room and the stage area. Planning and introductory meetings begin in December and participants meet with coaches individually and as a team to practice for two competitions occurring in February/early March. Participants must practice with coaches (during and after school) and attend both meets to earn ribbons/medals based on their performances.

**Mission and Purpose:** The mission of the Manawa Middle School forensics program is to help students improve their public speaking skills, build their confidence, and share their talents in a supportive atmosphere. The program is open to 6th-8th grade students. Participants choose from 14 categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The MMS forensics program belongs to the middle level of the WHSFA (Wisconsin High School Forensic Association), follows its rules, and attends meets through this organization. Manawa occasionally hosts a meet, but most are held at neighboring schools. There is no student fee associated with this program.

## HS Art Team (Curricular)

**Advisor:** Mrs. Zabler

**Meeting Location, Date, & Time:** 1-2 times per week during Rtl or after school in the fall. Additional meetings occur leading up to the spring competitions. The location is in the HS Art Room.

**Mission and Purpose:** The Wisconsin Art Education Association's mission is to promote excellence in visual art and design education for all students, art advocates, and art educators. Students participate in a state-wide high school Art competition, sponsored by the Wisconsin Art Education Association called the "Visual Arts Classic" (thus following the rules and bylaws of the competition). The competition involves various studio media, has a yearly "theme", and students are involved with in-depth research on artists related to that year's theme. 12 members plus up to 6 alternates may participate. Students choose from artistic media and create "long-term" artwork (Oct - Feb).

At the competition, students will create an "on-site" project, as well as participate in a team "artist quiz bowl". Scores are earned both individually and as a team. Projects are judged by volunteers (professional artists, retired art teachers, etc.). The regional competition is in March at U.W.-Stevens Point, State Competition in April at U.W.-Madison. Team T-shirts are paid for through Art Club funds (as most Art Team members are also Art Club members). (Mrs. Zabler is currently the U.W.-Stevens Point Regional Chairperson, and on the Administrative Board of VAC State)

Art Team has a huge positive impact on our creative students and is an outlet for them to go above and beyond the regular HS Art Curriculum. They not only work on individual projects, but they also brainstorm ideas together and work as a team. Students also receive face-to-face critiques of their work from the judges.

## HS Debate

**Advisor:** Mr. Polkki

**Meeting Location, Date, & Time:** Debate season takes place at tournaments held at participating schools from September through early December. Practices are held in Mr. Polkki's classroom.

**Mission and Purpose:** The purpose of debate is to offer a wide range of benefits while appealing to many students by providing them chances to improve in areas such as public speaking skills, research skills, teamwork, note-taking and listening skills, knowledge of current event issues, and self-confidence. Debate is open to all High School Students. High School Debate is an organization with a set format to create a fair and challenging debating contest in which participants will often debate both sides of an issue. Debates are centered on a resolution (a controversial statement). Resolutions are about a variety of topics, chosen largely by the students participating in the league. In every debate, the affirmative (Pro) side speaks in favor of the resolution and the negative side (Con) speaks against it. A debate takes about 45 minutes and consists of a series of speeches for and against the resolution. There is also cross-examination, in which competing teams challenge each other's ideas. Each debate has a judge who listens carefully to the arguments presented and chooses a winner. Debate meets feature 4-5 rounds in a Tournament.

## High School Quiz Bowl (Curricular)

**Advisor:** Mr. Collins

**Meeting Location, Date, & Time:** Typical meetings take place in the advisor's room during lunch. The season begins in January and ends in March with practices beginning in November. The championship for our conference is on March 5, 2021.

**Mission and Purpose:** The purpose of the Quiz Bowl is to provide students with a quiz-based competition that tests players on a wide variety of academic subjects. Quiz Bowl is a club for high school students in which they can participate in a trivia competition against other CWC schools. At a Quiz Bowl meet, two teams of four will be asked various questions about wide-ranging topics from current events, math knowledge, to even Christmas song lyrics. Students compete at either the A or B level and a competition consists of one match at each level. In addition to all the knowledge gained with answering questions and learning trivia, students also work on public speaking, teamwork, and problem-solving skills.

## Bowling Club

**Advisor/Coach:** Mr. Beyer.

**Meeting Location, Date, & Time:** Thursdays after school at Keglers Bowling Center.

**Mission and Purpose:** The mission and purpose of the Bowling Club is to provide students the opportunity to bowl with teammates and reach their full potential as lifelong bowlers. Practice starts October 1st with the first match starting the first week of November. There are 10 matches from November until mid-February. State competition is held the first weekend in March if the team qualifies. All matches are baker format or team bowling. Matches travel to area schools on Sundays. There is a fee of \$50 to help cover entries, practice, uniforms. There are some fundraising opportunities throughout the season. No experience is needed. Coaches will teach/coach to all interested students. Scholarships are available through tournaments. The middle school team is also available.

# **Non-Competitive Extracurricular Clubs and Activities:**

## **Manawa FFA (Curricular)**

**Advisor:** Mrs. Cordes

**Meeting Location, Date, & Time:** Before school/homeroom/lunch/evening events and held in Mrs. Cordes' classroom unless otherwise indicated.

**Mission and Purpose:** (National Mission Statement) FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Manawa FFA is a youth organization for students in grades 9 - 12 who wish to develop premier leadership, personal growth, and career success through agricultural education. \*\*Students in 7th and 8th grade may join FFA to complete a specific independent study project, e.g. exhibiting at the county fair or participating in a career development event (CDE) or leadership development event (LDE).

FFA is a co-curricular organization as instruction is delivered through three components: classroom/laboratory instruction (contextual learning), Supervised Agricultural Experience (SAE) programs (work-based learning), and FFA. The cost to join is \$20/year which includes a t-shirt and membership in Manawa FFA, Wisconsin FFA, and National FFA. Additional fees may apply for travel or competitive events.

The FFA Program of Activities follows national FFA standards in order to grow leaders, build communities, and strengthen agriculture. The FFA officer leadership team and advisor coordinate voluntary activities for the members. Information about opportunities is available on Google Classroom, announcements, Manawa Facebook page, in the agriculture room, and at meetings. Major fundraiser: dessert auction at annual member banquet. FFA is a buffet of opportunities!

## **High School Gay-Straight Alliance (GSA) Club**

**Advisors:** Ms. Gruman-Trinkner and Ms. Connolly

**Meeting Location, Date, & Time:** Weekly meetings on Fridays in the choir room during lunch.

**Mission and Purpose:** The mission of the club is to showcase the similarities between LGBTQ+ students and non LGBTQ+ student allies through group activities, discussion, and community service. The Gay-Straight Alliance (GSA) aims to create a safe, welcoming, and accepting environment for all youth, regardless of sexual orientation or gender identity. This club encourages the acceptance and support of all students.

## National Honor Society (NHS)

**Advisor:** Ms. Connolly

**Meeting Location, Date, & Time:** Meetings occur in the LWHS/MMS Commons once per month during homerooms.

**Mission and Purpose:** The mission of NHS is to honor students who have excelled in scholarship, leadership, service, and character. National Honor Society membership is by invitation only to juniors in their second semester and seniors with a cumulative grade point average of 3.4 or higher. Students must also have staff and community member recommendations to be in this club. The purpose of this club is to give members an opportunity to share their scholarship, leadership, and service within the school community. National Honor Society has a long-standing partnership with the Community Blood Center and hosts 3-4 Blood Drives each year for the students who are 16 years of age and older to donate blood. Students also assist with tutoring as needed and must do other service projects within the community.

## HS Student Council

**Advisor:** Ms. Eck

**Meeting Location, Date, & Time:** Once per month in Ms. Eck's classroom and TBD in the summer.

**Mission and Purpose:** The mission and purpose of the Student Council are to promote social activities within the school and the community as well as make Little Wolf High school a better place through leadership development. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.

The LWHS Student Council belongs to the Wisconsin Association of School Councils (WASC) and participates in leadership activities through WASC including the Fall Regional and Spring State WASC Conferences. The WASC is dedicated to the continuation and expansion of leadership development and student responsibilities in Wisconsin. Little Wolf High School Student Council is open to all high school students who are interested in its mission provided they continue to be students in good standing. Within the Student Council, there is a leadership team of students who are elected to those positions by their peers on the Student Council. There is no fee for students to participate in the Student Council.

## Ski Club

**Advisors:** Mr. Bortle and Mrs. Bortle

**Meeting Location, Date, & Time:** Nordic Mountain, Tentative dates based on weather conditions are 12/20/21, 1/17/2022, 2/15/22, 2/22/22 - 4:30 p.m. - 7:00 p.m.

**Mission and Purpose:** The purpose of this extra-curricular club is to provide the students of Manawa the opportunity to learn and explore activities that help develop a healthy lifestyle beyond their school years. Sixth through twelfth-grade students interested in skiing and snowboarding participate in four dates of skiing at Nordic Mountain near Wild Rose. All students are required to have lessons if they have not skied or snowboarded before. Students can rent their own equipment or bring their own equipment with them. Helmets are mandatory.



## **HS Art Club (Curricular)**

**Advisor:** Mrs. Zabler

**Meeting Location, Date, & Time:** The club meets periodically as needed before or after school, homerooms, and during lunch periods in the HS Art room.

**Mission and Purpose:** The mission and purpose of the HS Art Club are to provide opportunities for creative growth, and organize High School Art students interested in raising funds to visit an Art Museum/Gallery. The club seeks to provide an opportunity to see famous works of art. Occasionally, Art Club members participate in community service activities, such as face painting, downtown window decoration, etc. Fundraising generally starts in Fall. The trip location is based on the number of funds raised and student interest. Potential destinations include but are not limited to - Milwaukee Art Museum and Horticultural Domes, Madison Chazen Art Museum, Leigh Yawkey Woodson Art Museum, and The Chicago Art Institute.

## **HS FOR (Friends of Rachel) Club**

**Advisors:** Ms. Eck and Mrs. Krause

**Meeting Location, Date, & Time:** One to two times a month during homeroom. Meetings occur in the LWHS/MMS Commons, in order to plan small and large activities to promote kindness.

**Mission and Purpose:** The mission and purpose of the LWHS FOR club are to spread kindness throughout the school community. It is open to any high school student who is interested in promoting the cause. Although the FOR club is not affiliated with any state or national organization, it is based on the story of Rachel Scott, one of the first victims of the Columbine school shooting. Her writings inspired a movement based on the idea that kindness towards others could be a spark to improve the lives of young people throughout school communities. There is no student fee associated with this program.

## **MS FOR (Friends of Rachel) Club**

**Advisors:** Ms. Eck and Mrs. Krause

**Meeting Location, Date, & Time:** One to two times a month during homeroom. Meetings occur in the LWHS/MMS Commons, in order to plan small and large activities to promote kindness.

**Mission and Purpose:** The mission and purpose of the FOR club are to spread kindness throughout the school community. It is open to any middle school student who is interested in promoting the cause. Although the FOR Club is not affiliated with any state or national organization, it is based on the story of Rachel Scott, one of the first victims of the Columbine school shooting. Her writings inspired a movement based on the idea that kindness towards others could be a spark to improve the lives of young people throughout school communities. There is no student fee associated with this program.

## HS Yearbook

**Advisor:** Ms. Wright

**Meeting Location, Date, & Time:** During High School lunch in Ms. Wright's office; a year-long club that anyone could join at any point in time

**Mission and Purpose:** The mission of the LWHS Yearbook Club is to provide students the opportunity to create the Little Wolf yearbook. No artistic talents are needed as students decide on the media that will be included in the yearbook while designing the pages. As a student-led club, students have the final say for all information included. Ms. Wright will facilitate and help keep the students organized while following a timeline for production. Students will use the Jostens website to fully develop the yearbook. There is no student fee associated with this program.

## MS Yearbook

**Advisor:** Ms. Wright

**Meeting Location, Date, & Time:** During Middle School lunch in Ms. Wright's office; a year-long club that anyone could join at any point in time

**Mission and Purpose:** The mission of the MMS Yearbook Club is to provide students the opportunity to create the Manawa Middle School yearbook. No artistic talents are needed as students decide on the media that will be included in the yearbook while designing the pages. As a student-led club, students have the final say for all information included. Ms. Wright will facilitate and help keep the students organized while following a timeline for production. Students will use the Jostens website to fully develop the yearbook. There is no student fee associated with this program.

## Drama Club

**Advisor:** Ms. Gruman

**Meeting Location, Date, & Time:** LWHS/MMS Commons with dates/times TBD; rehearsal schedules will vary according to the season and the selected production with rehearsals outside of the school day, generally after school or in the evening.

**Mission and Purpose:** The Mission of the Drama Club is to educate students on theater production both onstage and off stage and to promote the growth of their skills in all aspects of theater while providing performance opportunities. Drama Club is an extracurricular group that produces musicals, plays, and one-act plays periodically throughout the school year. It is open to students in grades 6-12 enrolled in the School District in Manawa. Students will participate in all aspects of theatrical production from the crew, building, costumes, lighting, sound, acting, etc. The final production will be performed for the public.

## MS Class Officers

**Advisors:** Middle School Core Teachers

**Meeting Location, Date, & Time:** Meetings are held in the MMS Suite and MMS classrooms and meet at various times throughout the school year to plan activities in the MMS area.

**Mission and Purpose:** The purpose of middle school class officers is to promote social activities within the middle school, and at times, the community to make our school and community better places. Along with that, this is a way for students to explore their burgeoning leadership skills and an early understanding of civic responsibility and voting. This opportunity is open to all middle school students who are interested, which is then narrowed down to the elected class officers. There is no fee for students to be a class officer.

## Sources of Strength

**Advisors:** Ms. Connolly, Mrs. Cordes, Ms. Eck, Ms. Gruman-Trinkner, Mrs. Krause, Ms. Wright, and Mr. Ziemer

**Meeting Location, Date, & Time:** Typically, the 3rd Monday of the month during homeroom. Meetings occur during school hours minimally once per month during homerooms, lunches, and/or RTIs in the LWHS/MMS Commons.

**Mission and Purpose:** Our mission is to provide the highest quality evidence-based prevention for suicide, violence, bullying, and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help, and strength. Sources of Strength is an evidence-based program geared toward increasing student strengths which helps with student mental health and suicide prevention. This club is open voluntarily to students from grades 6-12. Students plan various campaigns to help students recognize and build on areas of strength including positive friends, mentors, healthy activities, generosity, spirituality, physical health, mental health, and family support. This club initially began with grants from the Department of Public Instruction and ThedaCare and is being piloted during the 2021-22 school year.

## Manawa Elementary Student Council

**Advisors:** Mrs. Ziemer, Mrs. Whitman, and Ms. Ujazdowski

**Meeting Location, Date, & Time:** Over lunch or Wolf Time in Mrs. Whitman's classroom

**Mission and Purpose:** The Manawa Elementary School Student Council was established to help students with natural leadership skills work to make MES a fun, inviting learning environment for all students. Each year the Student Council develops and leads a variety of different activities for the entire school. The Student Council does a variety of activities like promoting Red Ribbon Week, organizing and running the October school-wide assembly, promoting World Kindness Day, and planning for the yearly school-wide food drive that collects Thanksgiving meal foods for families in need.

**The following SDM Clubs/Activities are currently inactive:**

- Powerlifting
- Archery
- Future Business Leaders of America (FBLA)

Additionally, there is a student-led Bible Club that meets in Mr. Patrick Collin's classroom under his supervision about once a week. Mr. Collins does not lead or participate in the activities. This is a community activity that simply makes use of school space for their meetings.

On occasion, the Waupaca County 4-H groups may also use various school spaces.

A variety of community-based youth sports programs use the school facilities.



**School District of Manawa**  
Students Choosing to Excel, Realizing Their Strengths

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 1/3/2022  
**Re:** Substitute Teacher Incentive

**Recommendation**

I recommend establishing the substitute teacher daily rate at \$120 for all subs and adding a bonus that after each 20 full days of subbing for the School District of Manawa, sub teachers would receive a \$500 bonus, not to include long-term substitute teaching assignments to begin on January 18, 2022 pending full Board of Education approval. Half days of employment will count as 0.5 toward the 20 full day total. The daily count and bonus pay will be retroactive to the beginning of the 2021-22 school year.

**Rationale**

Finding substitute teachers has become increasingly difficult. The pool of sub teachers has gotten smaller and the need for their services has increased. As one district increases the daily rate for subs, surrounding districts have to do the same in order to keep up. I want subs to choose Manawa and feel that they are fairly compensated without driving the daily rate to an unsustainable amount.

According to the 2021-22 CESA #6 Comparison Study, the average daily rate for substitute teachers is \$120.72. Many districts are looking to incentivize a person to choose to work in their district. After looking at several models, the above proposed recommendation keeps the logistics easier to monitor while offering a competitive daily wage. Upon BOE approval, all sub teachers would earn \$120 per day upfront and there would be no differentiation between former district teachers and other substitutes. Once the sub teacher worked for 20 full days, they would receive a \$500 bonus making the daily rate \$145. Partial or half days will count 0.5 toward the 20 full day total.

The following is a report of the number of days we have employed each sub for the 2021-22 school year as of 1/3/21:

Person	Number of Days
A	38
B	9
C	1
D	7
E	14
F	4
G	19

For example, Person A would receive the \$500 bonus and have 18 days counted toward their next bonus.





Book	Policy Manual
Section	5000 Students
Title	Copy of GRADUATION REQUIREMENTS
Code	po5460
Status	First Reading
Adopted	June 20, 2016
Last Revised	November 16, 2020

#### 5460 - GRADUATION REQUIREMENTS

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

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

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

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

- A. Student must attend high school for eight (8) semesters. Students may be eligible for early graduation in accordance with established policy and procedures. Students may have this requirement waived if the early graduation procedures established in the rules are followed.
- B. In accordance with State law, a board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in s. 115.28(7) (e)1) or is participating in a Board-approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.
- C. Credits - A Little Wolf High School diploma shall be granted upon successful completion of a total of **24 credits for the Class of 2023 and 25~~24~~** credits for **the** Class of **20~~24~~19** and beyond in grades 9 through 12 to include\_:

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits
<b><u>Financial Literacy/Employability Skills</u></b>	<b><u>1/2 credit</u></b>
Electives for <b><u>20<del>23</del>19 and beyond</u></b>	<b><u>8.59</u></b> credits
<b><u>Electives for 2024 and beyond</u></b>	<b><u>9.5 credits</u></b>

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

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

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit.

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

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

#### E. Alternative Provisions for Earning a Manawa Little Wolf High School Diploma

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

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

#### F. Post-Secondary Course Work

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

1. correspondence/online school.

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

2. accredited college/technical college.

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

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

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

#### G. Attendance

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

#### H. School Program Obligations

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

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

### **Graduation Activities and Ceremony**

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

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

### **Policy Reporting and Review**

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

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

Revised 1/21/19

Revised 11/18/19

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Legal	115.28, Wis. Stats.
	118.30, Wis. Stats.
	118.33, Wis. Stats.
	PI 18.03 and PI 18.04

Last Modified by Melanie Oppor on January 11, 2022





Book	Administrative Guideline Manual
Section	5000 Students
Title	Copy of GRADUATION REQUIREMENTS
Code	ag5460
Status	First Reading
Adopted	August 20, 2018
Last Revised	December 17, 2018

#### 5460 - GRADUATION REQUIREMENTS

In order for a student to qualify for a diploma in this District, s/he must have enrolled in a class or participated in an activity approved by the Board during each class period of each school day. Additionally, s/he must have satisfactorily completed the following courses and earned at least four (4) credits of English, including writing composition, three (3) credits of social studies including State and local government, three (3) credits of mathematics, three (3) credits of science, one and one-half (1.5) credits of physical education and one-half (.5) credit of health education, and one-half (.5) Financial Literacy/Employability Skills, and eight and one-half (8.5) elective credits~~nine (9) elective credits~~. Beginning in the 2023-2024 school year and beyond, the graduating class of 2024 and beyond will need nine and one-half (9.5) elective credits and a total of twenty-five (25) credits to graduate.

A student must successfully complete a civics assessment in order to be granted a high school diploma.

A computer science class may count as a mathematics credit and an agricultural sciences course may count as a science credit.

If the Board approves a career and technical education course as qualifying for mathematics and/or science credit, any student may satisfy a total of one credit of required science and/or mathematics credits through the Board-approved career and technical education course.

Annually, the administration will determine whether sufficient interest exists among eligible middle school 7th and 8th grade students to take course offerings that qualify for high school credit as approved by the Board. The principal and each student's advisor shall determine the eligibility of any student to take such course(s) for high school credit.

- A. Courses qualifying for high school credit will only be offered if there is sufficient interest and if a teacher certified in the subject matter at the high school level can be scheduled to teach the course(s). Students are eligible to acquire as many high school credits as are available and for which the student qualifies.
- B. Courses qualifying for high school credit may be taken at the District High School or through Distance Learning/online options when those options are deemed appropriate by the administration. Where classes are held at the high school, appropriate transportation shall be arranged by the student's parent with the principal prior to a student being enrolled in an approved high school course. Students are eligible to acquire as many high school credits as are available and for which the student qualifies.

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

While the District does not require students to participate in community service activities to receive a high school diploma, community service is a valuable key performance indicator that is encouraged and monitored.

The District may grant a high school diploma to a student who has not satisfied the requirements under this policy if the student was enrolled in an alternative education program and the District determines that the student has demonstrated a level of proficiency in the subjects required under this policy. An alternative education program is defined as an instructional program, approved by the School Board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms, or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school or a home-based private educational program.

Graduation must be earned by passing all mandated subjects and earning total units required for the specific diploma sought.

Students in special education shall either receive a diploma if certified they have properly completed the requirements of their IEP, or receive the recommendation of the IEP Team, as related to the completion of credit requirements through regular, special, or alternative education. They may participate in all graduation activities.

A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.

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Last Modified by Melanie Oppor on January 11, 2022



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of FOOD SERVICES
Code	po8500
Status	First Reading
Adopted	November 1, 2015
Last Revised	March 15, 2021

#### 8500 - **FOOD SERVICES**

The Board 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 unlawful 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 and the USDA 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 for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and
- C. consult and incorporate the USDA 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.

~~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.~~

### Dietary Modifications

~~Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. Substitutions to the standard meal requirements shall be made, at no additional charge, for students who are certified by a licensed physician to have a disability that restricts his/her diet, in accordance with applicable State and Federal requirements. To qualify for such substitutions the medical certification must identify:~~

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 a request of the Food Service Director shall be informed that medical certification that the student has a restricted diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b., must be submitted within two (2) 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 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).

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons", but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. 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

For non-disabled students who need a nutritional 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 Business Manager. 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 Business Manager. 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. 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 uncollectible 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 uncollectible no sooner than the end of the school year in which the debt was incurred. 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 NSFSA 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**

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 **Business Manager**~~District Administrator~~. The **Business Manager**~~District Administrator~~ shall determine the manner of determining permissible account balances by grade level. A student shall not be 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 his/her account current.

**A student who has exceeded the permissible negative balance amount in his/her 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 negative lunch account balance, s/he shall be provided a regular reimbursable meal that follows the USDA meal pattern, the cost of which shall continue to accrue to his/her negative lunch account balance.**

-  
**{End-of-Option-A}**

-  
**{ } [Option-B]**

-  
**~~If a student has a significant negative lunch account balance, s/he 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 his/her negative lunch account balance, and his/her 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}**

**~~Students that are receiving free or reduced price meals will be permitted to purchase a USDA approved meal if the student has the necessary funds with him/her to purchase the meal, regardless of whether the student has a negative account balance.~~**

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.

The food-service program 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 last lunch period 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. 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.

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 **Business Manager**~~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.

### **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, 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, audiotape, 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](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:

1. Mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

2. Fax: (202) 690-7442; or

3. E-mail: [program.intake@usda.gov](mailto: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.

Revised 11/21/16

Revised 7/17/17

Revised 11/19/18

T.C. 3/15/21

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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, 93.49, 115.34 -115.345, 120.10(16), 120.13(10), Wis. Stats.

7 C.F.R. Parts 15b, 210, 215, 220, 225, 226, 227, 235, 240, 245

42 U.S.C., Chapter 13

Last Modified by Melanie Oppor on January 11, 2022



**Students choosing to excel; realizing their strengths.**

To: Board of Education  
From: Dr. Melanie J. Oppor  
Date: January 11, 2022  
Re: COVID-19 Protocols

The purpose of this memo is to recommend the Manawa Board of Education approve revised COVID-19 protocols based on the new CDC guidelines for isolation practices.

**Recommendation:**

A five (5) day isolation period is required from the onset of symptoms or date of the positive viral test (for asymptomatic people). Individuals may then return to school if they are fever free for 24 hours and have an improvement in symptoms. Wearing a mask is recommended for the five days following the period of isolation.

**Supporting Information:**

The Omicron variant now makes up about 82% of cases in Wisconsin. Growing evidence suggests the Omicron variant is most transmissible one to two days before the onset of symptoms and during the two to three days afterward, but can be transmissible up to ten days after the start of symptoms.

Per the CDC:

*Isolation is used to separate people with confirmed or suspected COVID-19 from those without COVID-19. People who are in isolation should stay home until it's safe for them to be around others. At home, anyone sick or infected should separate from others, or wear a [well-fitting mask](#) when they need to be around others. People in isolation should stay in a specific "sick room" or area and use a separate bathroom if available. Everyone who has presumed or confirmed COVID-19 should stay home and isolate from other people for at least 5 full days (day 0 is the first day of symptoms or the date of the day of the positive viral test for asymptomatic persons). They should wear a mask when around others at home and in public for an additional 5 days.*

The School District of Manawa currently requires individuals identified with COVID-19 to isolate for ten (10) days from the onset of the symptoms or the date of the positive test result.

Thank you for your thoughtful consideration of this matter. Please do not hesitate to contact me with questions.



# **2021-2022 Mid-Year SDM Discipline Data & Curricular Changes**



# Safe & Orderly Environment

**Goal: 95% of students have no major offense.**

***Major Offense - Behavior that rises to the level of administrative referral and/or police intervention.***



# SDM 2021-2022 Discipline by School

School	# of Student Incidents - ISS/OSS	% of Students Disciplined
Manawa Elementary School (240)	3 - ISS	.01%
Manawa Middle School (118)	3 - OSS	.03%
Little Wolf High School (219)	8 - OSS 4 - ISS	.03% .02%



# Manawa Elementary School Curricular Changes

## English Language Arts

- **Explicit Phonics Instruction**
  - Really Great Reading Phonics Instruction in grades 4K-2 during Word Study Block
  - Really Great Reading Phonics Instruction for Tier II intervention in grades 2-5 during Wolftime
- **Interactive Read Aloud**
  - Fountas & Pinnell IRAs in grades K-5 - Fall 2021-22
  - Fountas & Pinnell IRAs in 4K - Winter 2021-22
  - Model how students should think about what they are reading
- **New Reading Mini-Lessons (Winter 2021-22)**
  - Fountas & Pinnell Reading Minilessons K-5
  - Directly align with IRA lessons
- **Scheduled Coaching by the Literacy Specialist**
  - 2 week rotation
  - Semester 1 focus - Phonics 4K-2, IRA 3-5
  - Semester 2 focus - Reading Minilessons/Small Group Guided Reading
- **ELA Curriculum Mapping**



# Manawa Elementary School Curricular Changes

## Mathematics

- Bridges Math - 4K
- Illustrative Mathematics - K-5
- Scheduled Coaching by the Math Specialist
- Professional Development
  - Bridges - Virtual
  - Learnzillion - Virtual
  - Mathematics Institute of Wisconsin - In-person



# Manawa Elementary School Exam Prep

## Forward Exam Item Analysis

- Grades 3-5
- By standard
- ELA and Math

## Screener Shift

## Exam Schedule for Best Results



# Secondary ELA Strategies for Continuous Improvement

Implementation of a rebooted Professional Learning Community (PLC) structure that provides a positive, learning-based culture for all teachers to build and expand their professional capacity.

Focus on the 4 DuFour Questions:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who are already proficient?

Professional Development - Disciplinary Literacy Coaching by Erin Loritz of Cesa 6 - Monthly visits to provide context, material, and professional development of strong disciplinary literacy practices in all classrooms.



# Secondary Math Strategies for Continuous Improvement

- Implementation of a rebooted Professional Learning Community (PLC) structure that provides a positive, learning-based culture for all teachers to build and expand their professional capacity.
- Focus on the 4 DuFour Questions:
- Adoption of College Preparatory Math (CPM) -Purchase of (CPM) Materials and Manipulatives
- Professional Development for Staff - (CPM) Foundations for Implementation Series & Instructional and Content Modules Units 1-6 - July 20-22 or August 9-11
- CPM Professional Development - In-person CPM PD support - (2 visits in 2021 - 2022)
- Transition to PreACT for internal predictive test







**Students choosing to excel; realizing their strengths.**

To: Board of Education  
From: Dr. Melanie J. Oppor  
Date: January 16, 2022  
Re: Ideas Shared by Staff for Morale and Well-being

The following ideas have been shared by staff for your thoughtful consideration (in no particular order):

- School closure day – Provide District Administrator discretion to call a school closure day much like an inclement weather day when staffing shortages affect the ability to safely provide for student needs. It is not always known until the “day of” the situation where extreme shortages will exist. This is helpful for teachers and paras; other staff like administration, custodians, and office personnel work on those days typically unless they choose to use a vacation day; consider not requiring the use of a vacation day for employees who work on a closure day.
- Reinstate a Board of Education approved practice used once in November 2019 at Manawa Elementary School: “Teachers asked to double-up classes will receive \$120 per day, \$60 per half day, or \$20 per teaching hour.”
- Schedule asynchronous student learning days in advance to provide planned time for staff to complete necessary work.
- Attract more substitutes – Use all available strategies to advertise for substitutes.
- Teachers may leave on Fridays when students in their care are safely off school grounds.
- Vouchers for teachers to have the option to leave when students leave on Friday, have a colleague without a supervision cover a supervision, or an hour duty-free lunch for one day.
- Request a Department of Instruction waiver from doing Educator Effectiveness evaluations.
- Replace Professional Development time with teacher preparation time.
- Increase the compensation rate for class period internal subbing (currently \$18 per class period).
- Provide COVID time off for those that are ill without taking time/days out of the sick leave/PTO bank.
- Seek parent and community volunteers to assist with various tasks.
- Seek STEP volunteers to assist with various tasks.
- Grant a reduction in the employee paid portion of insurance premiums or give a one-month or more “holiday” on the employee paid portion of insurance premiums.
- Administrators cover classes on a rotating basis to give teachers an extra prep.; hire a floating substitute to provide an extra prep.; administrators take the student population to the gym to watch a movie while the staff had the afternoon alone in their rooms.

- Use a professional development day for staff to stay home and sleep in (and then work from home if they felt like it).
- Give staff a workday without any meetings.
- Give gift certificates for a 60-minute massage.
- Give teachers something nice to look forward to, such as, if our 3 snow days aren't used then the school year could end 3 days earlier.
- Give added PTO days as compensation for extra services provided.
- Provide a one-time bonus to all employees.
- Other.