

# School District of Manawa

Board of Education Meeting Agenda - Corrected

June 15, 2020



[Join with Google Meet](#)

[meet.google.com/iuf-yjut-qac](https://meet.google.com/iuf-yjut-qac)

Join by phone

(US) +1 470-328-5527 PIN: 982 184 836#

1. Call to Order – President Johnson – **6:30 p.m.** – Virtual Meeting
2. Adjourn to Closed Session – the Board of Education Shall Move into Closed Session Pursuant to Wis. Statutes 19.85(1)(c) and 118.21 and 118.22 discuss the employment of Professional Staff over which the School Board has jurisdiction
3. Reconvene in Open Session at 7:00 p.m. (Dr. Oppor will review the helpful tips for participating in a virtual meeting.)
4. Pledge of Allegiance
5. Roll Call
6. Verify Publication of Meeting
7. Filling Board Vacancy: Zone 4 - V. of Ogdensburg / T. of St. Lawrence
  - a. Applications/Interviews to Fill Board Vacancy by Board Appointment
    - i. Voting of the Board to Fill Board Vacancy - Zone 4: Village of Ogdensburg/Township of St. Lawrence
8. Presentations:
  - a. Q12 Survey Strategies - Administrative Team
  - b. Hoffman Planning & Design, Inc. - Project Update
9. Announcements:
  - a. Contributions to the District
  - b. Other Contributions
10. Consent Agenda
  - a. Approve Minutes of May 18, 2020 Board Meetings
  - b. Treasurer's Report/Approve Expenditures & Receipts
  - c. Donations:
    - i. Greater Green Bay Community Foundation, Inc. - \$250.00 on behalf of Tracy Ogle for HS Band
  - d. Consider Approval of 1.0 FTE Social Studies Teacher for SY2021 as Presented
  - e. Consider Acceptance of a \$500 Rally to Fight Hunger Grant as Presented
  - f. Consider Approval of the FFA COVID-19 Chapter Assistance Program Application as Presented
  - g. Consider Acceptance of a \$500 gift card from Walgreens on behalf of Sandra Cordes for WE Teachers Award - AG Classroom Supplies
  - h. Accept Resignation of Darren Carson, High School Special Education Teacher, as Presented
  - i. Acknowledge Resignation from Susanne Loughrin, Food Service, as Presented

11. Any Item Removed from Consent Agenda
  - a.
  - b.
12. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
13. Correspondence:
  - a. Thank You Bus Drivers and Helpers from Dan, Holly and Tyler Thontlin
  - b. Thank You Administration and Teachers from Dan, Holly and Tyler Thontlin
14. Board Recognition:
  - a. Acknowledgement of Retirees - Mrs. Frazier and Mrs. Keller
15. District Administrator's Report:
  - a. Student Council Representative - Colin Moser
  - b. Legislative Update
  - c. Monthly Enrollment Update
  - d. Districtwide School Reopening Committee & Reopening Plan Development Process
  - e. Board Perspective on Equity Statement from the District
16. School Operations Reports:
  - a. ES Principal: Highlights - Included in Board Packet
  - b. HS Principal: Highlights - Included in Board Packet
    - i. Head Volleyball Coach for SY2021
    - ii. Clerical/Health Paraprofessional for SY2021
17. Business Related Reports:
  - a. Highlights - Included in Board Packet
  - b. Kobussen Transportation Report
18. Director's Reports:
  - a. Curriculum / Special Education Director Highlights
  - b. Technology Director Highlights
19. Board Comments:
  - a.
  - b.
20. Committee Reports:
  - a. Curriculum Committee (Scheller)
    - i. Section 504 Handbook
    - ii. EL Handbook
    - iii. Title 1 Schoolwide Program Plan Handbook
  - b. Finance Committee (Scheller)
    - i. 2019-20 Budget Update
    - ii. 2020-21 Budget Scenarios
    - iii. 2020-21 I.T. Purchases
    - iv. 2020-21 Food Service Vendors
    - v. 2020-21 Food Service Meal/Milk Prices
    - vi. 2020-21 Support Staff Wage Increases
    - vii. 2020-21 Student Insurance Policy
    - viii. Unused Vacation Time COVID-19 Exception
    - ix. Vision Insurance Premium Holiday
  - c. Policy & Human Resources Committee (Pethke)

- i. Consider endorsement of a one-year waiver of the timelines included in AG 5112A - Admission to Kindergarten for those families early admission to kindergarten for the 2020-2021 school year due to the limitations created by the COVID-19 pandemic.
- ii. Consider updating protocol for driving a district vehicle/transporting students to a DOT point-based system.
- iii. Discuss School Perceptions Parent/School Safety School Perceptions Survey next steps.
  - 1. Review survey results.
  - 2. Consider endorsement of PO 8407- School Resource Officer Program
  - 3. Other next steps.
- iv. Filling Board Vacancies Policy 0142.5 Update

21. Unfinished Business:

- a. Consider Approval of Policy Updates Vol. 29 No. 1 - Policies 2370, 3122.01, 4122.01, 7540, 7540.02, 7540.04 and 7544 as Presented

22. New Business:

- a. Consider Approval of Section 504 Handbook as Presented
- b. Consider Approval of English Language Handbook as Presented
- c. Consider Approval of Title 1 Schoolwide Program Plan Handbook as Presented
- d. Consider Approval of 2020-21 Instructional Technology Purchases as Presented
- e. Consider Approval of 2020-21 Food Service Vendors as Presented
- f. Consider Approval of 2020-21 Food Service Meal & Milk Prices as Presented
- g. Consider Approval of 2020-21 Support Staff Wage Increases as Presented
- h. Consider Approval of Wipfli to Provide Audit Services for SY20-21 as Presented
- i. Consider Approval of Unused Vacation Time COVID-19 Exception as Presented
- j. Consider Approval of Vision Insurance Premium Holiday as Presented
- k. Consider Approval of Open Enrollment Applications for SY2021 Using Board Approved Available Seats as Presented
- l. Consider Approval of a One-Year Waiver of the Timelines Included in AG 5112A - Admission to Kindergarten For Those Families Requesting Early Admission to Kindergarten for the 2020-2021 School Year Due to the Limitations Created by the COVID-19 Pandemic.
- m. Consider Approval of WIAA Annual Renewal as Presented
- n. Consider Preliminary Endorsement of Summer School Weight Room & Skill/Drill Sport Activities to Begin July 1 as Presented
- o. 1st Reading of PO 8407 - School Resource Officer Program as Presented
- p. Consider Board of Education Meeting Format Beginning in July

23. Next Meeting Dates:

- a. Schedule a tentative Special Board of Education Meeting for the Week of June 22-26 for the purpose of reviewing and endorsing portions of the SDM School Reopening Plan
- b. July 7, 2020 - Ad Hoc Recognition Comm Mtg - 5:00 p.m. - Virtual Meeting
- c. July 7, 2020 - Policy & Human Resources Comm Mtg - 6:00 p.m. - Virtual Meeting
- d. July 8, 2020 - Buildings & Grounds Comm Mtg - 5:30 p.m. - Site Tour & Virtual Mtg
- e. July 8, 2020 - Curriculum Comm Mtg - 7:00 p.m. - Virtual Meeting
- f. July 9, 2020 - Finance Comm Mtg - 5:30 p.m. - Virtual Meeting
- g. July 25, 2020 - Class of 2020 Commencement Ceremony - 11:00 a.m. - Little Wolf High School Athletic Complex
- h. July 27, 2020 - Regular Board Mtg - 7:00 p.m. - Virtual Meeting

24. 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.

### **Public Participation at Board Meetings (Bylaws 0167.3)**

The Board of Education 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 wishing to place an item on the agenda shall register their intent with 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 approval of the District Administrator and the Board President.

#### Public-Participation Section of the Meeting

To permit fair and orderly public expression, the Board shall provide a period for public participation at every regular meeting of the Board and publish rules to govern such participation in Board meetings.

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

The presiding officer shall be guided by the following rules:

- A. Public participation 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. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- H. The presiding officer may:
  - a. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
  - b. request any individual to leave the meeting when that person does not observe reasonable decorum;
  - c. 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;
  - d. 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;
  - e. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.

- I. The portion of the meeting during which the participation of the public is invited shall be limited to fifteen (15) minutes, unless extended by a vote of the Board.
- J. 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:
  - a. No obstructions are created between the Board and the audience.
  - b. No interviews are conducted in the meeting room while the Board is in session.
  - c. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

19.90, Wis. Stats.

June 5, 2020

Dr. Oppor,

I would like to officially ask that I be considered for the Ogdensburg/St. Lawrence seat on the Manawa Board of Education.

A little background on myself. I have lived in the Ogdensburg/St. Lawrence school district for approximately 40 years. My children attended the Manawa Schools and two of my grandchildren currently attend school within the district. I was blessed to be able to retire from a daily job at the age of 52. I worked at my initial job after high school for just over 10 years and I worked for 25 years at the job I retired from. I have work experience from a line worker to corporate management. I have an Associates Degree in Business Management.

During my work career I obtained my Certified Quality Engineer and Certified Quality Auditor certifications from ASQ (American Society of Quality). With those certificates I lead internal audits and helped trained internal auditors for Quality procedures in relationship to customer requirements and blueprint requirements. I also obtained certification for auditing Environmental (EPA) and Safety (OSHA) protocols. And I also helped train auditors for these areas. I helped to write the internal procedures that upheld the Quality, Environmental, and Safety protocols.

I also obtained my Six Sigma Master Blackbelt. This is a discipline that focuses on statistical, step-by-step, problem solving and continuous improvement. I taught individuals within the company and individuals from outside the company what the Six Sigma process is, how to define a problem, how to systematically work to change the process for sustainable change, and how to put controls in place to maintain the new process levels. I instructed and led hundreds of Kaizen/Continuous Improvement week long events with teams from various business locations, various departments, and various years of experience. It was my responsibility to ensure that action items found during these events were implemented and sustained. I helped to write the training materials and follow-up procedures of our Continuous Improvement programs. I also obtained my Bronze Certification for Lean Manufacturing based on my continuous improvement work.

I believe that my past work experience would be a benefit to the Manawa Board of Education.

I look forward to hearing from you.

Best Regards,

Sondra Reiersen

N6234 County Road K

Ogdensburg, WI 54962

920-244-7720



Melanie Oppor <moppor@manawaschools.org>

---

**(no subject)**

---

**Lucas Seeger** <l.seeger63@gmail.com>  
To: Moppor@manawaschools.org

Fri, Jun 5, 2020 at 11:57 AM

----- Forwarded message -----

From: **nicki Seeger** <[nickisuehs@hotmail.com](mailto:nickisuehs@hotmail.com)>  
Date: Fri, Jun 5, 2020, 11:21 AM  
Subject:  
To: Lucas Seeger <[l.seeger63@gmail.com](mailto:l.seeger63@gmail.com)>

Good afternoon Dr. Oppor,

My name is Lucas Seeger and I'm interested in the open school board position for St. Lawrence township. I currently have five children in the Manawa school district and would like to help to make a difference. Thank you for your consideration.

Sincerely,

Lucas Seeger

Minutes of the May 18, 2020 School District of Manawa Board of Education Meeting

Call to Order – President Johnson at 7:00 p.m. in a virtual meeting. Dr. Oppor reviewed guidelines for virtual meetings.

Pledge of Allegiance

Roll Call by Clerk Pethke: Scheller, Forbes, Hollman, Pethke, R. Johnson, J. Johnson all in attendance.

Verify Publication of Meeting - Dr. Oppor verified

Annual Ad-Hoc Committee Appointments:

Ad Hoc Human Growth & Development Committee: Bobbi Jo Pethke - Chairperson, Danni Brauer - Administrator, Corrie Ziemer – MES PE Teacher, Janine Connolly – LWMS/HS Counselor, LuAnne Ujazdowski - MES Counselor, Kevin Murphy – MS/HS Health Teacher, Nathan Reichle, Pastor- St. Paul Lutheran Church, Steve Rice – Pastor Manawa United Methodist Church, Dr. Steve Goedderz – District Medical Advisor, Secondary Parents: Paula Kriesel and Stephanie Riske, Elementary Parents: Lincoln O'Brien and Britney Riesenber, Emma Riske - HS student and Colin Moser - HS student

Ad Hoc Recognition Committee: Bobbi Jo Pethke, Chair; Joanne Johnson, Carmen O'Brien, Tracy Konkol, Melissa LoBianco and Meria Wright

Presentations:

Key Performance Indicator: Safety Drills – building principals reported that security and safety drills were practiced while in session; tornado lock down, fire drill etc. Canine drills were conducted at the high school in September; lock-out drills were in January, drug search and lock down with canine unit in February; and fire watch was done in January / February.

Q12 Survey Strategies - Administrative Team: Trust action team leading the way. Shout outs for staff sharing appreciation for their colleagues.

Hoffman Planning & Design, Inc. - Project Update: Matt McGregor updated the board on the progress of the building project which has progressed nicely due to the school closure. Fitness center may still be running behind due to materials being held up in customs.

Announcements:

Contributions to the District: President Johnson thanked the following for their generous contributions: Mary Bartee / Piechowski Memorial \$100 for Manawa FFA, Waupaca FFA Alumni Assoc. / Piechowski Memorial \$100 for Manawa FFA, Jenifer J. Erb & Morgan R. Eilers / Piechowski Memorial \$100 for Manawa FFA, Victor & Christine Anthony Trust / Piechowski Memorial \$50 for Manawa FFA, Kenneth & Nancy Brown / Piechowski Memorial \$25 for Manawa FFA, Patrick and Stacy Jarvis / Piechowski Memorial \$100 for Manawa FFA, Greg and Judy Alvin / Piechowski Memorial \$20 for Manawa FFA, Tim & Katie Schneiderwent / Piechowski Memorial \$20 for Manawa FFA, Janet Abbey \$1,000 for Urgent Needs Fund, Dr. Melanie J. Oppor \$200 to Manawa FFA

Approved by general Consent: Minutes of April 27, and May 11, 2020 Board Meetings, Treasurer's Report including Expenditures (\$327,087.89) and Receipts (\$182,608.95), Donations received from: Mary Bartee / Piechowski Memorial \$100 for Manawa FFA, Waupaca FFA Alumni Assoc. / Piechowski Memorial \$100 for Manawa FFA, Jenifer J. Erb & Morgan R. Eilers / Piechowski Memorial \$100 for Manawa FFA, Victor & Christine Anthony Trust / Piechowski Memorial \$50 for Manawa FFA, Kenneth & Nancy Brown / Piechowski Memorial \$25 for Manawa FFA, Patrick and Stacy Jarvis / Piechowski Memorial \$100 for Manawa FFA, Greg and Judy Alvin / Piechowski Memorial \$20 for Manawa FFA, Tim & Katie Schneiderwent / Piechowski Memorial \$20 for Manawa FFA, Janet Abbey \$1,000 for Urgent Needs Fund, Dr. Melanie J. Oppor \$200 to Manawa FFA approval of a Speech Pathologist Based on an Hours of Service MOU, approval of the N.E.W. Rehab OT Contract for SY2021; Acceptance of the WCA Group Health Trust \$1,000 Wellness Grant; approval of the Athletic Trainer Contract for SY2021 as presented.

Item Removed from Consent Agenda: No items were removed from the agenda.



Public Comments: No one signed up to speak

Correspondence: Thank you Card from the Family of Grace Piechowski

Board Recognition: No Recognitions this Month

District Administrator's Report:

Student Council Representative - Colin Moser reported; Teacher appreciation from Student Council; most students are doing pretty good, keeping themselves healthy; adapting well during this time of change. Legislative Update: had first legislative breakfast at CESA6 last week virtually, more of a listening session. Legislators asked for information: top 5 priorities in each district describe ideal plan for reopening in the fall or if there was a flare-up in the fall or winter, talked about our instructional practices, rural access internet is a challenge, plan for athletics in the fall, mental health issues; summer school plans, and parents' wishes and comfort level with children returning in the fall. Monthly Enrollment Update - up slightly from last month. Filling Board Vacancy - Zone 4 - V. of Ogdensburg / St. Lawrence (Policy 0142.5 - Vacancies). Method by which to fill the board vacancy. If you reside in that area the board is interested in interested candidates. Email or send a letter to Dr. Oppor; process to fill the position will be included at the June 15th board meeting. Candidates will attend the meeting virtually for an interview with the BOE during the meeting.

School Operations Reports: ES Principal and HS Principal Reports were included in the Board packet.

Business Related Reports: the Fund Balance Report / Presentation was given, and the Kobussen Transportation Report was included in the packet

Director's Reports: the Curriculum / Special Education Director Highlights and Technology Director Highlights were included in the Board packet.

Board Comments: None at this time

Committee Reports: Minutes were included in the packet for Finance Committee, Buildings and Grounds Committee and Policy Committee.

Unfinished Business:

School Perceptions Survey - Next Steps: talk about survey: predominantly a parent engagement survey; strengths / weaknesses. Building principals will be taking it back to their leadership teams for review. Between now and October the administration will meet with Chief Gorman and city officials; more specific details about the SRO, policy, memorandum of so people coming to the Annual Meeting know the program to be voted on; transparency.

New Business:

Motion by Pethke / Scheller to name the official district newspaper the Waupaca County Post as presented. Motion carried by roll call vote: Hollman aye, Forbes aye, Pethke aye, Scheller aye, R. Johnson aye, J. Johnson aye.

Motion by Scheller / R. Johnson to Approve Naming of Legal Depositories – First State Bank, Premier Community Bank, BMO, American Depositories Management, and Associated Bank Green Bay as Presented. Motion carried by roll call vote: Hollman aye, Forbes aye, Pethke aye, Scheller aye, R. Johnson aye, J. Johnson aye.

Motion by Forbes / Hollman to Approve the Purchase of a Replacement Generator from Master Electrical as Presented. Motion carried by roll call vote: Hollman aye, Forbes aye, Pethke aye, Scheller aye, R. Johnson aye, J. Johnson aye.

The previously tabled policies were presented for 1st Reading review Policies Vol. 29 No. 1 - Policies 2370, 3122.01, 4122.01, 7540, 7540.02, 7540.04 and 7544 and will be considered for approval at the June 15, 2020 board meeting.

Motion by Scheller / Forbes approve the fitness center guidelines as presented. Motion carried by roll call vote: Hollman aye, Forbes aye, Pethke aye, Scheller aye, R. Johnson aye, J. Johnson aye.

Motion by Forbes / R. Johnson to Approval of One-Year Waiver of ag5421A - Grading for 4K Grading Process as Presented. Motion carried by roll call vote: Hollman aye, Forbes aye, Pethke aye, Scheller aye, R. Johnson aye, J. Johnson aye.

Next Meeting Dates: All virtual meetings: June 2, 2020 - Ad-Hoc Recognition Comm. Mtg – 4:30 p.m., June 3, 2020 – Curriculum Comm. Mtg – 4:00 p.m., June 3, 2020 – Policy & HR Comm Mtg – 5:00 p.m., June 8, 2020 – Finance Comm. Mtg – 5:30 p.m., June 10, 2020 - Buildings & Grounds Comm Mtg - 5:30 p.m., June 15, 2020 – Regular Board Mtg – 7:00 p.m., July 8, 2020 - Buildings & Grounds Comm Mtg - 5:30 p.m.

Motion by Pethke/ Scheller to adjourn at 8:08 p.m. Motion carried by roll call vote: Hollman aye, Forbes aye, Pethke aye, Scheller aye, R. Johnson aye, J. Johnson aye.

Jeanne Frazier, Recorder

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80966	ALLIANT ENERGY	JPAP52	05/22/2020	Gas and Electric Bill	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	248.49
80966	ALLIANT ENERGY	JPAP52	05/22/2020	Gas and Electric Bill	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	6,212.37
80966	ALLIANT ENERGY	JPAP52	05/22/2020	BEECH RD STAND ELECTRIC 4/8/20 - 5/8/20	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	0.66
80966	ALLIANT ENERGY	JPAP52	05/22/2020	BEECH RD STAND ELECTRIC 4/8/20 - 5/8/20	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	16.61
80966	ALLIANT ENERGY	JPAP52	05/22/2020	MES Alliant - GAS (4/7/20 -5/7/20)	GENERAL FUND/GAS FOR HEAT/OPERATION	1012000069	351.39
80966	ALLIANT ENERGY	JPAP52	05/22/2020	MES Alliant - GAS (4/7/20 -5/7/20)	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1012000069	815.55
80966	ALLIANT ENERGY	JPAP52	05/22/2020	Gas and Electric Bill - ELECTRIC	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	8.53
80966	ALLIANT ENERGY	JPAP52	05/22/2020	Gas and Electric Bill - ELECTRIC	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	213.25
80966	ALLIANT ENERGY	JPAP52	05/22/2020	Gas and Electric Bill	GENERAL FUND/GAS FOR HEAT/OPERATION	4002000149	68.49
80966	ALLIANT ENERGY	JPAP52	05/22/2020	Gas and Electric Bill	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002000149	1,712.29
80966	ALLIANT ENERGY	JPAP52	05/22/2020	PAES lab electric and gas bill	SPECIAL EDUCATION FUND/GAS FOR HEAT/BUILDINGS	272000036	36.54
80966	ALLIANT ENERGY	JPAP52	05/22/2020	PAES lab electric and gas bill	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/BUILDINGS	272000036	45.45
80966	ALLIANT ENERGY	JPAP52	05/22/2020	MES Alliant	GENERAL FUND/GAS FOR HEAT/OPERATION	1012000069	1,075.69
80966	ALLIANT ENERGY	JPAP52	05/22/2020	MES Alliant	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1012000069	2,496.56
						Totals for 80966	13,301.87
80967	AMAZON CAPITAL SERVI	JPAP52	05/22/2020	Exergen Temporal Artery Thermometer Model# TAT-2000C REQUEST AMAZON TO APPLY CREDIT MEMO #13VQ-6P4V-FDR6 to this invoice due to returning items, but required to pay restocking fees	GENERAL FUND/GENERAL SUPPLIES/HEALTH	8002000055	7.09
80967	AMAZON CAPITAL SERVI	JPAP52	05/22/2020	Exergen Temporal Artery Thermometer Model# TAT-2000C REQUEST AMAZON TO APPLY CREDIT MEMO #13VQ-6P4V-FDR6 to this invoice due to	GENERAL FUND/GENERAL SUPPLIES/HEALTH	8002000055	7.09

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				returning items, but required to pay restocking fees			
80967	AMAZON CAPITAL SERVI	JPAP52	05/22/2020	STAND UP DESK FOR K. THOMPSON AND M. OPPOR	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	8002000056	179.95
80967	AMAZON CAPITAL SERVI	JPAP52	05/22/2020	STAND UP DESK FOR K. THOMPSON AND M. OPPOR	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF SUPERINTENDENT	8002000056	179.95
80967	AMAZON CAPITAL SERVI	JPAP52	05/22/2020	BOOKS FOR LUANNE	GENERAL FUND/TEXTBOOKS & WORKBOOKS/UNDIFFERENTIATED CURRICULUM	1012000146	44.38
					Totals for 80967		418.46
80968	BRAINPOP LLC	JPAP52	05/22/2020	BrainPop & BrainPop Jr. Subscription Renewal	GENERAL FUND/TECH/SOFTWARE SERVIC/SCHOOL LIBRARY	1012000153	2,950.00
					Totals for 80968		2,950.00
80969	CASH	JPAP52	05/22/2020	REIMBURSE MES PETTY CASH - PBIS	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	103.40
					Totals for 80969		103.40
80970	COUNTY OF WAUPACA -	JPAP52	05/22/2020	ELECTION NOTICE INSERT - APRIL 2020 ELECTION	GENERAL FUND/PERSONAL SERVICES/ELECTION	0	39.38
					Totals for 80970		39.38
80971	STERLING WATER CULLI	JPAP52	05/22/2020	REFERENCE #65495 -SOLAR SALT + SERVICE @ LWHS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	68.15
					Totals for 80971		68.15
80972	DELTA DENTAL-VISION	JPAP52	05/22/2020	JUNE 2020 VISION INSURANCE	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	615.33
80972	DELTA DENTAL-VISION	JPAP52	05/22/2020	JUNE VISION INSURANCE MISCELLANEOUS CREDIT	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	-307.67
					Totals for 80972		307.66
80973	GREMMER & ASSOCIATES	JPAP52	05/22/2020	PHASE 16 DESIGN - PROJECT 181129	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY AQUISITION/REMODELING	0	2,000.00
					Totals for 80973		2,000.00
80974	HOFFMAN PLANNING, DE	JPAP52	05/22/2020	CONTRACTOR PAYMENT	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY AQUISITION/REMODELING	0	82.49
					Totals for 80974		82.49
80975	ISLAND MUSIC INC	JPAP52	05/22/2020	AUSTIN ROHAN EQUIPMENT	GENERAL FUND/EQUIP/VEH-REPLACEMENT-INDIV>\$300/INSTRUMENTAL MUSIC	4002000249	1,049.97

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for 80975		1,049.97
80976	THE MASTER TEACHER I	JPAP52	05/22/2020	Retiree Gifts for Support Staff (S. KELLER & J. FRAZIER)	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF SUPERINTENDENT	5002000011	213.90
					Totals for 80976		213.90
80977	NORTH EASTERN WISCON	JPAP52	05/22/2020	North Eastern WI Rehabilitation Co. (MAY 5 - MAY 13,2020)	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	8002000012	632.41
80977	NORTH EASTERN WISCON	JPAP52	05/22/2020	North Eastern WI Rehabilitation Co. (MAY 5 - MAY 13,2020)	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	8002000012	90.34
					Totals for 80977		722.75
80978	NASSCO, INC	JPAP52	05/22/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	33.12
80978	NASSCO, INC	JPAP52	05/22/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	188.84
					Totals for 80978		221.96
80979	OFFICE DEPOT	JPAP52	05/22/2020	REDI SEAL ENVELOPES MES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	0	93.48
					Totals for 80979		93.48
80980	REMINGTON'S QUALITY	JPAP52	05/22/2020	PAES GROCERIES	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272000033	16.51
					Totals for 80980		16.51
80981	SCHOOL PERCEPTIONS L	JPAP52	05/22/2020	COMMUNITY SURVEY PER 2/13/20 PROPOSAL - PHASE 4: SURVEY RESULTS REPORTING EVENING SCHOOL BOARD PRESENTATION DATA ENTRY - SURVEYS RETURNED TO SCHOOL PERCEPTIONS VIA BRE ACTUAL POSTAGE EXP FOR SURVEYS RETURNED VIA BUSINESS REPLY ENVELOPES	GENERAL FUND/PERSONAL SERVICES/BOARD MEMBERS	0	2,126.66
					Totals for 80981		2,126.66
80982	SCHOOL SPECIALTY INC	JPAP52	05/22/2020	REGISTRATION ENVELOPES - ORDERING FOR MES TOO	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002000274	55.88
					Totals for 80982		55.88
80983	STRANG, PATTESON, RE	JPAP52	05/22/2020	LEGAL FEES - APRIL 2020	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	2,565.00
					Totals for 80983		2,565.00
80984	WCA GROUP HEALTH TRU	JPAP52	05/22/2020	JUNE 2020 HEALTH INSURANCE PREMIUMS	GENERAL FUND/WEA TRUST EFF 090115	0	93,800.74
					Totals for 80984		93,800.74
80985	AMAZON CAPITAL SERVI	JPAP60	06/04/2020	Wireless keyboard for district administrator	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF	8002000058	55.99

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80985	AMAZON CAPITAL SERVI	JPAP60	06/04/2020	Replacement ink for district office. (Budget transfer will follow to keep account non-negative.)	SUPERINTENDENT GENERAL FUND/CENTRAL SUPPLY ROOM/ADMINISTRATIVE TECHNOLOGY SERV	8002000060	257.78
80985	AMAZON CAPITAL SERVI	JPAP60	06/04/2020	Thermometers	GENERAL FUND/NON-CAPITAL EQUIPMENT/HEALTH	8002000062	339.96
80985	AMAZON CAPITAL SERVI	JPAP60	06/04/2020	PAPER FOR CENSUS MAILING	GENERAL FUND/GENERAL SUPPLIES/SCHOOL CENSUS	8002000059	51.00
80985	AMAZON CAPITAL SERVI	JPAP60	06/04/2020	CREDIT ON 1 REAM THAT WAS DAMAGED - PAPER FOR CENSUS MAILING	GENERAL FUND/GENERAL SUPPLIES/SCHOOL CENSUS	8002000059	-10.20
						Totals for 80985	694.53
80986	CARBON FRECKLE	JPAP60	06/04/2020	2020 GRADUATION SIGNS/STAMPS/BANNERS/GREETING CARDS W/ENVELOPES/BALLOONS	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	650.00
80986	CARBON FRECKLE	JPAP60	06/04/2020	SDM RECEIVED A CHECK FROM TREEHOUSE FOODS			
80986	CARBON FRECKLE	JPAP60	06/04/2020	DISTRICT OFFICE ENVELOPES WITH RETURN ADDRESS	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	5002000012	172.00
						Totals for 80986	822.00
80987	CASH	JPAP60	06/04/2020	REIMBURSE DISTRICT OFFICE PETTY CASH	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	126.55
						Totals for 80987	126.55
80988	CESA 6-CONFERENCE RE	JPAP60	06/04/2020	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8002000010	6,453.98
80988	CESA 6-CONFERENCE RE	JPAP60	06/04/2020	CESA #6 Invoice (10 payments - Sept - June)	GENERAL FUND/TRANSFER TO CESA/DIR OF IMPROVEMENT OF INSTRUCT	8002000010	5,629.53
80988	CESA 6-CONFERENCE RE	JPAP60	06/04/2020	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8002000010	675.54
80988	CESA 6-CONFERENCE RE	JPAP60	06/04/2020	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PSYCHOLOGICAL SERVICES	8002000010	546.00
80988	CESA 6-CONFERENCE RE	JPAP60	06/04/2020	CESA #6 Invoice (10 payments - Sept - June)	GENERAL FUND/TRANSFER TO CESA/HEALTH	8002000010	1,891.44
80988	CESA 6-CONFERENCE RE	JPAP60	06/04/2020	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8002000010	1,103.52
80988	CESA 6-CONFERENCE RE	JPAP60	06/04/2020	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION	8002000010	2,240.48

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				- Sept - June)	FUND/TRANSFER TO CESA/PHYSICAL THERAPY		
80988	CESA 6-CONFERENCE RE	JPAP60	06/04/2020	CESA #6 Invoice (10 payments - Sept - June)	GENERAL	8002000010	1,100.00
					FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING		
80988	CESA 6-CONFERENCE RE	JPAP60	06/04/2020	CESA #6 Invoice (10 payments - Sept - June)	GENERAL	8002000010	104.00
					FUND/TRANSFER TO CESA/PSYCHOLOGICAL SERVICES		
80988	CESA 6-CONFERENCE RE	JPAP60	06/04/2020	CESA #6 Invoice (10 payments - Sept - June)	SPECIAL EDUCATION	8002000010	772.56
					FUND/TRANSFER TO CESA/HEALTH		
					Totals for 80988		20,517.05
80989	CINTAS CORPORATION L	JPAP60	06/04/2020	SUPPLIES	SPECIAL EDUCATION	0	10.40
					FUND/CLEANING SERVICES/BUILDINGS		
80989	CINTAS CORPORATION L	JPAP60	06/04/2020	SUPPLIES	GENERAL	0	49.72
					FUND/CLEANING SERVICES/OPERATION		
80989	CINTAS CORPORATION L	JPAP60	06/04/2020	SUPPLIES	GENERAL	0	76.19
					FUND/CLEANING SERVICES/OPERATION		
80989	CINTAS CORPORATION L	JPAP60	06/04/2020	SUPPLIES	GENERAL	0	157.72
					FUND/GENERAL SUPPLIES/OPERATION		
80989	CINTAS CORPORATION L	JPAP60	06/04/2020	SUPPLIES	SPECIAL EDUCATION	0	16.37
					FUND/CLEANING SERVICES/BUILDINGS		
80989	CINTAS CORPORATION L	JPAP60	06/04/2020	SUPPLIES	GENERAL	0	123.28
					FUND/CLEANING SERVICES/OPERATION		
80989	CINTAS CORPORATION L	JPAP60	06/04/2020	SUPPLIES	GENERAL	0	148.90
					FUND/CLEANING SERVICES/OPERATION		
					Totals for 80989		582.58
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FOOD SERVICE	0	489.60
					FUND/FOOD/FOOD SERVICES		
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FOOD SERVICE	0	295.80
					FUND/FOOD/FOOD SERVICES		
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FOOD SERVICE	0	306.00
					FUND/FOOD/FOOD SERVICES		
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FOOD SERVICE	0	21.30
					FUND/FOOD/FOOD SERVICES		
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FOOD SERVICE	0	426.00
					FUND/FOOD/FOOD SERVICES		
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FOOD SERVICE	0	479.40
					FUND/FOOD/FOOD SERVICES		
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FOOD SERVICE	0	142.80

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	306.00
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	316.20
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	340.80
80990	ENGELHARDT DAIRY OF	JPAP60	06/04/2020	MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	479.40
					Totals for 80990		3,603.30
80991	GRAINGER	JPAP60	06/04/2020	CUSTODIAL SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	1012000154	39.12
					Totals for 80991		39.12
80992	JOSTENS INC.	JPAP60	06/04/2020	RITA GIPP MS YEARBOOKS	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK FEE	4002000050	382.60
80992	JOSTENS INC.	JPAP60	06/04/2020	RITA GIPP YEARBOOKS	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK FEE	4002000049	1,839.35
					Totals for 80992		2,221.95
80993	KOBUSSEN BUSES LTD	JPAP60	06/04/2020	APRIL 2020 FOOD ROUTE	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRACTED FLEET	0	44,225.60
					Totals for 80993		44,225.60
80994	MID-AMERICAN RESEARC	JPAP60	06/04/2020	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	497.00
					Totals for 80994		497.00
80995	NORTH EASTERN WISCON	JPAP60	06/04/2020	North Eastern WI Rehabilitation Co.	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	8002000012	361.38
80995	NORTH EASTERN WISCON	JPAP60	06/04/2020	North Eastern WI Rehabilitation Co.	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	8002000012	51.62
					Totals for 80995		413.00
80996	NASSCO, INC	JPAP60	06/04/2020	CLORAX DISINFECTING WIPES (4CS)	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	139.04
80996	NASSCO, INC	JPAP60	06/04/2020	CLORAX BLEACH GERMICIDAL WIPES (2CS)	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	154.10
80996	NASSCO, INC	JPAP60	06/04/2020	BLADE KIT 29	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	33.98



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80996	NASSCO, INC	JPAP60	06/04/2020	CINDY BUTTLES CHAIR PROTECTORS	GENERAL FUND/GENERAL SUPPLIES/OPERATION	4002000273	782.89
80996	NASSCO, INC	JPAP60	06/04/2020	CUSTODIAL	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	715.79
80996	NASSCO, INC	JPAP60	06/04/2020	CUSTODIAL	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	178.08
80996	NASSCO, INC	JPAP60	06/04/2020	CUSTODIAL SUPPLIES - DISINFECTING WIPES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	76.80
						Totals for 80996	2,080.68
80997	OFFICE DEPOT	JPAP60	06/04/2020	YELLOW COPY PAPER	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	0	4.55
						Totals for 80997	4.55
80998	PAN-O-GOLD BAKING	JPAP60	06/04/2020	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	93.32
80998	PAN-O-GOLD BAKING	JPAP60	06/04/2020	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	117.96
80998	PAN-O-GOLD BAKING	JPAP60	06/04/2020	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	175.68
80998	PAN-O-GOLD BAKING	JPAP60	06/04/2020	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	72.00
						Totals for 80998	458.96
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	142.22
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	629.70
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	319.29
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	680.17
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	146.47
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,457.54
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	34.68
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,272.67
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	112.24

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	473.64
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	114.99
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	794.60
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	238.73
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	2,416.12
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	USDA COMMODITY ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	41.25
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	USDA COMMODITY ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	43.75
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	SPECIAL ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	20.74
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	SPECIAL FOOD ORDER	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	20.49
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	126.23
80999	REINHART FOOD SERVIC	JPAP60	06/04/2020	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	1,193.54
						Totals for 80999	10,279.06
81000	SOLARUS	JPAP60	06/04/2020	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	149.52
81000	SOLARUS	JPAP60	06/04/2020	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	299.04
81000	SOLARUS	JPAP60	06/04/2020	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	299.04
81000	SOLARUS	JPAP60	06/04/2020	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	133.24
81000	SOLARUS	JPAP60	06/04/2020	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	266.48

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
81000	SOLARUS	JPAP60	06/04/2020	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	266.47
81000	SOLARUS	JPAP60	06/04/2020	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	74.75
81000	SOLARUS	JPAP60	06/04/2020	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	149.51
81000	SOLARUS	JPAP60	06/04/2020	Telephone bills	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002000016	149.51
81000	SOLARUS	JPAP60	06/04/2020	PAES lab telephone/internet bill	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	272000037	148.07
						Totals for 81000	1,935.63
81001	STANDARD INSURANCE C	JPAP60	06/04/2020	LIFE/STD & LTD PREMIUMS -JUNE 2020	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,172.85
81001	STANDARD INSURANCE C	JPAP60	06/04/2020	LIFE/STD & LTD PREMIUMS -JUNE 2020	GENERAL FUND/LTD INS PAYABLE	0	943.85
81001	STANDARD INSURANCE C	JPAP60	06/04/2020	LIFE/STD & LTD PREMIUMS -JUNE 2020	GENERAL FUND/STD INS PAYABLE	0	266.00
						Totals for 81001	2,382.70
81002	TRUGREEN LIMITED PAR	JPAP60	06/04/2020	LAWN SERVICE - VACANT LOT & PRACTICE FIELD AREA	GENERAL FUND/CLEANING SERVICES/OPERATION	0	710.00
81002	TRUGREEN LIMITED PAR	JPAP60	06/04/2020	LAWN SERVICE @ LWHS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	737.00
81002	TRUGREEN LIMITED PAR	JPAP60	06/04/2020	LAWN SERVICE AT MES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	396.00
						Totals for 81002	1,843.00
81003	US CELLULAR	JPAP60	06/04/2020	CELL PHONES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	366.25
						Totals for 81003	366.25
81004	WISCONSIN ASSOC OF S	JPAP60	06/04/2020	MEMBERSHIP DUES 2020 - 2021	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOARD MEMBERS	0	3,185.00
						Totals for 81004	3,185.00
81005	WAUPACA COUNTY DHHS	JPAP60	06/04/2020	LWHS INSPECTION FOR FOOD SERVICE	FOOD SERVICE FUND/REPAIR & MAINTENANCE SERVICES/FOOD SERVICES	0	392.00
81005	WAUPACA COUNTY DHHS	JPAP60	06/04/2020	MANAWA ELEMENTARY SCHOOL INSPECTION FOR FOOD SERVICE	FOOD SERVICE FUND/REPAIR & MAINTENANCE SERVICES/FOOD	0	311.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SERVICES		
					Totals for 81005		703.00
81006	WEX BANK - GLOBAL FL	JPAP60	06/04/2020	ALL OTHER FUEL	GENERAL	0	53.13
					FUND/FUEL-VEHICLE		
					OPERATION/VEHICLE		
					MAINT/NOT PUPIL		
					TRANS		
					Totals for 81006		53.13
81007	WI DEPT OF JUSTICE	JPAP60	06/04/2020	CRIMINAL BACKGROUND CHECKS	GENERAL	0	14.00
					WIS DEPT OF JUSTICE - (2 @		
					7.00)		
					FUND/PERSONAL		
					SERVICES/OTHER		
					STAFF SERVICES		
					Totals for 81007		14.00
81008	E2E EXCHANGE, LLC	JPAP60	06/08/2020	E-RATE CONSULTING	GENERAL	0	500.00
					SERVICE:E-RATE CATEGORY 2		
					FUND/COMMUNICATION/A		
					DMINISTRATIVE		
					TECHNOLOGY SERV		
81008	E2E EXCHANGE, LLC	JPAP60	06/08/2020	E-RATE CONSULTING	GENERAL	0	625.00
					SERVICE:E-RATE CATEGORY ONE		
					FUND/COMMUNICATION/A		
					DMINISTRATIVE		
					TECHNOLOGY SERV		
81008	E2E EXCHANGE, LLC	JPAP60	06/08/2020	E-RATE CONSULTING SERVICE:	GENERAL	0	500.00
					BID MANAGEMENT: E-RATE BID		
					MGMT		
					FUND/COMMUNICATION/A		
					DMINISTRATIVE		
					TECHNOLOGY SERV		
					Totals for 81008		1,625.00
81009	US POSTAL SERVICE	COSENS	06/09/2020	Census Mailing	GENERAL	0	240.90
					FUND/POSTAGE/CARTAGE		
					/CENTRAL SERVICES		
					Totals for 81009		240.90
192000264	CONNELLY, JUDITH	JPAP52	05/22/2020	MILEAGE TO ST. PAUL'S FOR	GENERAL	0	41.40
					TITLE 1 SERVICES		
					FUND/EMPLOYEE		
					TRAVEL/REGULAR		
					CURRICULUM		
					Totals for 192000264		41.40
192000265	O'BRIEN, CARMEN	JPAP52	05/22/2020	PLASTIC BAGS FOR DELIVERY	GENERAL	0	27.96
					FUND/GENERAL		
					SUPPLIES/GENERAL		
					ADMINISTRATION		
					Totals for 192000265		27.96
192000266	O'BRIEN, CARMEN	JPAP60	06/04/2020	PLASTIC BAGS FOR DELIVERY	GENERAL	0	13.98
					FUND/GENERAL		
					SUPPLIES/DISTRICT		
					ADMINISTRATION		
					Totals for 192000266		13.98
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	GENERAL FUND/FICA	0	8,318.63
					(SOCIAL SECURITY)		
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	SPECIAL EDUCATION	0	1,231.74
					FUND/FICA (SOCIAL		
					SECURITY)		
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FOOD SERVICE	0	325.78
					FUND/FICA (SOCIAL		
					SECURITY)		
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	GENERAL FUND/FICA	0	1,945.48
					(SOCIAL SECURITY)		
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	SPECIAL EDUCATION	0	288.08

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FUND/FICA (SOCIAL SECURITY) FOOD SERVICE	0	76.19
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FUND/FICA (SOCIAL SECURITY) GENERAL	0	377.00
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FUND/FEDERAL INCOME TAX SPECIAL EDUCATION	0	41.24
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FUND/FEDERAL INCOME TAX GENERAL	0	10,275.06
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FUND/FEDERAL INCOME TAX SPECIAL EDUCATION	0	1,081.18
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FUND/FEDERAL INCOME TAX FOOD SERVICE	0	158.03
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FUND/FEDERAL INCOME TAX GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,945.48
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	288.08
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	76.19
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY) SPECIAL EDUCATION	0	8,318.63
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FUND/FICA (SOCIAL SECURITY) FOOD SERVICE	0	1,231.74
201900252	INTERNAL REVENUE SER	P9	05/15/2020	Payroll accrual	FUND/FICA (SOCIAL SECURITY) FOOD SERVICE	0	325.78
					Totals for 201900252		36,304.31
201900253	MASSMUTUAL FINANCIAL	P9	05/15/2020	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,438.80
201900253	MASSMUTUAL FINANCIAL	P9	05/15/2020	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 201900253		1,488.80
201900254	WEA TAX SHELTERED AN	P9	05/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201900254	WEA TAX SHELTERED AN	P9	05/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	500.00
201900254	WEA TAX SHELTERED AN	P9	05/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 201900254		625.00
201900255	WISCONSIN DEPT OF RE	P9	05/15/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	90.00
201900255	WISCONSIN DEPT OF RE	P9	05/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME	0	5.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201900255	WISCONSIN DEPT OF RE	P9	05/15/2020	Payroll accrual	TAX GENERAL FUND/STATE INCOME TAX	0	37.87
201900255	WISCONSIN DEPT OF RE	P9	05/15/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,368.41
201900255	WISCONSIN DEPT OF RE	P9	05/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	728.00
201900255	WISCONSIN DEPT OF RE	P9	05/15/2020	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	123.33
						Totals for 201900255	7,352.61
201900256	WISCONSIN RETIREMENT	R9*	05/15/2020	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,002.65
201900256	WISCONSIN RETIREMENT	R9*	05/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,395.72
201900256	WISCONSIN RETIREMENT	R9*	05/15/2020	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	346.46
201900256	WISCONSIN RETIREMENT	R9*	05/15/2020	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,002.65
201900256	WISCONSIN RETIREMENT	R9*	05/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,395.72
201900256	WISCONSIN RETIREMENT	R9*	05/15/2020	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	346.46
						Totals for 201900256	21,489.66
201900257	WEA MEMBER BENEFIT	T P9	05/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	156.04
201900257	WEA MEMBER BENEFIT	T P9	05/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	53.04
201900257	WEA MEMBER BENEFIT	T P9	05/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
						Totals for 201900257	349.08
201900263	EMPLOYEE BENEFITS CO	JPWI52	05/21/2020	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	327.35
201900263	EMPLOYEE BENEFITS CO	JPWI52	05/21/2020	HRA & FSA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	187.33
						Totals for 201900263	514.68
201900264	DELTA DENTAL OF WISC	JPWI52	05/20/2020	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	928.80
						Totals for 201900264	928.80
201900265	EMPLOYEE BENEFITS CO	JPWI52	05/29/2020	BEST FLEX RENEWAL FEE - \$450 HRA ADMIN FEE - 56 @ \$4.05 = \$226.80 HRA RENEWAL FEE - \$300 BEST FLEX ADMIN FEE - 17 @ \$4.50 = \$76.50	GENERAL FUND/DISTRICT FEES / BANKING FEE/DIRECTION OF BUSINESS	0	1,053.30
						Totals for 201900265	1,053.30
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,234.79
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,220.07

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	SECURITY) FOOD SERVICE	0	325.07
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	FUND/FICA (SOCIAL SECURITY)	0	1,925.87
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	285.35
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	76.02
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	FOOD SERVICE	0	377.00
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	FUND/FICA (SOCIAL SECURITY)	0	377.00
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	41.24
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	41.24
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	10,236.25
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,059.16
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	FOOD SERVICE	0	153.82
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	FUND/FEDERAL INCOME TAX	0	153.82
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,925.87
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	285.35
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	FOOD SERVICE	0	76.02
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	FUND/FICA (SOCIAL SECURITY)	0	76.02
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,234.79
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,220.07
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	FOOD SERVICE	0	325.07
201900266	INTERNAL REVENUE SER	P9	05/29/2020	Payroll accrual	FUND/FICA (SOCIAL SECURITY)	0	325.07
					Totals for 201900266		36,001.81
201900267	MASSMUTUAL FINANCIAL	P9	05/29/2020	Payroll accrual	GENERAL	0	1,438.80
201900267	MASSMUTUAL FINANCIAL	P9	05/29/2020	Payroll accrual	FUND/HARTFORD INS - TSA/ROTH	0	1,438.80
201900267	MASSMUTUAL FINANCIAL	P9	05/29/2020	Payroll accrual	GENERAL	0	50.00
201900267	MASSMUTUAL FINANCIAL	P9	05/29/2020	Payroll accrual	FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 201900267		1,488.80
201900268	WEA TAX SHELTERED AN	P9	05/29/2020	Payroll accrual	GENERAL FUND/WEA	0	100.00
201900268	WEA TAX SHELTERED AN	P9	05/29/2020	Payroll accrual	TRUST - TSA/ROTH	0	100.00
201900268	WEA TAX SHELTERED AN	P9	05/29/2020	Payroll accrual	GENERAL FUND/WEA	0	500.00
201900268	WEA TAX SHELTERED AN	P9	05/29/2020	Payroll accrual	TRUST - TSA/ROTH	0	500.00
201900268	WEA TAX SHELTERED AN	P9	05/29/2020	Payroll accrual	SPECIAL EDUCATION	0	25.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/WEA TRUST - TSA/ROTH		
					Totals for 201900268		625.00
201900269	WISCONSIN DEPT OF RE	P9	05/29/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	90.00
201900269	WISCONSIN DEPT OF RE	P9	05/29/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201900269	WISCONSIN DEPT OF RE	P9	05/29/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	38.84
201900269	WISCONSIN DEPT OF RE	P9	05/29/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,328.55
201900269	WISCONSIN DEPT OF RE	P9	05/29/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	716.07
201900269	WISCONSIN DEPT OF RE	P9	05/29/2020	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	122.02
					Totals for 201900269		7,300.48
201900270	WISCONSIN RETIREMENT	R9	05/29/2020	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,943.50
201900270	WISCONSIN RETIREMENT	R9	05/29/2020	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,382.99
201900270	WISCONSIN RETIREMENT	R9	05/29/2020	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	343.40
201900270	WISCONSIN RETIREMENT	R9	05/29/2020	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,943.50
201900270	WISCONSIN RETIREMENT	R9	05/29/2020	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,382.99
201900270	WISCONSIN RETIREMENT	R9	05/29/2020	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	343.40
					Totals for 201900270		21,339.78
201900271	WEA MEMBER BENEFIT T	P9	05/29/2020	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
					Totals for 201900271		140.00
201900272	EMPLOYEE BENEFITS CO	JPWI60	05/28/2020	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	250.00
201900272	EMPLOYEE BENEFITS CO	JPWI60	05/28/2020	HRA & FSA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	342.76
					Totals for 201900272		592.76
201900273	DELTA DENTAL OF WISC	JPWI60	05/27/2020	DENTAL CLAIMS & DENTAL ADMINISTRATION	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	418.41
					Totals for 201900273		418.41
201900274	DELTA DENTAL OF WISC	JPWI60	06/03/2020	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,181.60
					Totals for 201900274		1,181.60
201900275	EMPLOYEE BENEFITS CO	JPWI60	06/04/2020	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	462.12
201900275	EMPLOYEE BENEFITS CO	JPWI60	06/04/2020	HRA & FSA CLAIMS	GENERAL	0	605.04



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/HRA/WEA ER DED (PMT ABOVE EE'S		
					Totals for 201900275		1,067.16
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,152.49
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	289.99
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	73.62
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	9.90
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	427.00
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	41.24
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	11,714.08
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,129.64
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	149.09
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	51.29
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,152.49
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	289.99
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	73.62
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	9.90
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	9,203.65
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,240.04
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	314.71
201900276	INTERNAL REVENUE SER	P9	06/15/2020	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	42.32
					Totals for 201900276		29,365.06
201900277	MASSMUTUAL FINANCIAL	P9	06/15/2020	Payroll accrual	GENERAL	0	1,438.80

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201900277	MASSMUTUAL FINANCIAL	P9	06/15/2020	Payroll accrual	FUND/HARTFORD INS - TSA/ROTH GENERAL	0	50.00
					FUND/HARTFORD INS - TSA/ROTH		
					Totals for 201900277		1,488.80
201900278	WEA TAX SHELTERED AN	P9	06/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201900278	WEA TAX SHELTERED AN	P9	06/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	500.00
201900278	WEA TAX SHELTERED AN	P9	06/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 201900278		625.00
201900279	WISCONSIN DEPT OF RE	P9	06/15/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	90.00
201900279	WISCONSIN DEPT OF RE	P9	06/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201900279	WISCONSIN DEPT OF RE	P9	06/15/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	37.87
201900279	WISCONSIN DEPT OF RE	P9	06/15/2020	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,943.31
201900279	WISCONSIN DEPT OF RE	P9	06/15/2020	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	740.91
201900279	WISCONSIN DEPT OF RE	P9	06/15/2020	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	114.90
201900279	WISCONSIN DEPT OF RE	P9	06/15/2020	Payroll accrual	COMMUNITY SERVICE FUND/STATE INCOME TAX	0	36.48
					Totals for 201900279		7,968.47
201900281	WEA MEMBER BENEFIT T	P9	06/15/2020	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
					Totals for 201900281		140.00
					Totals for checks		398,985.51

CREDIT CARD STATEMENT - May			WUFAR Code						Description
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	
<b>Dan Wolfgram</b>									
5/12/2020	FLEET FARM	\$305.96	10	E	400	411	253000	000	MIKE THOMACK - BUILDING & GROUNDS
5/13/2020	FLEET FARM CREDIT	-\$129.00	10	E	400	411	253000	000	MIKE THOMACK - BUILDING & GROUNDS
	<b>TOTAL</b>	<b>\$176.96</b>							
<b>Jeanne Frazier</b>									
04/22/20	Indeed	\$26.85	10	E	800	310	264200	0	Recruitment: Clerical / Health Para posting
05/01/20	Indeed	\$217.75	10	E	800	310	264200	0	<b>Recruitment: to be refunded \$217.75 Next Invoice</b>
	<b>TOTAL</b>	<b>\$244.60</b>							
<b>Bryant Cobarrubias</b>									
4/21/2020	Uline Ship Supplies	\$331.72	10	E	101	410	295000	000	Boxes
4/24/2020	Ubreakifix - Appleton	\$249.99	10	E	800	321	295000	000	Phone repair
	<b>TOTAL</b>	<b>\$581.71</b>							
<b>Melanie Oppor</b>									
4/28/2020	<a href="http://Apple.Com">Apple.Com</a>	\$84.39	10	E	500	290	232100	0	DA Health Benefit
	<b>TOTAL</b>	<b>\$84.39</b>							
<b>MES Department Card</b>									
5/8/2020	Advertising Store	\$114.37	10	E	101	411	241000	683	Magnets for PBIS
	<b>TOTAL</b>	<b>\$114.37</b>							

Name	Reference	Trans Date	Description	Post Date	Amount
		05/11/2020	BREAKFAST AID	05/11/2020	6,204.00
			Totals for 14256		6,204.00
		05/11/2020	NATIONAL SCHOOL LUNCH AID	05/11/2020	9,900.60
			Totals for 14257		9,900.60
			Total for Cash Receipts		16,104.60



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

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 6/10/2019

Re: High School Social Studies Recommendation – Jacob Kaczorowski

---

This memo is to recommend Mr. Jacob Kaczorowski for the 1.0 FTE High School Social Studies teaching position, for the 2020-21 school year.

Jacob Kaczorowski graduated from Ripon College in December of 2019. His student teaching placement included Neenah High School and Weyauwega Fremont High School. His certifications include History, Social Studies, Psychology, and Political Science. Mr. Kaczorowski also has extensive coaching experience in football and wrestling.

As a graduate of Little Wolf Jr./Sr. High School he is well versed with our staff and community. His cooperating teacher, Tom Chase, had high praise for Mr. Kaczorowski stating, “He is a very good student-teacher. He has great command of the classroom and has approached his delivery of instruction with confidence. He builds great relationships with students and he would be a welcome addition to any staff.”

Due to a resignation last school year, Mr. Kaczorowski was selected as the candidate of choice to fulfill the long-term social studies position for the remainder of the 2019-2020 school year. Mr. Kaczorowski received great reviews from students in his classroom. He was welcomed by staff and they recognized his dedication to Little Wolf High School. This evaluator visited his classroom on several occasions and Mr. Kaczorowski’s teaching style exhibited high student engagement and active learning.

Seven candidates applied, and two candidates were interviewed. The remaining applicants were not given interviews for the following reasons: No previous teaching experience, did not have the proper licensure, or had previously been interviewed for the position last year. The interview team was unanimous in its decision to move forward Jacob Kaczorowski as the candidate of choice for the high school social studies position.

On Wed, May 27, 2020 at 1:50 PM Dan Wolfgram <[dwolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org)> wrote:  
Hello,

Our chapter of FFA was selected to receive the following grant for \$500. A check will be directed to the Manawa Food Pantry.

Thanks  
Dan

Good morning-

Congratulations! Your chapter has been selected as a recipient of a \$500 Rally to Fight Hunger special chapter grant - sponsored by Kerry and National FFA.

Next steps:

1. The Foundation will begin distributing checks via mail to the address provided in your application today. NOTE: If circumstances have changed and you can no longer participate in this program, please let me know ASAP so we can award funds to a runner-up chapter.
2. Use the funds for your project / projects as described in your application over the next few weeks. Remember to take pictures and videos of the project in action! Share via social media and use hashtags when appropriate: #WisconsinFFA #RallyToFightHunger
3. Ensure the health / safety of all those participating in your project, following applicable public health & district guidelines.
4. Thank our sponsors of this grant, Kerry and National FFA in posts and photos/videos. Mail a thank you note to Kerry at:

Kerry  
Attn: Kelly Kaiser  
3400 Millington Road  
Beloit, WI 53511

5. Watch for a final report link in the coming days where you will be able to share a brief write up of outcomes / metrics... (Estimated # of meals, # of lbs, # of people impacted, etc). Email me photos / videos / posts as well. Report will be due by June 12 so we can share what you've done/ what you plan to do as part of State Convention.

Congratulations again and thank you for all the work you are doing to support your communities with these projects. Please let me know if you have any questions and have a great rest of your week-

John

--

John Hromyak  
Executive Director  
Wisconsin FFA Foundation  
1241 John Q. Hammons Drive, Ste 200 Madison, WI 53717  
608-831-5058 (office)  
608-828-5505 (direct)  
608-509-6275 (cell)  
[www.wisconsinffaoundation.org](http://www.wisconsinffaoundation.org)

Sandy Piechowski Cordes  
Little Wolf High School  
Agricultural Education & FFA Advisor  
515 E. 4th St.  
Manawa, WI 54949  
608-604-0077 cell

# Application: COVID-0000000034

Sandra Piechowski Cordes - (600289169)scordes@manawa.k12.wi.us  
FFA COVID-19 Chapter Assistance Program

## Summary

**ID:** COVID-0000000034

**Last submitted:** Jun 1 2020 03:14 AM (UTC)

## COVID-19 Assistance Program Form

**Completed** - Jun 1 2020

## COVID-19 Assistance Program Form

# FFA COVID-19 Chapter Assistance Program

## Funding Opportunity Description:

Due to the unprecedented circumstances caused by the COVID-19 pandemic, National FFA recognizes that chapters across the country are experiencing a unique set of financial challenges. Many chapters host their larger fundraising efforts during the spring and summer. The current need for social distancing makes it incredibly difficult for chapters to host these essential events, thus having a negative impact on their chapter program's revenue. Financial assistance will be provided based upon funding availability and demonstrated need.

## Program Purpose:

The purpose of the *FFA COVID-19 Chapter Assistance Program* is to provide local FFA chapters with an opportunity to receive up to \$2,000 in funding to help subsidize the loss of program revenue and to assist in financially navigating through these uncertain times.

## Successful submission will:

- Clearly outline how the COVID-19 pandemic has had a negative financial impact on the chapter's revenue and articulate the need(s) that will be addressed with the funding provided.
- Identify how funding will be used to support the FFA chapter.



## Responses Selected:

I have read through and understand that this one time funding opportunity is to support my chapter's loss of revenue during the COVID-19 pandemic.

## FFA Chapter Demographic Questions

### Chapter Name

Manawa

### Chapter Number

WI0140

### Chapter Address

515 E. 4th St.

### Chapter City

Manawa

### Chapter State

Wisconsin

### Chapter Zip Code

54949

**If awarded, would the FFA chapter address serve as the mailing address for the release of funds?**

Yes. Mail the funds to the address above

**FFA Advisor First Name**

Sandra

**FFA Advisor Last Name**

Cordes

**FFA Advisor Email**

[scordes@manawaschools.org](mailto:scordes@manawaschools.org)

**FFA Advisor Cell Phone Number**

608-604-0077

**FFA Advisor School Phone Number**

920-596-5826

**Principal First Name**

Dan

**Principal Last Name**

Wolfgram

**Principal Email**

[dwolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org)

**Total # of FFA Members in chapter**

104

**Total # of FFA chapter advisors**

1

**What is the chapter's school Free & Reduced Lunch Rate?**

38

**Community Type**

Rural

**FFA Chapter Funding Assistance Questions**

**What was your chapter's total budget for the 2019-2020 school year?**

\$ 5,000

**What was the amount of money earned from fundraising efforts during the 2019-2020 school year?**

\$ 3,000

**Describe how the COVID-19 pandemic has had a negative financial impact on the chapter's revenue**

*Example: Our chapter annually hosts two fundraisers from April through September. Due to the pandemic and social distancing guidelines both fundraisers have been canceled. The first event we were unable to hold was our plant sale in May that usually raises \$1,000. We are also unable to host our annual farmer's market which provides \$1,500 to the chapter.*

For the past 15 years, our FFA chapter has held a successful dessert auction at our annual banquet in the spring to support leadership development events. As we are adhering to Wisconsin's "sheltering in place" and Department of Public Instruction guidelines, we have not been able to gather together for our banquet and do not know if/when we will be allowed to do so again. The dessert auction has averaged around \$2,000 each year. This popular event is our chapter's only approved fundraising activity.

**Total Amount Requested**

\$ 2000

**Choose up to two (2) categories in which funding will be utilized:**

**Responses Selected:**

Leadership Development (Teacher & Student) (Ex: Workshops/Training's, Conferences, Certifications)

Chapter Materials & Supplies (Ex: Personal Protection Equipment, Recruitment Materials, Other Tools & Equipment)

## Acknowledgements

**Responses Selected:**

I understand the reason for sharing my cell phone number is that funds will be disbursed over the summer.

I acknowledge that funds will be spent by the end of the 2020-2021 academic school year.

I acknowledge that funds may not be used as a direct donation to other entities.

I understand that should our FFA chapter receive funding, we must send supporting sponsors a thank you note within two months of receipt of funds. More information, including mailing addresses and a thank you note template will be shared upon funding.

I understand that National FFA may reach out to my chapter for additional information that may be shared with stakeholders.

BOE Acceptance - Congratulations - You Are a WE Teachers Award Recipient!

Good Morning,

Mrs. Cordes contacted me as she received the following email announcing that she was the recipient of a \$500 gift card from Walgreens. I asked her about how this happened and she explained to me that she returned an email last summer from Walgreens providing information about what materials she would use from the store for school supplies. She did not apply for a grant and it appears that this award is purely random.

It appears the only caveat is to do the following:

**WE Teachers and Walgreens would love to share your story and showcase you on our social media channels. Please send me a photo and short blurb about how the award will support you and your class, to have a chance be featured at your local Walgreens! Please include the name of your school and the grade/subject you teach.**

Please let me know if it is approved to follow through with the acceptance of this award.

Thank you,

Dan

----- Forwarded message -----

From: **Sandra Cordes** <[scordes@manawaschools.org](mailto:scordes@manawaschools.org)>  
Date: Mon, Jun 1, 2020 at 9:29 AM  
Subject: Fwd: Congratulations - You Are a WE Teachers Award Recipient!  
To: Dan Wolfgram <[dwolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org)>

Free stuff! :)

----- Forwarded message -----

From: **Amber Wavryk** <[amber.wavryk@we.org](mailto:amber.wavryk@we.org)>  
Date: Mon, Jun 1, 2020 at 8:38 AM  
Subject: Congratulations - You Are a WE Teachers Award Recipient!  
To: [scordes@manawaschools.org](mailto:scordes@manawaschools.org) <[scordes@manawaschools.org](mailto:scordes@manawaschools.org)>

Dear Sandra,

**We are pleased to inform you that you have been selected as a WE Teachers Award recipient!** To thank you for being an amazing teacher, we are proud to award you with a **\$500 Walgreens gift card** to purchase classroom supplies.

**To claim your gift card, please reply to this email with your mailing address where we can send your gift card. Please note, due to the current Covid-19 situation, we are unable to mail your gift card. However, as soon as we are able to, I will be in touch to let you know and to provide you with your tracking number.**

As part of winning the WE Teachers Award, you will have access to the [WE Teachers Hub](#). Here, you will find exclusive virtual learning experiences, and a community of teachers around the world you can connect with. It's part of this new, no-cost program that equips you with tools to address critical social issues with your class, starting with trauma-informed resources and professional learning. **Please keep an eye out for your login information in a follow-up email.**

In the WE Teachers Hub, you will find our newest resource on a Pandemic-Informed Community -- Helping teachers, parents and caregivers discuss pandemic-related trauma with youth on a home, classroom and community level. **For early access to this brand new resource, please [click here](#).**

**WE Teachers and Walgreens would love to share your story and showcase you on our social media channels. Please send me a photo and short blurb about how the award will support you and your class, to have a chance be featured at your local Walgreens! Please include the name of your school and the grade/subject you teach.**

Join our [WE Teachers Facebook Page](#) and follow us on [Instagram](#) @weteachers and [Twitter](#) @WETeachers.

If you have any questions, please reply to this email directly. I look forward to hearing from you soon. Stay healthy.

Best regards,

Amber WayrykManager, Educational Programs, WE Teachers | WE  
[339 Queen St E, Toronto, ON M5A 1S9](#) • [WE.org](#)

Darren Carson  
221 Waupaca St  
Fremont, WI 54940  
5/30/2020

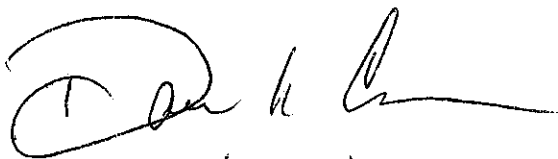
Mr. Wolfgram  
Principal  
Wolf Jr./Sr. High School  
800 Beech St.  
Manawa, WI 54949

Dear Mr. Wolfgram: I am writing to you to let you know that I will not be renewing my contract with the Manawa School District. I am extremely grateful for the support and opportunity afforded to me by yourself, Miss Brauer and the School District of Manawa to become fully integrated into the Wisconsin education system. In my 15 years as a teacher I have not worked for a better principal than you nor a better director than Miss Brauer. I am not excited to be leaving but I am excited for the opportunity being offered to me and my family.

Manawa has given me a firm foundation for my educational future, and I am proud to say I was a wolf first in Manawa.

Sincerely,

Darren Carson  
Special Education Teacher



6/2/2020

June 1,2020

Good Afternoon,

I am writing to you today about the letter that I had signed for intend to come back this fall and would like it to be thrown away.

I am resigning, last day of work is 5-29-20.

Thank you

A handwritten signature in cursive script that reads "Susanne Loughrin". The signature is written in black ink and is positioned above the printed name.

Susanne Loughrin



Thank  
You  
So  
Much

A decorative cutout of the phrase "Thank You So Much" in a cursive font, surrounded by floral and leaf motifs in gold, teal, and pink. The cutout is centered on a white card with teal dot patterns in the corners.

To our bus driver and  
his helper and to all  
the bus drivers and  
their helpers,

Thank you!

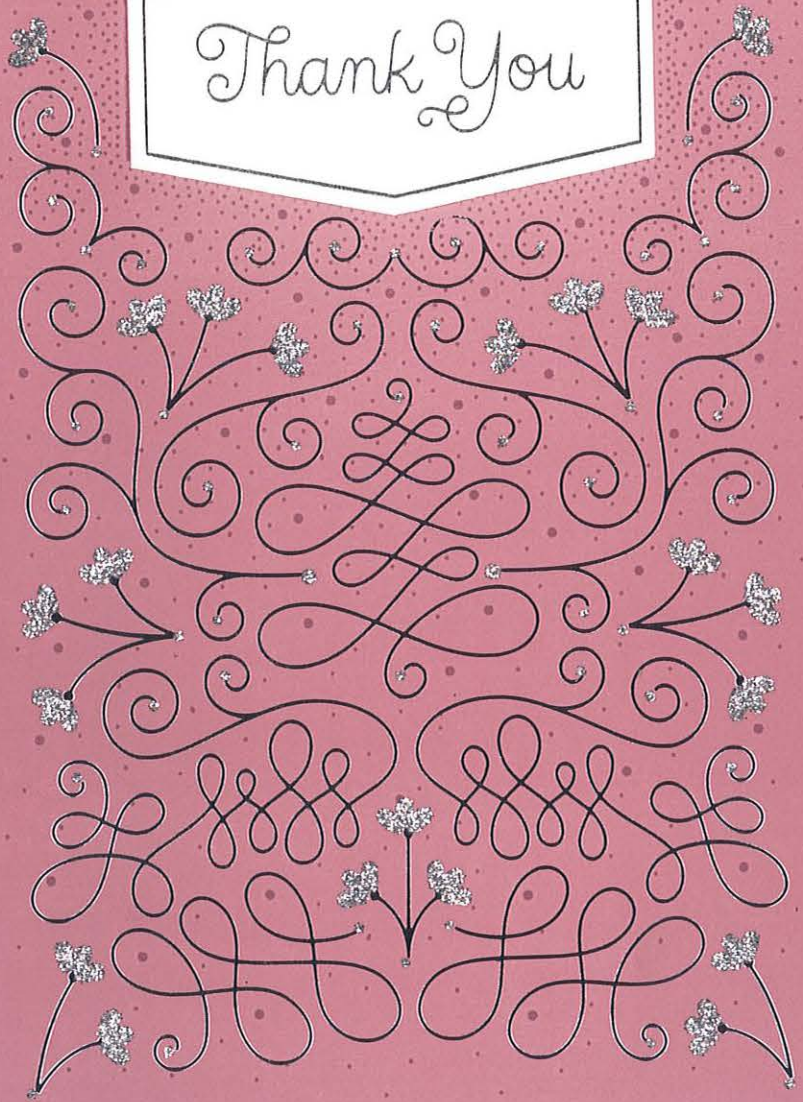
Our family appreciates  
everything you've  
done!

*For the time you give,  
the hearts you warm,  
the smiles you make—  
you're appreciated.*

*The Thontlines,  
Dan, Holly  
& Tyler*



Thank You





To the administration  
and the teachers,  
Thank you for  
everything you've  
done! We really  
appreciate it!

Just two small words  
to express so much gratitude.

The Thontlins,  
Dan, Holly  
& Tyler



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

To: Dr. Melanie Oppor  
From: Michelle Pukita  
Date: June 8, 2020  
Re: Staff and Program Highlights

---

• **End of School Year Updates:**

- Traditionally, on the last day of school, MES staff is outside waving to the families and busses as they are pulling out of the parking lot wishing everyone a safe and happy summer. Even though this year ended so differently, the MES staff did a summer send-off to students and families by doing a Flipgrid. Staff members recorded a message wishing everyone a safe and happy summer in their unique ways. Thank you to Bryant Cobarrubias for putting this together.
- Teachers have completed the school year by completing report cards, preparing classrooms for summer cleaning, and organizing storage closets. Teachers that were moving into new classrooms have completed the move. The Green-house area will house Kindergarten and grades 1 and 2. The Blue-house area will house grades 3,4, and 5.
- With the school year ending, so does Story Time Sundays. Students and parents enjoyed listening to the stories. Thank you to Jackie Sernau for gathering books, recruiting, and recording staff and students reading stories throughout the year. Thank you to Bryant Cobarrubias for providing support with the technology.

• **Thank you:**

- The staff did a fantastic job transitioning to teaching students at home. The staff pulled together and taught in ways that we once thought would take a few years to implement. The MES team is a great team to be apart of. Thank you, MES staff, for all you do for the students and families.
- The last five years have provided me with many great experiences. I am thankful for the relationships I formed with the staff, students, families, and community members. Go Wolves!



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

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Dan Wolfgram

Date: 6/10/2020

Re: Staff and Program Highlights – June 2020

---

**Evaluations:**

Since the May Staff and Program Highlights, evaluations of professional and paraprofessional staff is almost complete. Due to the Covid-19 Pandemic, some of the evaluations were abbreviated in nature. The preponderance of evidence for paraprofessionals was used for the year while the instructional teaching staff is on a 3-year rolling rotation. Evidence of high levels of performance was evident as both categories of staff rallied to perform an outstanding level of services amidst the crisis.

**Graduation 2020:**

Plans for graduation 2020 continue to evolve. Plans are in place for multiple scenarios which include:

- Scenario #1: In-person, live on the football field (MAC)
- Scenario #2: In-person, live in MES gym
- Scenario #3: Scheduled in-person queue on the football field (MAC)
- Scenario #4: Scheduled in-person queue at MES gym

As information and guidance are released from both the CDC and Waupaca County, plans will be adjusted accordingly. Weather will also be a final determining factor in the location of the ceremony. All plans will be vetted by Waupaca County DHS, District legal counsel, the District's liability carrier, and BOE approval.

**Prom Update:**

Based on the results of the Prom Survey which was sent to all high school students and parents in May, 65% of respondents were in favor of hosting two proms in 2020-2021. October 17, and April 17 have been identified as the most preferable dates based on the school schedule. The Manawa Masonic Lodge will be the venue of choice and the dance will run from 8:00 pm until midnight. Parents and students have been informed.

### **Athletic Updates:**

Mrs. Corrie Ziemer will be returning to the position of Varsity Volleyball Coach for 2020-2021. The District is still in need of a Varsity Boy's Basketball Coach and a Varsity Cross Country Coach. Currently, Athletic Director Millard, Principal Wolfgram, and Dr. Oppor are monitoring developing situations in the WIAA, the CWC Conference, as well as Waupaca County to determine plans and parameters for a fall athletic season.

### **Summer School:**

Summer School plans are ongoing and plans for weightlifting and athletic skill and drill camps are discussed weekly by the Administrative Team and Summer School Coordinators Kevin Keller and Mary Eck. All plans will be vetted by Waupaca County DHS, District legal counsel, the District's liability carrier, and BOE approval.

Additionally, Janine Connolly in coordination with Mary Eck and Principal Wolfgram has reviewed the list of students who were assigned the grade of Incomplete for the 2<sup>nd</sup> semester. Letters have been generated that will be sent home strongly encouraging the students to enroll in this year's summer school to rectify these grades with passing marks. Students that do not attend summer school will have until the end of the first quarter of the 2020-2021 school year to satisfy the needed requirements for passing. If the work is not completed by this date, the grades will be assigned as an F.



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

[www.manawaschools.org](http://www.manawaschools.org)

To: Dr. Melanie J. Oppor  
Fr: Dawn Millard  
Date: 5/20/2020  
Re: 2020-2021 Varsity Volleyball Coach

I am recommending Corrie Ziemer for the Volleyball Head Coach Position for the 2020-2021 school year.

Name	Position	Information
Corrie Ziemer	Volleyball - Varsity Head Coach	<p>Corrie Ziemer is our candidate of choice for the Varsity Volleyball Head Coaching Position. Ms. Ziemer has 9 years of experience coaching varsity volleyball. Ms. Ziemer has a strong understanding of the game of volleyball and all of its components. She is highly organized and runs well-thought-out practices specifically designed to improve her players’ skills and knowledge of the game. Ms. Ziemer understands what it means to work with all levels of players as the head coach of a sport. Ms. Ziemer is a Physical Education teacher for our elementary students and has a good rapport with students and families in the School District of Manawa.</p> <p>Two candidates were interviewed and the interview team was unanimous in its decision to move Ms. Ziemer forward as the candidate of choice.</p>

**Dr. Melanie J. Oppor**

District Administrator

[moppor@manawaschools.org](mailto:moppor@manawaschools.org)

(920) 596-2525

**Daniel J. Wolfgram**

Jr./Sr. High School Principal

[dwolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org)

(920) 596-5800

**Michelle Pukita**

Elementary Principal

[mpukita@manawaschools.org](mailto:mpukita@manawaschools.org)

(920) 596-5700

**Carmen O’Brien**

Business Manager

[cobrien@manawaschools.org](mailto:cobrien@manawaschools.org)

(920) 596-5332

**Danielle Brauer**

Curriculum/Special Ed. Dir.

[dbrauer@manawaschools.org](mailto:dbrauer@manawaschools.org)

(920) 596-5301





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

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 5/20/2020

Re: Special Education Paraprofessional Recommendation – Krystal Draeger

---

This memo is to recommend Ms. Krystal Draeger for the Health Aide/Attendance Secretary position for the 2020-2021 school year.

Ms. Draeger comes to the Manawa District with a wealth of previous medical experience. Her previous work experience includes working for Healthy Smiles of Waupaca County, serving as an Emergency Medical Technician for the Iola Fire Department from 2016 until the present, and as a Medical Assistant for Theda Care in Iola from 2003 – 2019.

Ms. Draeger received her medical training at Fox Valley Technical College in Appleton where she received an Emergency Medical Technician Certificate. Additionally, she is a 2003 graduate of Little Wolf High School. She also holds additional certifications as an Advanced EMT and CPR/AED for Professional Rescuers and Health Care Providers. She is comfortable dealing with multiple software platforms and is proficient in Word, and Excel.

References from her previous places of employment comment, “She is a hard worker, and goal orientated.” “She adapts well to new environments and can think logically in a stressful situation or an emergency.” “ Krystal can prioritize and is very thorough.”

Out of thirty-five applications for the position four were offered interviews. The interview team was unanimous in its desire to move Krystal Draeger forward as the candidate of choice for the position. Ms. Draeger will be working a total of 29.25 hours per week. 30 minutes of this time will be for assisting with supervision on early release Wednesdays.



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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 6/12/2020  
**Re:** Business Office Monthly Update

---

This past month has seen the end of the meal delivery service the District provided during the building shutdowns. The results are as follows:

Meal	March	April	May	Total	Reimbursement per meal	Total Amount Claimed
Breakfast	2,820	7,775	7,852	18,447	\$2.20	\$40,583.40
Lunch	2,845	7,840	7,928	18,613	\$3.50	\$65,145.50
				37,060		\$105,728.90

I started a webinar series with Baird to improve my end-of-year practices and prepare for the audit. As seen in my memo, the SDM will have a new auditing firm this summer. I am very excited to work with Wipfli. Our previous auditor worked under the premise that they did not give advice, they simply audited what was done. Wipfli's philosophy, on the other hand, is to partner with districts to ensure that they are following proper procedures throughout the year. This ensures a clean audit at the end of the year. I am a little excited for August rather than dreading the process!

I continue to meet every Thursday with the Northeast/Bay Area WASBO (WI Association of School Business Officials) members. Collectively the group is a wealth of information.

I am taking on new duties with the retirement of Mrs. Frazier. I now handle any FMLA, COBRA, and contract paperwork. Our previous insurance carrier did all the COBRA paperwork free of charge. Anthem charges for that service. Since we do not typically have many employees that utilize COBRA, I think I can handle the additional work. Dr. Oppor and I have worked this spring with our attorney to update all contracts with language that protects the District and our employees if there should be future building closures. Contracts have gone out in waves as we have received the updates.

# KOBUSSEN BUSES LTD.

*Family Pride in Every Ride*

June 2, 2020

May Transportation Report

Prepared For: School District of Manawa

To Whom it May Concern,

The Manawa School District had 20 days of meal/homework deliveries for the month of May.

May 29<sup>th</sup> marked the last day of the SDM 2019-2020 school year. It was for sure an interesting year! From March 18<sup>th</sup> through May 29<sup>th</sup>, just over 37,000 meals were delivered! I feel that deserves a pat on the back to all who were involved!

On behalf of the drivers, I would like to thank the SDM for recognizing us at your last board meeting! We truly appreciate it and it was a pleasure to serve the community the way we did!

As Summer begins, operations here at the terminal become very little. We will continue to operate Valley Packaging and Sturm Foods routes throughout the Summer and any charter trips that become available.

Throughout the Summer, all the buses will go through a deep cleaning. Currently we are working on pre-inspecting the buses to prepare them for the annual inspection. We have two mechanics coming up from Oshkosh and Seymour to help with this process.

We continue to check the routes to ensure we are running them as efficiently as possible. I compiled a list of group stops as well for the board to review. By having group stops, it minimizes the amount of times we must stop traffic on a busy road. This can make four to five stops, become one stop.

You may call me with any questions that you have: (920) 427-1408 or (920) 389-1500

Thank you for your time and enjoy your summer!

Jacob Elsner  
Terminal Manager  
Kobussen Buses LTD

Office: 920-389-1500

Cell: 920-427-1408

Email: [Jacob.elsner@kobussen.com](mailto:Jacob.elsner@kobussen.com)



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

---

To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: 6/11/20  
Re: June Update

---

## Special Ed

- Our Special Ed teachers worked very hard to over the COVID closure to ensure that our students with special needs had access to the curricular activities and new learning. I'm proud to be part of the team.

## Curriculum

- I am working on vetting 2 high school math curriculum maps, Advanced Algebra and Geometry, that will go to the curriculum committee in July.
- Dan and I found out this week that Math Expressions 2013, our board adopted K-6 math curricular materials, will be discontinuing their online resources in December. I will be working with a team to look at new materials to adopt for the 2021-22 school year. We may be able to pilot one or two options in the second semester.

## Elementary School

- I have been working with Kevin Keller and Mary Eck to design summer school to help me prepare for next year.
- Travel pattern to the temporary weight room and gym - Enter in the door closest to the elementary office and walk up the middle of the cafeteria (everyone is encouraged to fill water bottles as they pass the water bottle filler) to the kitchen, take a left and go through the double doors entering the gym in the furthest (marked) door. Leave the weight room by walking across the gym exiting through the (marked) door closest district office. The building exit will be the door closest to the district office.
- Travel pattern to the classrooms for summer school - Entrance is the door closest to the elementary office and walk up the middle of the cafeteria (everyone is encouraged to fill water bottles as they pass the water bottle filler) to the kitchen. Take a right and walk down the hallway toward the Green House. Enter the Green House through the first set of doors (exit the Green House through the second set of doors) or turn right and walk through the library. Enter the Blue House through the left hand set of doors (exit the Blue House through the other set of doors) or turn right and walk down the hallway toward the office. Exit the building through the door closest to the district office.
- The custodians are helping me figure out signage for the traffic patterns and entrances/exits. We are also working on closing down the bubblers/water fountains. The only bubbler open will be the water bottle filler in the cafeteria.
- Elementary classrooms in the Green House have begun to be painted. Custodial staff completed the new kindergarten rooms this week and have started on 1st grade.



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

District Fax (920) 596-5308 | Elementary Fax (920) 596-5339 | Jr./Sr. High Fax (920) 596-2655

---

- The special education classroom construction started. Pictures below.



# Technology Board Report

June 11, 2020



## Technology Lease Purchases for School Year 2020-21

We reviewed the quotes for the technology purchase during the finance committee meeting on Monday June 8. We will move forward with preparing the order upon the formal approval of the full board during the June meeting.

## E-Rate for School Year 2020-21

The e-rate program was renewed starting in the 2021-22 school year. We were tentatively granted funds for the 2020-21 school year to bridge the gap until the 2021-22 school year. Last week we received notice there is no funding available for the 2020-21 school year. Infrastructure projects related to e-rate are now delayed one year. This will allow us to renew our technology while taking full advantage of e-rate funding.

## Chromebook Tab

The COVID school building shutdown highlighted a need to have more technology available to younger grades. To begin to address this need, we are purchasing 50 Chromebook tablet devices this fall.

These devices use the same software as the Chromebooks used throughout the school district. However, they should be much more user-friendly for students that have not learned typing skills.

Also, a Chromebook Tab is about half the price of an iPad tablet.



## District Core Network Upgrade

Due to the e-rate change mentioned above, the scope of the core network upgrade is being changed. We are focusing on installing a single switch in the new building expansion. Network data closets will be organized to help manage cables. We are also upgrading our iBoss web filter.

Minutes of the June 8, 2020 School District of Manawa Curriculum Committee Meeting

The virtual meeting was called to order at 7:00 p.m. by Chair Scheller  
Board Committee Members: Scheller (C), Hollman

In Attendance: Hollman, Scheller, Oppor, Brauer and Sernau

Timer: Scheller                      Recorder: Scheller

1. Section 504 Handbook  
Motion by Scheller / Hollman to approve the Section 504 Handbook as proposed.  
Motion carried.
2. EL Handbook  
Motion by Scheller / Hollman to approve the EL Handbook as proposed. Motion carried.
3. Title 1 School-wide Program Plan Handbook  
Motion by Scheller / Hollman to approve the Title 1 School-wide Program Plan Handbook as proposed. Motion carried.
4. Curriculum Committee Planning Guide (Informational)
5. Next Meeting Date: July 8, 2020 at 7:00 p.m.
6. Next Meeting Items: No items listed.
7. Motion by Scheller / Hollman to adjourn at 7:26 p.m. Motion carried.

Minutes of the June 8, 2020 School District of Manawa Finance Committee Meeting

The virtual meeting was called to order at 5:33 p.m. by Scheller.

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

In Attendance: Scheller, J. Johnson, B. Pethke, C. O'Brien, Dr. Oppor, B. Cobarrubias

Timer: 5:33 p.m. Recorder: B. Pethke

1. 2019-20 Budget Update (Information)  
Budget update provided by Carmen O'Brien

2. 2020-21 Budget Scenarios (Information)  
Mrs. O'Brien provided a budget scenario for the upcoming fiscal year.

We are in need of an auditor as Erickson is not able to provide this service this year. Received quotes from Baker Tilly and Wipfli. Wipfli is able to do the audit on 8/20-8/21 within our budgeted amount of \$16,000-\$18,000. Baker Tilly quote was \$20,000-\$35,000 which is over what we have budgeted. A formal RFP will be done for the 2020/2021 school year.

Motion by J. Johnson / Pethke to recommend Wipfli to provide audit service this year to the full board as presented. Motion carried.

3. 2020-21 I.T. Purchases (Information / Action)  
Mr. Cobarrubias provided information on technology integration for chrome tabs for PreK-5 and which are touch-screen for younger students, \$11,388. Chrome books for grades 6 & 9 \$27,840. Chrome box for MES lab 8,186, Replacement of staff laptops at \$17,975 and desktop computers \$5,864. He also indicated replacement of display boards that will be needed as well. He will reach out to St. Paul School to see if there would be a need for the old boards which are over 5 years old but may be of use to them.

Dr. Oppor indicated that the technology will be needed as there would be virtual learning opportunities for students if there is inclement weather.

Motion by J. Johnson / Pethke to recommend the SDM SY20-21 Instructional Technology purchases to the full board as presented. Motion carried.

4. 2020-21 Food Service Vendors (Action)  
A recommendation of Reinhart Foods, Engelhardt Dairy and Pan O'Gold as vendors for the upcoming school year by Mrs. O'Brien.

Motion by to recommend the food service vendors for the SY20-21 school year to the full board as presented. Motion carried.

5. 2020-21 Food Service Meal/Milk Prices (Action)  
No change recommended to the meal/milk prices for the upcoming school year. There may need to be adjustments in meal service with pre-plated meals with the Covid 19 virus.  
Motion by J. Johnson / Pethke to recommend the 2020/21 Food Service meal price, with a caveat to revisit if there would be a need due to Covid, to the full board as presented. Motion carried.

6. 2020-21 Wage Increases (Action)



A recommendation that all support staff upon completion of a positive evaluation earn a \$0.29 increase to their hourly 2020/21 to their hourly wage.

Motion by J. Johnson / Pethke to recommend the wage increase of \$0.29 to their hourly wage for support staff with a positive evaluation to the full board as presented. Motion carried.

7. 2020-21 Student Insurance Policy (Action)

Student accident insurance in the past had been purchased from Student Assurance. A quote was received from Student Assurance and Berkley Accident & Health through First Agency. Further discussion is needed at the July Fe to table Studeinance Committee meeting.

Motion by J. Johnson / Pethknt Insurance. Motion carried.

8. Unused Vacation Time COVID-19 Exception (Action)

The recommendation to extend the deadline to 7/31/2020 from 6/30/2020 for staff to use unused vacation time d/t Covid 19.

Motion by J. Johnson / Pethke to recommend to the full board for a one time exception to extend the use of unused vacation time to 7/31/2020 as presented. Motion carried.

9. Vision Insurance Premium Holiday (Action)

Recommendation that employees participating in the group insurance shall not have to pay for their portion of the premium for the month of June. This is due to the widespread closures, participants were not able to use their vision insurance. Delta Dental has issued this refund to the district which is passed on to the staff.

Motion by J. Johnson / Pethke to recommend the vision insurance premium holiday for the month of June to the full board as presented. Motion carried.

10. CARES Act (Information)

Information on the CARES Act provided by Dr. Oppor.

11. Legislative Feedback Provided by SDM (Information)

Update provided by Dr. Oppor.

12. Finance Committee Planning Guide (Information / Action)

13. Next Finance Committee Meeting Date: July 9, 2020 at 5:30 p.m. virtual meeting

14. Next Finance Committee Items

1.

2.

15. Motion by J. Johnson / Pethke to adjourn the meeting at 7:03 p.m.. Motion carried.

Minutes of the June 3, 2020 School District of Manawa Policy & Human Resources Committee Meeting

Meeting Called To Order at 5:00 p.m. by Pethke

VIRTUAL MEETING

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

In Attendance: Pethke, Forbes, J. Johnson, Oppor, Scheller

Timer: Pethke

Recorder: J. Johnson

1. Consider endorsement of a one-year waiver of the timelines included in AG 5112A - Admission to Kindergarten for those families early admission to kindergarten for the 2020-2021 school year due to the limitations created by the COVID-19 pandemic. Motion by J. Johnson/Forbes to recommend endorsement of a one-year waiver of the timelines included in AG 5112A - Admission to Kindergarten for those families early admission to kindergarten for the 2020-2021 school year due to the limitations created by the COVID-19 pandemic to the full Board as presented. Motion carried.
2. Consider updating protocol for driving a district vehicle/transporting students to a DOT point-based system. Motion by J. Johnson/Forbe to keep existing protocol without changes. Motion carried.
3. Discuss School Perceptions Parent/School Safety School Perceptions Survey next steps. - Informational
  - a. Review survey results.
  - b. Consider endorsement of PO 8407 - School Resource Officer Program. Motion by J. Johnson to recommend endorsement of PO 8407 to the full Board as presented. Motion carried.
  - c. Other next steps. Oppor, Scheller, J. Johnson will meet with Chief/City to plan MOU and other policies to obtain information necessary to present to the community at Annual Meeting.- Informational
4. Filling Board Vacancies Policy 0142.5 Updates - Informational
5. Policy & Human Resources Committee Planning Guide - Informational.
6. Set Next Meeting Date July 7, 2020 at 6 p.m.
7. Next Meeting Items:
  - a. Handbook Updates (Action)
    - i. Professional Educator
    - ii. Support Staff
    - iii. District Safety Plan
  - b. District Reopening Plan ??? - Consider which committee is best suited for the initial review.
8. Adjourn : Motion by J. Johnson/ Forbes to adjourn. Motion carried at 6:19 p.m.



Book Policy Manual  
Section For Board Review - Vol. 29, No. 1 (HOLD)  
Title EDUCATIONAL OPTIONS PROVIDED BY THE DISTRICT  
Code po2370  
Status First Reading

**NEW POLICY - VOL. 29, NO. 1**

**2370 - EDUCATIONAL OPTIONS PROVIDED BY THE DISTRICT**

The Board recognizes that students learn in different ways and therefore provides a variety of educational programs and options to students developed and approved through the Board and the administration.

The District program includes a variety of opportunities using both on-site and distance learning. The availability of educational options vary depending on the school of attendance and individual student circumstances, and the District is frequently evaluating and updating its programs. Students and parents are encouraged to consult with the school administration to discuss programs best suited for them. The following contains brief descriptions of the educational options available through the District's program, but is not intended to be an exhaustive list:

**Early College Credit Program**

High school students may take college courses for high school and/or college credit in accordance with Policy 2271 - Early College Credit Program.

**Start College Now Program**

Students enrolled in grades 11 and 12 may take technical college courses for high school and/or college credit in accordance with Policy 2271.01 - Start College Now Program.

**Advanced Placement (AP) Courses**

Students may enroll in AP courses that prepare students for the College Board's annual AP Exams offered in the spring. Students may earn college credit based on their AP Exam score.

~~**International Baccalaureate Program**~~

~~**Magnet, Specialized, and Immersion schools**~~

~~**Instrumentality Charter Schools**~~

**Cooperative Academic Partnership Program (CAPP) Courses**

Students may enroll in CAPP courses offered in conjunction with UW-Oshkosh for college credit.

~~**Partners in Education (PIE) Courses**~~

~~Students may enroll in PIE courses offered in conjunction with UW-Whitewater for college credit.~~

**Dual Credit Programs**

Students enrolled in grades 11 and 12 may take approved dual credit programs with Fox Valley Technical College in accordance with State law and District procedures.

~~**Tutorial Programs**~~

~~Eligible students may receive tutoring from staff or designated student tutors in accordance with Policy 2415. Qualified students may be appointed to serve as tutors for service credit or academic credit.~~

**[X] Independent Study**

Independent study provides the opportunity for students to explore career options or to take a course not available as an offered course. Independent studies may also take the student into the greater school community for experience under the co-sponsorship of people in other professions, businesses, government, or industry.

**[X] Advanced Study**

Advanced study offers ~~a~~the student the opportunity to go beyond the curriculum of a course or to integrate two or more content areas. Advanced studies may also take the student into the greater school community for experience under the co-sponsorship of people in other professions, businesses, government, or industry.

**[X] Online Courses**

Students may enroll in online courses when such a course is not otherwise available or as an educational alternative better suited to the diverse learning needs of students.

**[X] Work-Study Programs**

Students may enroll in the District's cooperative education program offered with a course or in a work-study program designed to the individual needs of the student.

**[X] Summer School**

The District offers a summer school program that includes both enrichment and credit recovery options.

**Full-Time Open Enrollment Program**

The District offers a full-time open enrollment opportunity to students in accordance with Policy 5113 - Full-Time Open Enrollment.

**Part-Time Open Enrollment Program**

The District offers a part-time open enrollment opportunity to students in accordance with Policy 5113.01 - Part-Time Open Enrollment.

**Courses for Home-Based Private Education Students**

Students enrolled in home-based private education programs may take up to two (2) courses per semester in the District in accordance with Policy 9270 - Home-Based, Private, or Tribal Schooling.

~~[ ]~~  
~~[ ]~~

**Notification of Educational Options**

Annually, the District shall provide a list of educational options to parents in accordance with Policy 8146 - Notification of Educational Options.

© Neola 2020

Last Modified by Melanie Oppor on May 13, 2020

Book	Policy Manual
Section	For Board Review - Vol. 29, No. 1 (HOLD)
Title	DRUG-FREE WORKPLACE
Code	po3122.01
Status	First Reading
Adopted	October 1, 2015
Last Revised	December 18, 2017

**3122.01 - DRUG-FREE WORKPLACE**

The Board believes that quality education is not possible in an environment affected by the use of illegal drugs and alcohol as well as the abuse of prescription drugs. It will seek, therefore, to establish and maintain an educational setting that is free from alcohol and other drug abuse.

The Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance, or alcohol, by any member of the District's professional staff at any time while on District property or while involved in any District-related activity or event. Professional staff members who use or possess a prescription drug that has been lawfully prescribed to the staff member, and taken in accordance with the prescribed dosage, shall not be deemed to be in violation of this policy. Wherever possible, a staff member should take prescribed medications at home and not bring them to school. Where that cannot be accomplished, any staff member in possession of prescribed medications while at school is responsible for taking appropriate precautions to assure that the drugs remain in the staff member's possession at all times and are taken only in private, out of the view of students. Nothing in this policy shall prohibit the District Administrator from evaluating a staff member's fitness for duty pursuant to Policy 3161 - Unrequested Leaves of Absence/Fitness for Duty.

~~Each staff handbook will include a summary of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff; furthermore, staff members shall be informed that compliance with this requirement is mandatory.~~

Any staff member who violates this policy shall be subject to disciplinary action in accordance with the Employee Handbook.

The District Administrator shall establish whatever programs and procedures are necessary to meet the Federal certification requirements and shall provide these to staff.

**(X) Off Work Conduct**

~~Disciplinary action may result from conduct related to drug and alcohol usage even on the staff member's personal time if the circumstances create a connection to or nexus with the staff member's role with the District. Disciplinary action may result if a staff member's conduct involves the depiction of the staff member engaging in use of alcohol or drugs on social media or other outlets in a fashion that tends to provoke public scrutiny, damage the staff member's credibility, with depict inappropriate involvement of minors, or in some fashion diminish the staff member's ability to safely and effectively perform his/her duties. If the District administration becomes aware of such circumstances, it will investigate the matter will be investigated even though the events occurred on one's personal time and not on District property or at a District event.~~

**Use of Resources for Treatment**

The District makes available resources to assist staff members in overcoming alcohol, illegal drug use or controlled substance abuse. However, the decision to seek diagnosis and accept treatment for alcohol, illegal drug use or controlled substance abuse is primarily the individual staff member's responsibility. Any costs associated with treatment in excess of those costs covered by the staff member's medical insurance plan shall be borne by the individual.

Revised 6/19/17

Legal

Drug-Free Workplace Act of 1988, 41 U.S.C. 8101 et seq.

Last Modified by Melanie Oppor on May 13, 2020



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 1 (HOLD)
Title	DRUG-FREE WORKPLACE
Code	po4122.01
Status	First Reading
Adopted	May 16, 2016
Last Revised	December 18, 2017

#### 4122.01 - DRUG-FREE WORKPLACE

The Board believes that quality education is not possible in an environment affected by the use of illegal drugs and alcohol as well as the abuse of prescription drugs. It will seek, therefore, to establish and maintain an educational setting that is free from alcohol and other drug abuse.

The Board prohibits the manufacture, possession, use, distribution, or dispensing of any controlled substance or alcohol, by any member of the District's support staff at any time while on District property or while involved in any District-related activity or event.

Support staff members who use or possess a prescription drug that has been lawfully prescribed to the staff member, and taken in accordance with the prescribed dosage, shall not be deemed to be in violation of this policy. Wherever possible, a staff member should take prescribed medications at home and not bring them to school. Where that cannot be accomplished, any staff member in possession of prescribed medications while at school is responsible for taking appropriate precautions to assure that the drugs remain in the staff member's possession at all times and are taken in private, out of the view of students. Nothing in this policy shall prohibit the District Administrator from evaluating a staff member's fitness for duty pursuant to Policy 4161 - Unrequested Leaves of Absence/Fitness for Duty.

(X) Each staff handbook will include a copy (X) a summary [END-OF-OPTIONS] of the standards regarding unlawful possession, use, or distribution of illicit drugs and alcohol by staff; furthermore, staff members shall be informed that compliance with this requirement is mandatory. [END-OF-OPTION] (X)The use of marijuana and/or products containing tetrahydrocannabinols (THC), other than products expressly excluded from the definition of a schedule drug (hemp-derived CBD oil, etc.), is still prohibited under Wisconsin law and Board policy. Use of such products even in states which have passed state laws permitting usage is still unlawful under Federal law and Wisconsin law and is not an exception to the drug-free workplace policy. [END-OF-OPTION]

Any staff member who violates this policy shall be subject to disciplinary action in accordance with the Support Staff Employee Handbook.

The District Administrator shall establish whatever programs and procedures are necessary to meet the Federal certification requirements and shall provide these to staff.

#### (X) Off Work Conduct

Disciplinary action may result from conduct related to drug and alcohol usage even on the staff member's personal time if the circumstances create a connection to or nexus with the staff member's role with the District. Disciplinary action may result if a staff member's conduct involves the depiction of the staff member engaging in use of alcohol or drugs on social media or other outlets in a fashion that tends to provoke public scrutiny, damage the staff member's credibility, depict inappropriate with the involvement of minors, or in some fashion diminish the staff member's ability to safely and effectively perform his/her duties. If the District administration becomes aware of such circumstances, it will investigate the matter even though the events occurred on one's personal time and not on District property or at a District event.

#### **Use of Resources for Treatment**

The District makes available resources to assist staff members in overcoming alcohol, illegal drug use or controlled substance abuse. However, the decision to seek diagnosis and accept treatment for alcohol, illegal drug use or controlled substance abuse is primarily the individual staff member's responsibility. Any costs associated with treatment in excess of those costs covered by the staff member's medical insurance plan shall be borne by the individual.

Revised 6/19/17

© Neola ~~2020~~17

Legal Drug-Free Workplace Act of 1988, 41 U.S.C. 8101 et seq.

Last Modified by Melanie Oppor on May 13, 2020





Book	Policy Manual
Section	For Board Review - Vol. 29, No. 1 (HOLD)
Title	REPLACEMENT POLICY - WEB CONTENT, APPS, AND SERVICES
Code	po7540.02
Status	First Reading
Adopted	November 21, 2016
Last Revised	April 23, 2018

**REPLACEMENT POLICY - SPECIAL UPDATE - SOCIAL MEDIA - NOVEMBER 2019**

**7540.02 - WEB CONTENT, APPS, AND SERVICES**

**A. Creation of Content for Web Pages/Sites, Apps, and Services**

The Board authorizes staff members () and students [~~END-OF-OPTION~~] to create content, apps, and services (see Bylaw 0100, Definitions) that will be hosted by the Board on its servers or District-affiliated servers and/or published on the Internet.

The content, apps, and services must comply with applicable State and Federal laws (e.g., copyright laws, Children's Internet Protection Act (CIPA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Americans with Disabilities Act (ADA), and Children's Online Privacy Protection Act (COPPA)), and reflect the professional image/brand of the District, its employees, and students. Content, apps, and services must be consistent with the Board's mission statement, and staff-created web content, services and apps are subject to prior review and approval of the District Administrator before being published on the Internet and/or used with students.

**~~{NOTE: CHOOSE ONE, BOTH, OR NONE OF THE FOLLOWING OPTIONS.}~~**

Student-created content, apps, and services are subject to Policy 5722 - School-Sponsored Student Publications and Productions.

~~{ } The creation of content, apps, and services by students must be done under the supervision of a professional staff member. {END-OF-OPTIONS}~~

**B. Purpose of Content of District Web Pages/Sites, Apps, and Services**

The purpose of content, apps, and services hosted by the Board on its servers or District-affiliated servers is to educate, inform, and communicate. The following criteria shall be used to guide the development of such content, apps, and services:

**1. Educate**

Content should be suitable for and usable by students and teachers to support the curriculum and the Board's objectives as listed in the Board's strategic plan.

**2. Inform**

Content may inform the community about the school, teachers, students, or departments, including information about curriculum, events, class projects, student activities, and departmental policies.

**3. Communicate**

Content may communicate information about the plans, policies, and operations of the District to members of the public and other persons who may be affected by District matters.

The information contained on the Board's website(s) should reflect and support the Board's mission statement, educational philosophy, and the school improvement process.

When the content includes a photograph or personally identifiable information relating to a student, the Board will abide by the provisions of Policy 8330 - Student Records.

Under no circumstances is District-created content, apps, and services to be used for commercial purposes, advertising, political lobbying or to provide financial gains for any individual. Included in this prohibition is the fact no content contained on the District's website may:

1. Include statements or other items that support or oppose a candidate for public office, the investigation, prosecution or recall of a public official, or passage of a tax levy or bond issue;
2. Link to a website of another organization if the other website includes such a message; or
3. Communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization.

**[X]** Under no circumstances is staff member-created content, apps, and services, including personal web pages/sites, to be used to post student progress reports, grades, class assignments, or any other similar class-related material. Employees are required to use the District Administrator approved Board-specified website, app, or service (e.g. Skyward, Google Classroom, Progressbook, \_\_\_\_\_) for the purpose of conveying information to students and/or parents. **[END OF OPTIONAL PARAGRAPH]**

**[X]** Staff members are prohibited from requiring students to go to the staff member's personal web pages/sites (including, but not limited to, their Facebook, Instagram, Pinterest pages) to check grades, obtain class assignments and/or class-related materials, and/or to turn in assignments. **[END OF OPTIONAL PARAGRAPH]**

~~**[ ]** If a staff member creates content, apps, and services related to his/her class, it must be hosted on the Board's server or a District-affiliated server. **[END OF OPTIONAL PARAGRAPH]**~~

~~**[ ]** Unless the content, apps, and services contains student personally identifiable information, Board websites, apps, and web services that are created by students and/or staff members that are posted on the Internet should not be password-protected or otherwise contain restricted access features, whereby only employees, student(s), or other limited groups of people can access the site. Community members, parents, employees, staff, students, and other website users will generally be given full access to the Board's website(s), apps, and services. **[END OF OPTIONAL PARAGRAPH]**~~

Web content, apps, and services should reflect an understanding that both internal and external audiences will be viewing the information.

School web pages/sites, apps, and services must be located on Board-owned or District-affiliated servers.

The District Administrator shall prepare administrative procedures defining the rules and standards applicable to the use of the Board's website and the creation of web content, apps, and services by staff **(X)** and students.

The Board retains all proprietary rights related to the design of web content, apps, and services that are hosted on Board-owned or District-affiliated servers, absent written agreement to the contrary.

Students who want their classwork to be displayed on the Board's website must have written parent permission and expressly license its display without cost to the Board.

Prior written parent permission is necessary for a student to be identified by name on the Board's website.

### C. Website Accessibility

The District is committed to providing persons with disabilities an opportunity equal to that of persons without disabilities to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology, except where doing so would impose an undue burden or create a fundamental alteration. The District is further committed to ensuring persons with disabilities are able to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as persons without a disability, with substantially equivalent ease of use; that they are not excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any District programs, services, and activities delivered online, as required by Section 504 and Title II of the ADA and their implementing regulations; and that they receive effective communication of the District's programs, services, and activities delivered online.

The District adopts this policy to fulfill this commitment and affirm its intention to comply with the requirements of Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, 34 C.F.R. Part 104, and Title II of the Americans With Disabilities Act of 1990, 42 U.S.C. 12131 and 28 C.F.R. Part 35 in all respects.

## 1. Technical Standards

The District will adhere to the technical standards of compliance identified at <https://www.manawaschools.org/district/website-accessibility.cfm> ~~\_\_\_\_\_~~ **[INSERT link to District website]**. The District measures the accessibility of online content and functionality according to the World Wide Web Consortium's Web Content Accessibility Guidelines (WCAG) 2.0 Level ~~AA~~ \_\_\_\_\_, and the Web Accessibility Initiative - Accessible Rich Internet Applications Suite (WAI-ARIA 1.1) for web content. **(X) WCAG 2.0 Level AA** ~~\_\_\_\_\_~~ **[insert another acceptable standard selected by the District]**.

~~**[DRAFTING NOTE: OCR recommends WCAG 2.0 Level AA.]**~~

## 2. Web Accessibility Coordinator

The Board designates its ~~( ) Section 504/ADA Compliance Coordinator(s)~~ **(X) Technology Director** ~~( ) \_\_\_\_\_~~ **[END OF OPTIONS]** as the District's web accessibility coordinator(s). That individual(s) is responsible for coordinating and implementing this policy.

~~**[Select Option 1 or 2]**~~

~~**[ ] [OPTION 1] See Board Policy 2260.01 for the Section 504/ADA Compliance Coordinator(s)' contact information.**~~

**[X] [OPTION 2]**

The District's Web Accessibility Coordinator(s) can be reached at: \_\_\_\_\_ **[Insert name or title, address, e-mail, phone]**.

[Bryant Cobarrubias](#)  
[Technology Director](#)  
[School District of Manawa](#)  
[800 Beech Street](#)  
[Manawa, WI 54949](#)  
[920-596-5737](#)

## C. STEVE - CHECK THE NUMBERING AND LETTERING HERE AS IT IS OFF. ~~**[End of Option 1 & 2]**~~

### 1. Third-Party Content

Links included on the Board's website(s), services, and apps that pertain to its programs, benefits, and/or services must also meet the above criteria and comply with State and Federal law (e.g. copyright laws, CIPA, Section 504, ADA, and COPPA). While the District strives to provide access through its website to online content provided or developed by third parties (including vendors, video-sharing websites, and other sources of online content) that is in an accessible format, that is not always feasible. The District's administrators and staff, however, are aware of this requirement with respect to the selection of online content provided to students. The District's web accessibility coordinator or his/her designees will vet online content available on its website that is related to the District's programs, benefits, and/or services for compliance with these criteria for all new content placed on the District's website after the adoption of this policy.

Nothing in the preceding paragraph, however, shall prevent the District from including links on the Board's website(s) to:

- a. recognized news/media outlets (e.g., local newspapers' websites, local television stations' websites), or
- b. websites, services, and/or apps that are developed and hosted by outside vendors or organizations that are not part of the District's program, benefits, or services.

The Board recognizes that such third party websites may not contain age-appropriate advertisements that are consistent with the requirements of Policy 9700.01, AG 9700B, and State and Federal law.

### 4. Regular Audits

The District, under the direction of the web accessibility coordinator(s) or his/her/their designees, will, at regular intervals, audit the District's online content and measure this content against the technical standards adopted above.

~~**( ) This audit will occur no less than once every two (2) years. [END OF OPTION]**~~

If problems are identified through the audit, such problems will be documented, evaluated, and, if necessary, remediated within a reasonable period of time.

## 5. Reporting Concerns or Possible Violations

If any student, prospective student, employee, guest, or visitor believes that the District has violated the technical standards in its online content, s/he may contact the web accessibility coordinator with any accessibility concerns. S/He may also file a formal complaint utilizing the procedures set out in Board Policy 2260 and Policy 2260.01 relating to Section 504 and Title II.

### D. Instructional Use of Apps and Web Services

The Board authorizes the use of apps and services to supplement and enhance learning opportunities for students either in the classroom or for extended learning outside the classroom.

~~{SELECT OPTION #1 OR #2}~~

[OPTION #1]

The Board requires the ~~( ) District Administrator~~  Technology Director ~~\_\_\_\_\_~~ ~~[END OF OPTIONS]~~ pre-approve each app and/or service that a teacher intends to use to supplement and enhance student learning. To be approved, the app and/or service must have a FERPA-compliant privacy policy, as well as comply with all requirements of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA)  ~~and~~ Section 504 ~~and~~ ~~[END OF OPTION]~~ and the ADA.

~~{ } [OPTION #2]~~

~~A teacher who elects to supplement and enhance student learning through the use of apps and/or services is responsible for verifying/certifying to the ( ) District Administrator ( ) \_\_\_\_\_ [END OF OPTION] that the app and/or service has a FERPA-compliant privacy policy, and it complies with all requirements of the Children's Online Privacy Protection Act (COPPA) and the Children's Internet Protection Act (CIPA) ( ) and Section 504 [END OF OPTION] and the ADA.~~

~~[END OF OPTIONS]~~

The Board further requires:

the use of a Board-issued e-mail address in the login process.

~~( ) prior written parental permission to use a student's personal e-mail address in the login process.~~

### E. Annual Training

The District will provide  annual ~~( ) periodic~~ ~~[END OF OPTIONS]~~ training for its employees who are responsible for creating or distributing information with online content so that these employees are aware of this policy and understand their roles and responsibilities with respect to web design, documents and multimedia content.

### F. One-Way Communication Using District Web Content, Apps and Services

The District is authorized to use web pages/sites, apps, and services to promote school activities and inform stakeholders and the general public about District news and operations.

Such communications constitute public records that will be archived.

When the Board or District Administrator designates communications distributed via District web pages/sites, apps, and services to be one-way communication, public comments are not solicited or desired, and the website, app, or service is to be considered a nonpublic forum.

If the District uses an app and web service that does not allow the District to block or deactivate public comments (e.g., Facebook, which does not allow comments to be turned off, or Twitter, which does not permit users to disable private messages or mentions/replies), the District's use of that apps and web service will be subject to Policy 7544 – Use of Social Media, unless the District is able to automatically withhold all public comments.

If unsolicited public comments can be automatically withheld, the District will retain the comments in accordance with its adopted record retention schedule (see AG 8310A – Public Records), but it will not review or consider those comments.

~~{DRAFTING NOTE: Districts are advised to adopt a new category of records that covers such "hidden public comments" on social media. Unless dictated by State law, retention periods established by the district for such unsolicited communications should be limited.}~~

Legal

Wis. Stats. 947.0125

Wis. Stats. 948.11

Wis. Stats. 995.55

Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, Stat. 4096 (2008)

Children's Internet Protection Act (CIPA), Pub. L. No. 106-554 (2001)

20 U.S.C. 1232g

34 C.F.R. Part 99

Last Modified by Melanie Oppor on May 13, 2020



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 1 (HOLD)
Title	STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.04
Status	First Reading

#### 7540.04 - **STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Technology and Information Resources (as defined by Bylaw 0100) to support the educational and professional needs of its staff and students. The Board provides staff with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students and to facilitate the staff's work. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District Technology and Information Resources by principles consistent with applicable local, State, and Federal laws, and the District's educational mission. This policy and its related administrative guidelines **[X]**, Policy 7544 and AG 7544, **[END-OF-OPTION]** and any applicable employment contracts govern the staffs' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 7540.02), when they are connected to the District computer network, Internet connection, and/or educational services/apps.

**[DRAFTING NOTE: Choose the option above if the Superintendent recommends and the Board adopts Policy 7544.]**

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on the use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology and Information Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

Staff members are expected to utilize District technology and information resources to promote educational excellence in our schools by providing students with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The Board encourages the faculty to develop the appropriate skills necessary to effectively access, analyze, evaluate, and utilize these resources to enrich educational activities. The instructional use of the Internet and online educational services will be guided by the Board's Policy 2521 - Selection of Instructional Materials and Equipment.

The Internet is a global information and communication network that provides a valuable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, District technology and resources provide students and staff with the opportunity to communicate with other people from throughout the world. Access to such a vast quantity of information and resources brings with it, however, certain unique challenges.

The Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or District Administrator, the technology protection measures may also be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of staff members to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using the District's technology resources if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures without express written consent of an appropriate administrator will be subject to disciplinary action, up to and including termination.

The Board utilizes software and/or hardware to monitor online activity of staff and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254 (h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

The District Administrator  or Technology Director ~~\_\_\_\_\_~~ **[END OF OPTION]** may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measures. The determination of whether the material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.  The District Administrator  or Technology Director ~~\_\_\_\_\_~~ **[END OF OPTION]** may disable the technology protection measure to enable access for bona fide research or other lawful purposes for staff or students aged seventeen (17) or older.

Staff members will participate in professional development programs in accordance with the provisions of this policy. Training shall include:

- A. The safety and security of students while using e-mail, chat rooms, social networking sites and other forms of direct electronic communications;
- B. The inherent danger of students disclosing personally identifiable information online;
- C. The consequences of unauthorized access (e.g., "hacking", "harvesting", "digital piracy", "data mining", etc.), cyberbullying and other unlawful or inappropriate activities by students or staff online; and
- D. Unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Furthermore, staff members shall provide instruction for their students regarding the appropriate technology use and online safety and security as specified above, and staff members will monitor students' online activities while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

The disclosure of personally identifiable information about students online is prohibited.

**~~[NOTE: NEOLA encourages District's to include training in professional development programs regarding the above mentioned items, due to the Children's Internet Protection Act requirement of staff members to provide instruction to students regarding appropriate technology.]~~**

Building Principals are responsible for providing training so that Education Technology users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including chat rooms and cyberbullying awareness and response. All users of District technology resources are required to ~~(-) sign a written agreement~~  acknowledge during the Employee Handbook receipt and acceptance process ~~(-) acknowledge through the network login process~~ **[END OF OPTIONS]** to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff will be assigned a school email address that they are required to utilize for all school-related electronic communications, including those to students, parents, and other constituents, fellow staff members, and vendors or individuals seeking to do business with the District.

With prior approval from the District Administrator () or Technology Director ~~\_\_\_\_\_~~ **[END OF OPTION]**, staff may direct students who have been issued school--assigned email accounts to use those accounts when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the students for educational purposes under the teacher's supervision.

Staff members are responsible for good behavior when using District technology and information resources - i.e., behavior comparable to that expected when they are in classrooms, school hallways, and other school premises and school-sponsored events. Communications on the Internet are often public in nature. The Board does not approve any use of the technology and information resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines  and Policy 7544 and its accompanying guideline ~~**[END OF OPTION]**~~.

~~**[DRAFTING NOTE: Choose the option above if the Superintendent recommends and the Board adopts Policy 7544.]**~~  
~~**[NOTE: If the use of social media is authorized by Policy 7540 and Policy 7544, choose the appropriate option to match that language]**~~

~~**[ ] Staff members may only use District technology resources to access or use social media if it is done for educational or business-related purposes.**~~

Staff members' use of District technology resources to access or use social media is to be consistent with Policy 7544 and its accompanying guideline.

~~**[DRAFTING NOTE: Choose the following option to provide further direction to staff regarding the appropriate versus inappropriate use of social media.]**~~

An employee's personal or private use of social media may have unintended consequences. While the Board respects its employees' First Amendment rights, those rights do not include permission to post inflammatory comments that could compromise the District's mission, undermine staff relationships, or cause a substantial disruption to the school environment. This warning includes staff members' online conduct that occurs off school property including from the employee's personal computer. Postings to social media should be done in a manner sensitive to the staff member's professional responsibilities.

~~**[END OF OPTIONS]**~~

General school rules for behavior and communication apply.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology and information resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator () and Technology Director ~~\_\_\_\_\_~~ **[END OF OPTION]** as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to staff members' use of District technology and information resources.

In addition, Federal and State confidentiality laws forbid schools and their employees from using or disclosing student education records without parental consent. See Policy 8330. Education records include a wide variety of information; posting personally identifiable information about students is not permitted. Staff members who violate State and Federal confidentiality laws or privacy laws related to the disclosure of confidential employee information may be disciplined.

Staff members retain rights of communication for collective bargaining purposes and union organizational activities.

© Neola 2020



Legal

P.L. 106-554, Children's Internet Protection Act of 2000  
47 U.S.C. 254(h, 1), Communications Act of 1934, as amended  
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended (2003)  
18 U.S.C. 2256  
18 U.S.C. 1460  
18 U.S.C. 2246  
20 U.S.C. 6777  
20 U.S.C. 9134 (2003)  
47 C.F.R. 54.500  
47 C.F.R. 54.501  
47 C.F.R. 54.502  
47 C.F.R. 54.503  
47 C.F.R. 54.504  
47 C.F.R. 54.505  
47 C.F.R. 54.506  
47 C.F.R. 54.507  
47 C.F.R. 54.508  
47 C.F.R. 54.509  
47 C.F.R. 54.511  
47 C.F.R. 54.513  
47 C.F.R. 54.514  
47 C.F.R. 54.515  
47 C.F.R. 54.516  
47 C.F.R. 54.517  
47 C.F.R. 54.518  
47 C.F.R. 54.519  
47 C.F.R. 54.520  
47 C.F.R. 54.522  
47 C.F.R. 54.523

Last Modified by Melanie Oppor on May 13, 2020

Book	Policy Manual
Section	For Board Review - Vol. 29, No. 1 (HOLD)
Title	TECHNOLOGY
Code	po7540
Status	First Reading
Adopted	November 21, 2016
Last Revised	April 23, 2018

#### 7540 - **TECHNOLOGY**

The Board is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations.

Students' use of District technology resources (see definition in Bylaw 0100) is a privilege not a right. Students and their parents must sign and submit a Student Technology Acceptable Use and Safety form annually. (See also, Policy 7540.03)

The District Administrator shall develop and implement a written District Technology Procedure (DTP). One (1) of the primary purposes of the DTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective District operations.

The DTP shall set forth procedures for the proper acquisition of technology. The DTP shall also provide guidance to staff and students concerning making safe, appropriate and ethical use of District technology resources, as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner. (See Policy 7540.03 and AG 7540.03 - Student Technology Acceptable Use and Safety, and Policy 7540.04 and AG 7540.04 - Staff Technology Acceptable Use and Safety)

The District Administrator, in conjunction with the Technology Director, shall review the DTP and report any changes, amendments, or revisions to the Board.

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies, and the Student Code of Conduct, further govern students' and staff members' use of their personal communication devices (see Policy 5136 and Policy 7530.02). Users have no right or expectation of privacy when using District technology resources (including, but not limited to, privacy in the content of their personal files, e-mails and records of their online activity when using the District's computer network and/or Internet connection).

Further, safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media, which is defined in Bylaw 0100, to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Board policy, and learning appropriate responses if they experience cyberbullying. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts.

~~For purposes of this policy, social media is defined as Internet-based applications that facilitate communication (e.g., interactive/two-way conversation/dialogue) and networking between individuals or groups. Social media is "essentially a category of online media where people are talking, participating, sharing, networking, and bookmarking online. Most social media services encourage discussion, feedback, voting, comments, and sharing of information from all interested parties." [Quote from Ron Jones of Search Engine Watch] Social media provides a way for people to stay "connected or linked to other sites, resources, and people." Examples include Facebook, Twitter, Instagram, webmail, text messaging, chat, blogs, and instant messaging (IM). Social media does not include sending or receiving e-mail through the use of District issued e-mail accounts.~~

~~Staff may use of District-approved social media platforms/sites shall be consistent with Policy 7544. for business-related purposes. Authorized staff may use District technology resources to access and use social media to increase awareness of District programs and activities, as well as to promote achievements of staff and students, provided the District Administrator approves, in advance, such access and use. Use of social media for business-related purposes is subject to Wisconsin's public records laws and staff members are~~

~~responsible for archiving their social media and complying with the District's record retention schedule. See Policy 8310—Public Records and AG 8310A—Public Records.~~

Students must comply with Policy 7540.03 and Policy 5136 when using District technology resources to access and/or use District-approved social media platforms/sites.

~~Similarly, staff must comply with Policy 7544, Policy 7540.04, and Policy 7530.02 when using District technology resources to access and/or use District-approved social media platforms/sites.~~

~~Instructional staff and their students may use District technology resources to access and use social media for educational purposes, provided the principal approves, in advance, such access and use.~~

~~Students must comply with Policy 7540.03 and Policy 5136 when using District technology resources to access and/or use social media.~~

~~Similarly, staff must comply with Policy 7540.04 and Policy 7530.02 when using District technology resources to access and/or use social media.~~

~~Staff must comply with Policy 7540.04 and Policy 7530.02 when using District technology resources to access and/or use social media.~~

~~[DRAFTING NOTE: Retain this provision if the District has chosen an option in Policy 7544 permitting staff to access social media from District technology resources or from personal technology resources.]~~

[X] Staff must comply with Policy 7544, Policy 7540.04, and Policy 7530.02 when using District technology resources [X] or personally-owned PCDs ~~[END OF OPTION]~~ to access and/or use social media for personal purposes.

~~[END OF OPTIONS]~~

© N.... 2020

16

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

Last Modified by Melanie Oppor on May 13, 2020



Book	Policy Manual
Section	For Board Review - Vol. 29, No. 1 (HOLD)
Title	USE OF SOCIAL MEDIA
Code	po7544
Status	First Reading

## **NEW POLICY - SOCIAL MEDIA**

### **7544 - USE OF SOCIAL MEDIA**

Technology is a powerful tool to enhance education, communication, and learning.

The Board authorizes the use of social media to promote community involvement and facilitate effective communication with students, parents/guardians, staff ~~(-) (including District-approved volunteers) [END-OF-OPTION]~~, and the general public. Social media is defined in Bylaw 0100.

The District Administrator is charged with designating the District-approved social media platforms/sites **(X)**, which shall be listed on the District's website **[END-OF-OPTION]**.

**(X)** In designating District-approved social media platforms/sites, the District Administrator shall specify which platforms/sites are appropriate for use at the District-level, the building or department level, for extra-curricular activities, and at the individual level by employees for professional purposes consistent with the Board's authorization for the official use of social media by individual buildings, departments, activities, or staff members. **[END-OF-OPTION]**

It is critical that students be taught how to use social media platforms safely and responsibly. Social media (as defined in Bylaw 0100) are a powerful and pervasive technology that affords students and employees the opportunity to communicate for school and work purposes, and to collaborate in the delivery of a comprehensive education. Federal law mandates that the District provide for the education of students regarding appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and regarding cyberbullying awareness and response. See Board Policy 7540.03 – Student Technology Acceptable Use and Safety.

The District recognizes that employees may use social media for personal, as well as professional reasons. The District neither encourages nor discourages employees' use of social media for personal purposes. The District regulates employees' use of social media for purposes related to their District assignment to the same extent as it regulates any other form of employee communication in that regard.

Staff are not permitted to solicit or accept "Friend" requests from enrolled School District of Manawa students on any personal social media account. Staff that are guardians of School District of Manawa students are exempt from this requirement as it relates to soliciting or accepting "Friend" requests from their own children.

**~~[DRAFTING NOTE: Districts should consult with their legal counsel concerning the First Amendment implications associated with using social media that permits public comment. Select Option 1 or 2.]~~**

#### **~~[ ] [Option 1]~~**

~~The District uses approved social media platforms/sites as interactive forms of communication; however, although the District-approved social media platforms/sites are considered limited public forums, the District will not respond to or engage in dialogue about any comments received.~~

#### **[X] [Option 2]**

The District uses approved social media platforms/sites as interactive forms of communication and ~~(-) accepts (-) invites~~ **(X)** welcomes **[END-OF-OPTIONS]** public comments. The District-approved social media platforms/sites are considered limited public forums. As such, the District will monitor posted comments to verify they are on-topic, consistent with the posted rules for use of the forum, and in compliance with the platform/site's applicable terms of service. The Board's review of posted comments will be conducted in a viewpoint neutral manner, and consistent with State and Federal law. Employees' personal posts on the public platforms/sites are limited/restricted

to matters of general public interest that are not related to the employee's specific employment and wholly unrelated to the employee's job responsibilities (i.e., matters where it is clear the individual is posting not in an official capacity, but simply as a member of the public). Employees in administrative positions are ordinarily not permitted to post personal comments on matters of general public interest because to do so could be misconstrued as Board-sponsored speech.

#### **~~{END-OF-OPTIONS 1 & 2}~~**

Each District-approved social media account/site must contain a statement that specifies its purpose(s) and limits those who access the social media account/site to use of the account/site only for that/those purpose(s), and in accordance with any specified procedures, and applicable terms of service. Users are personally responsible for the content of their posts.

The District Administrator shall maintain the District's social media presence with respect to general announcements, notices, or other such communications that are disseminated to the public at large or specific audiences within the community. To the extent individual staff members ~~(-)~~ or volunteers ~~{END-OF-OPTION}~~ wish to post information or announcements to a District social media platform, the staff member  or volunteer ~~{END-OF-OPTION}~~ may request that the District Administrator approve and post such information. (This provision does not apply to social media communications that are related to instructional and school-sponsored activities.)

#### **Social Media for Instructional and School-Sponsored Activities**

Staff (including District-approved volunteers) may, with prior approval/authorization from the  Principal,  District Administrator,  Technology Director, ~~{END-OF-OPTIONS}~~ use social media platforms/sites for communications about classroom instruction or school-sponsored activities, as well as to support classroom instruction. When a staff member uses a District-approved social media platform/site for an educational purpose, it will be considered an educational activity and will not be considered a limited public forum. Students' use of District-approved social media platforms/sites must be consistent with the Student Code of Conduct, Policy 5722/AG 5722 – School-Sponsored Student Publications and Productions, Policy 7540.03/AG 7540.03 – Student Technology Acceptable Use and Safety, the instructor's directions/procedures, and the platform/site's applicable terms of service. Students are prohibited from posting or releasing personally identifiable information about students, employees, and volunteers through District-approved social media without appropriate consent.

#### **~~{END-OF-OPTION}~~**

**~~{DRAFTING NOTE: Select either Option 3 or 4, or, at the District's discretion, choose neither option.}~~**

#### **{Option 3}**

Staff members ~~(-)~~ (including District-approved volunteers) ~~{END-OF-OPTION}~~ must provide parents of students involved in a school-sponsored activity the ability to opt-out of having their child use social media platforms/sites for communication purposes associated with that activity, and arrange for an alternative method of communicating with the participating student concerning the school-sponsored activity.

#### **~~{-}{Option 4}~~**

~~Staff members (-) (including District-approved volunteers) {END-OF-OPTION} must obtain parental consent for students to participate in the use of social media platforms/sites related to a school-sponsored activity. If a parent refuses to provide such consent, the staff member must arrange for an alternative method of communicating with the participating student concerning the school-sponsored activity.~~

#### **~~{END-OF-OPTIONS 3 & 4}~~**

#### **Expected Standards of Conduct on District-Approved Social Media**

Employees ~~(-)~~ and ~~District-approved volunteers~~ ~~{END-OF-OPTION}~~ who access District-approved social media platforms are expected to conduct themselves in a respectful, courteous, and professional manner. Students, parents, and members of the general public who access District-approved social media platforms are similarly expected to conduct themselves in a respectful, courteous, and civil manner.

District-approved social media sites shall not contain content that is obscene; is vulgar and lewd such that it undermines the school's basic educational mission; is libelous or defamatory; constitutes hate speech; promotes illegal drug use; is aimed at inciting an individual to engage in unlawful acts or to cause a substantial disruption or material interference with District operations; or interferes with the rights of others. The District may exercise editorial control over the style and content of student speech on District-approved social media if reasonably related to legitimate pedagogical concerns. Staff or students who post prohibited content shall be subject to appropriate disciplinary action.

The District is committed to protecting the privacy rights of students, parents/guardians, staff, volunteers, Board members, and other individuals on District-approved social media sites. District employees ~~(-)~~ and ~~volunteers~~ ~~{END-OF-OPTION}~~ are prohibited from posting or releasing confidential information about students, employees, volunteers, or District operations through social media, without appropriate consent (i.e., express written consent from the parent of a student, the affected employee or volunteer, or the District Administrator concerning District operations).

#### **Retention of Public/Student Records**

District communications that occur through the use of District-approved social media platforms/sites – including staff members' ~~(-)~~ /volunteers' ~~[END OF OPTION]~~ use of social media with school-sponsored activities, and comments, replies, and messages received from the general public – may constitute public records or student records, and all such communications will be maintained (i.e., electronically archived) in accordance with the Board's adopted record retention schedule and all applicable State statutes. (See AG 8310A –Public Records)

~~[DRAFTING NOTE: Districts should only choose the following Option if they intend to approve individual District employees/volunteers using social media platforms, like Facebook or Twitter, that require professional pages to be linked to personal pages as District-approved social media platforms. Districts are advised to discuss this Option with their local legal counsel before selecting it. Selection of this option is not covered by Neola's warranty.]~~

**(X)** Staff members ~~(-)~~ and District-approved volunteers ~~[END OF OPTION]~~ cannot rely on social networking platforms (e.g., Facebook, Twitter, etc.) to sufficiently fulfill potential records retention requirements because these platforms, in general, do not guarantee retention and are unlikely to assist in the production of third-party comments and communications that have been edited, deleted, or are otherwise no longer available. Consequently, District employees **( )** and volunteers **[END OF OPTION]** who use such social media accounts for professional communications must operate them in accordance with the general archiving practices and technology instituted by the District so records remain within the District's control and are appropriately retained.

~~[END OF OPTION]~~

If a staff member uses District-approved social media platforms/sites in the classroom for educational purposes (i.e., classroom instruction), the staff member must consult with the Principal concerning whether such use may result in the creation of public and/or education records that must be maintained (i.e., electronically archived) for a specific period of time.

~~[DRAFTING NOTE: Select Option 5, 6, 7, 8, or 9]~~

#### **Employees' Use of District Technology Resources to Access Social Media for Personal Use**

##### ~~[ ] OPTION 5~~

~~Employees ~~(-)~~ and District-approved volunteers ~~[END OF OPTION]~~ are prohibited from using District technology resources (as defined in Bylaw 0100) to access social media for personal use.~~

##### ~~(-) OPTION 6~~

~~Employees ~~(-)~~ and District-approved volunteers ~~[END OF OPTION]~~ are prohibited from using District technology resources (as defined in Bylaw 0100) to access social media for personal use during work hours.~~

~~They are reminded that the District may monitor their use of District technology resource.~~

##### ~~(-) OPTION 7~~

~~Employees ~~(-)~~ and District-approved volunteers ~~[END OF OPTION]~~ are permitted to use District technology resources (as defined in Bylaw 0100) to access social media for personal use during breaks, mealtimes, and before and after scheduled work hours.~~

~~They are reminded that the District may monitor their use of District technology resource.~~

##### ~~(-) OPTION 8~~

~~Employees ~~(-)~~ and District-approved volunteers ~~[END OF OPTION]~~ are permitted to use District technology resources (as defined in Bylaw 0100) to access social media for personal use during work hours, provided it does not interfere with the employee's ~~(-)~~ /volunteer's ~~[END OF OPTION]~~ job performance.~~

~~They are reminded that the District may monitor their use of District technology resource.~~

##### **(X) OPTION 9**

Employees ~~(-)~~ and District-approved volunteers ~~[END OF OPTION]~~ are permitted to use District technology resources (as defined in Bylaw 0100) to access social media for personal use, provided the employee's ~~(-)~~ /volunteer's ~~[END OF OPTION]~~ use during work hours does not interfere with his/her job performance.

They are reminded that the District may monitor their use of District technology resources.

~~[END OF OPTIONS 5-9]~~

~~[DRAFTING NOTE: Select Option 10, 11, or 12]~~

#### **Employees' Use of Personal Communication Devices at Work to Access Social Media for Personal Use**

##### ~~(-) OPTION 10~~

~~Employees are prohibited from using personal communication devices to access social media for personal use during work hours.~~

##### ~~(-) OPTION 11~~

~~Employees are permitted to use personal communication devices to access social media for personal use during breaks and mealtimes.~~

##### **(X) OPTION 12**

Employees are permitted to use personal communication devices to access social media for personal use during work hours, provided it does not interfere with the employee's job performance.

~~[END OF OPTIONS 10-12]~~





To: Dr. Melanie J. Oppor  
From: Danni Brauer  
Date: June 1, 2020  
Re: Section 504 Handbook

---

The purpose of this memo is to highlight the changes in the Section 504 Handbook as follows:

<b><i>Page #</i></b>	<b><i>Section</i></b>	<b><i>Proposed Change or Addition</i></b>
Cover	Cover	Added logo Added Board Approval Date
14	Parental Notice	Updated letterhead





School District of Manawa

Section 504/ADA Prohibition  
against Discrimination Based on  
Disability Plan

Approved by the Manawa Board of Education on  
June 15, 2020

School District of Manawa  
Section 504/ADA Prohibition against Discrimination Based on  
Disability

---

INDEX

---

**Policies & Procedures**

Nondiscrimination on the Basis of Handicap/Disability  
Procedures Applicable to Section 504  
Section 504 Process

**Forms**

Notice of Section 504/ADA Procedural Information and Rights  
Suspected Disability Referral Form  
Letter/Notice of Section 504 Initial Evaluation  
Section 504 Release of Information and Records  
Section 504 Physician Questionnaire  
Notice of Section 504 Meeting  
Section 504 Summary Evaluation Report  
Section 504 Plan

**Complaint Procedure**

Parents' Procedural Rights and Safeguards, Including Due Process  
Section 504/ADA – Complaint Procedures  
Section 504/ADA Internal Complaint – Student  
Record of Conference with 504 School District of Manawa Coordinator

**Discipline/Causal Relationship Determination**

Manifestation Determination Review 504 Plan

## **Nondiscrimination on the Basis of Handicap/Disability**

The District will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The District further will provide a free appropriate public education to qualified students with disabilities. Said education shall entail the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their non-disabled peers to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such services and activities. Qualified students with disabilities will be afforded accommodations/modifications/interventions to the District's non-academic and extra-curricular services and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or would service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the Superintendent or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the Superintendent or his/her designee determines that an undue burden would result, the District will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the District's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

## **Procedures Applicable to Section 504**

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

### **Referral**

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

Parents may request a referral form by contacting the building principal, guidance counselor, or District 504 Coordinator.

### **Evaluations**

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

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

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

### **Plan**

If a student is identified as disabled pursuant to Section 504, and the BCT determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive FAPE and to access the District's programs and activities on an equal basis to

students without disabilities, the BCT will develop and complete the Section 504 Plan. The Plan will specify the accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of nondisabled students. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The building principal will request written permission from parents to implement the Section 504 Plan.

### **Review of the Student's Evaluation**

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

### **Procedural Safeguards: Due Process**

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

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

## **504 Process School District of Manawa**

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

### **If found ineligible:**

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

### **If found eligible:**

9. 504 Plan is developed by BCT. Parents are given Procedural Information and Rights and Section IX of the 504 Plan is filled out by parents giving consent to implement the plan if parents attended the meeting.
10. 504 Plan along with Procedural Information and Rights are sent to parents and consent to implement plan is obtained prior to finalizing the plan.
11. Copy of finalized plan is sent to District 504 Coordinator and filed in student's cumulative file.
12. Copies of plan are distributed to the student's teachers.
13. Before school starts each year, teachers of the student receive a copy of the 504 Plan.
14. Within the first 2 months of a new school year, BCT needs to meet to review the 504 Plan, decide whether to continue the existing plan, discontinue current plan or develop new plan.
15. A copy of the active 504 Plan is forwarded to the District 504 Coordinator (Secondary School Counselor), put in cumulative file and distributed to teachers by October 15.
16. Copy of active 504 Plan is sent to parents and Procedural Information and Rights is offered.
17. At least every 3 years, appropriate school staff should determine whether an updated evaluation is needed.
18. When re-evaluation is needed parents will be sent prior notice and copy of Procedural Information and Rights.

## **NOTICE OF SECTION 504/ADA PROCEDURAL INFORMATION AND RIGHTS**

### **WHAT IS SECTION 504?**

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

### **HOW CAN I REFER MY CHILD TO DETERMINE 504 ELIGIBILITY?**

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

### **WHAT CRITERIA ARE USED TO DETERMINE 504 ELIGIBILITY?**

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

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

### **WHAT IS THE DIFFERENCE BETWEEN SECTION 504 AND THE IDEIA?**

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

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

## **PROCEDURAL INFORMATION AND RIGHTS**

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

You have the right to:

- A. have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
- B. have the School District advise you of your rights under Federal law;
- C. receive written notice of any decision regarding the identification, evaluation, or educational placement of your child;
- D. have your child receive a free appropriate public education (FAPE);

This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e. the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.

- E. have your child educated in facilities and receive services comparable to those provided students without disabilities;
- F. have evaluation and educational placement decisions made based upon a variety of information sources, and by persons who know your child and are knowledgeable about the evaluation data and placement options;
- G. have your child transported in a non-discriminatory manner;

If the District refers a student for services outside the District, adequate transportation will be provided at no greater cost to you than if the services were provided within the District.

- H. place your child in a private school or alternative educational program;

However, if the District makes a FAPE available to your child and nevertheless you choose to place your child elsewhere, the District is not required to pay for your child's education at the private school or alternative educational program, including any costs associated with related transportation.

- I. have your child be given an equal opportunity to participate in nonacademic and extra-curricular activities offered by the District;
- J. examine all relevant education records, including, but not limited to, those documents related to decisions regarding your child's identification, evaluation, educational program, and placement;
- K. obtain, at your own expense, an independent educational evaluation of your child;



- L. obtain copies of education records at a reasonable cost unless the fee would effectively deny you access to the records;
- M. a response from the School District to reasonable requests for explanations and interpretations of your child's education records;
- N. periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- O. request amendment for your child's education records if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of your child;

If the School District refuses to amend the record(s), you have the right to request a hearing and/or to attach to the record(s) a statement of why you disagree with the information it contains.

- P. request mediation or an impartial due-process hearing related to decisions or actions concerning your child's identification, evaluation, and/or educational program or placement, and obtain any relief that is authorized by law;

You and your child may take part in the hearing and have an attorney represent you. Hearing requests must be made to the District Compliance Officer.

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

Complaints, including complaints of disability-based harassment and requests for due process hearings, must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or requests for a hearing, and offer possible solutions to the dispute. Complaints must be filed with the District Section 504/ADA Compliance Officer. The Board of Education has designated Carmen O'Brien as the District Section 504/ADA Compliance Officer. The District Compliance Officer can be reached at the following address/phone number/e-mail:

515 E. Fourth St.  
 Manawa, WI 54949  
 Phone: (920) 596-2524  
 Fax: (920) 596-2655

cobrien@manawa.k12.wi.us

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

Office for Civil Rights  
U.S. Department of Education  
Citigroup Center  
500 W. Madison Street, Suite 1475  
Chicago, IL 60661-4544  
FAX: (312) 730-1576  
PHONE: (312) 730-1560  
TDD: (877) 521-2172  
E-mail: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)  
Web: <http://www.ed.gov/ocr>

SUSPECTED DISABILITY REFERRAL FORM

Student Name \_\_\_\_\_ DOB \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Parent Name(s) \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

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

**A. Statement of Suspected Section 504 Disability**

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

1. Check the suspected physical or mental impairment.

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

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

3. Check any major life activity(ies) that are limited. (Note this list is not exhaustive.)

Bending  
Breathing  
Caring for one's self  
Communicating  
Concentrating  
Eating  
Hearing  
Learning  
Lifting  
Performing manual tasks

Reading  
Seeing  
Sleeping  
Speaking  
Standing  
Thinking  
Walking  
Working  
Other: \_\_\_\_\_

4. Describe (and attach relevant data) how any major life activities are substantially limited.

5. Check any major bodily functions that are limited. (Note: This list is not exhaustive.)

Bladder  
Bowel  
Brain  
Circulatory/Cardiovascular System  
Digestive System  
Endocrine System

Immune System  
Neurological System  
Normal Cell Growth  
Reproduction  
Respiratory System  
Other: \_\_\_\_\_

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

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

\_\_\_\_\_  
Signature of Person Making Referral      Relationship to Student      Date

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

\_\_\_\_\_  
Principal's Signature      Date Received

For Office Use Only			
Copies to:	<input type="checkbox"/> District 504 Coordinator	<input type="checkbox"/> Building Administrator	<input type="checkbox"/> Teacher(s)
<input type="checkbox"/> Parent(s)	<input type="checkbox"/> Files	<input type="checkbox"/> District Health Coordinator	<input type="checkbox"/> School Counselor



# School District of Manawa

*“Students Choosing to Excel, Realizing their Strengths”*

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

www.manawa.k12.wi.us

## Letter/Notice: Section 504 – Parental Notice for Initial Evaluation (504 C)

Date: \_\_\_\_\_

To the Parent/Guardian of: \_\_\_\_\_

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

Once the information has been reviewed, we will be meeting with you to discuss plans to meet your child’s needs. If you have any questions, please contact \_\_\_\_\_ (Section 504 Coordinator) at the SCHOOL DISTRICT OF MANAWA.

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

Please provide your consent for us to accomplish this screening/evaluation by indicating your decision and providing your signature (below) and returning the bottom half of this form to: \_\_\_\_\_ (Section 504 Coordinator).

-----  
**Parent Consent**

\_\_\_\_\_  
Student’s Name

\_\_\_\_\_  
Date

\_\_\_\_\_ Yes, I consent to the proposed screening/evaluation, if deemed necessary

\_\_\_\_\_ No, I do not consent to the proposed screening/evaluation

Comments: \_\_\_\_\_

\_\_\_\_\_  
Parent Signature

cc: Student Behavior / Pupil Records File \_\_\_\_\_



SECTION 504 RELEASE OF INFORMATION AND RECORDS

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

Name of Student: \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

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

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

Address: \_\_\_\_\_

Name of Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

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

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

**Consent of Parent/Guardian for Release of Information**

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

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

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

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

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Relationship to Student

\_\_\_\_\_  
Date Signed

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Please send released information/records to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Copies to:                     Parent/Guardian

Cumulative Folder



SECTION 504 PHYSICIAN QUESTIONNAIRE

Name of Student: \_\_\_\_\_ DOB: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Phone: \_\_\_\_\_

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

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

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

\_\_\_\_\_  
Physician's Signature \_\_\_\_\_  
Date

Please return this questionnaire to:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Copies to:         Parent/Guardian         Cumulative Folder

© NEOLA 2010

NOTICE OF SECTION 504 MEETING

Date: \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

Student: \_\_\_\_\_

Initial Conference

Review Conference

Causal Relationship Conference

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

Date \_\_\_\_\_ Time \_\_\_\_\_ Location \_\_\_\_\_

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

**Participants**

\_\_\_\_\_  
(Building Compliance Officer/Principal/Designee)

\_\_\_\_\_  
(General Education Teacher)

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Guidance Counselor)

\_\_\_\_\_  
(School Psychologist)

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Other)

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

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

© NEOLA 2011

**Parent Reply to Request to Attend 504 Conference**

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

- I will attend the meeting at the time stated.
- I would prefer to participate by telephone call. At the time of the conference, I can be reached at the following number: \_\_\_\_\_.
- I request that the meeting be held without my being present.
- I would like the meeting to be held at the following time and location: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Copies to:     Parent/Guardian     Cumulative Folder

SECTION 504 SUMMARY EVALUATION REPORT

**Personal Information:**

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Sex: M ( ) F ( ) Grade: \_\_\_\_\_ School: \_\_\_\_\_ ID#: \_\_\_\_\_

Student Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Phone: (home) \_\_\_\_\_  
(work) \_\_\_\_\_  
(cell) \_\_\_\_\_

The Building Consultation Team met on \_\_\_\_\_ (date).

**Conference Type:**            Initial                      Case Review            Re-Evaluation

**Conference Date:** \_\_\_\_\_

Sources of Information Considered in Determining Eligibility:

Parent Recommendation	Physician Diagnosis
Educational Evaluation/Performance	Major Health Problem
Teacher Observation/Recommendation	Behavioral Evaluation/Performance
Ineligibility for Services under IDEIA	Other _____

Summary of data and evaluation information that was presented:

**Committee Determinations:**

1. The student has a physical or mental impairment.            Yes            No  
\*See attached documentation of medical condition.

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

© NEOLA 2011

List attached sources of documentation:

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

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

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

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

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

Bending	Reading
Breathing	Seeing
Caring for one's self	Sleeping
Communicating	Speaking
Concentrating	Standing
Eating	Thinking
Hearing	Walking
Learning	Working
Lifting	Other: _____
Performing manual tasks	

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

Bladder	Neurological System
Bowel	Normal Cell Growth
Brain	Respiratory System
Circulatory/Cardiovascular System	Reproduction
Digestive System	Other: _____
Endocrine System	
Immune System	

Determination:

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



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

No

Explain:

Yes

Indicate the type of plan to be written: \_\_\_\_\_

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

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

Does this student nevertheless need accommodations/modifications/interventions?

No

Explain:

Yes

Indicate the type of plan to be written: \_\_\_\_\_

**Recommendations:**

A Section 504 Plan is recommended and attached.

The student does not have a physical or mental impairment that substantially limits a major life activity and is not eligible for a Section 504 Plan.

The student has an impairment that substantially limits a major life activity, but does not require a Section 504 Plan.

Other \_\_\_\_\_.

**Review Date:** \_\_\_\_\_

**504 Team:**

Principal \_\_\_\_\_

Teacher \_\_\_\_\_

Counselor \_\_\_\_\_

Other \_\_\_\_\_

Parent(s)/Guardian \_\_\_\_\_

Nurse \_\_\_\_\_

Teacher \_\_\_\_\_

Other \_\_\_\_\_

© NEOLA 2011

**Acknowledgment:**

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

I agree with the IAT's recommendations as stated above.

I disagree with the IAT's recommendations as stated above. (Please attach a sheet outlining those areas of the recommendations with which you disagree.)

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

For Office Use Only

Copies to:     District 504 Coordinator             School Counselor/District Health Coordinator  
                   Parent(s) Files                             Building Administrator

© NEOLA 2011



SECTION 504 PLAN

SECTION 504 PLAN  
\* CONFIDENTIAL \*

Case Manager

- School Counselor  
 District Health Coordinator

- Initial 504 Plan  
 Continuing 504 Plan

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

Date: \_\_\_\_\_

Section I

NAME:		DATE OF BIRTH:	
ADDRESS:			
CITY:	STATE:	ZIP:	PHONE #:
PARENT/GUARDIAN NAME(S):			
BUILDING:	GRADE:	STUDENT ID#:	

SECTION II What physical or mental impairment has the team identified?

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

DIAGNOSIS:

Date of Diagnosis: \_\_\_\_\_ Physician: \_\_\_\_\_ Medication: \_\_\_\_\_

SECTION III

BACKGROUND INFORMATION (Pertinent educational and additional medical information):

© NEOLA 2011

SECTION IV

ELIGIBLE DISABILITY UNDER: Check major life activities and/or bodily functions that are substantially or extremely limited as a result of the physical or mental impairment.

Bending  
Breathing  
Caring for one's self  
Communicating  
Concentrating  
Eating  
Hearing  
Learning  
Lifting  
Performing manual tasks

Reading  
Seeing  
Sleeping  
Speaking  
Standing  
Thinking  
Walking  
Working  
Other: \_\_\_\_\_

Bladder  
Bowel  
Brain  
Circulatory/Cardiovascular System  
Digestive System  
Endocrine System  
Immune System

Neurological System  
Normal Cell Growth  
Respiratory System  
Reproduction  
Other: \_\_\_\_\_

SECTION V

Substantial Limitation (i.e., concern or problem to be addressed)	Intervention/Strategy (i.e., accommodation/modification /intervention)	Person(s) Responsible	Date to Begin	Evaluation Procedure	Comments
Testing Accommodations (if needed)					

Location of the Implementation of this Plan: \_\_\_\_\_  
 How will teachers and staff be made aware of this Plan: \_\_\_\_\_  
 How will this Plan be monitored: \_\_\_\_\_  
 Person responsible for monitoring Plan: \_\_\_\_\_ Anticipated Review Date: \_\_\_\_\_

SECTION VI

INITIATION DATE:

DURATION OF PLAN:

NEXT REVIEW DATE:



SECTION VII

Attachments  Yes  No

If Yes, List documents attached: \_\_\_\_\_

SECTION VIII

PARTICIPANTS (Name) (Title) (Date)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Case Manager \_\_\_\_\_

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

\_\_\_\_\_ District Administrator or Designee \_\_\_\_\_ Date

SECTION IX

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

\_\_\_\_\_ Parent Signature \_\_\_\_\_ Date

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

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

\_\_\_\_\_ Parent Signature \_\_\_\_\_ Date

For Office Use Only

Copies to:  District 504 Coordinator  
 Teacher(s)  
 504 Case Manager  
(School Counselor or District Health Coordinator)

Building Administrator  
 Parent(s)  
 File

Copies to:  Parent/Guardian  Cumulative Folder

## PARENTS' PROCEDURAL RIGHTS AND SAFEGUARDS, INCLUDING DUE PROCESS

In accordance with various Federal laws (including Section 504, the Americans with Disabilities Act of 1990, as amended ("ADA"), FERPA, and Title VII), the following procedural safeguards will be provided with respect to decisions or actions regarding the identification, evaluation, educational program or placement, or content of a Section 504 Plan of a student who is or may be disabled under Section 504, but not also disabled under the IDEIA:

- A. students with disabilities have the right to take part in, and receive benefits from, public education programs without discrimination because of their disabilities;
- B. parents have the right to be advised of their rights under Section 504;
- C. parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child;
- D. parents have the right to have their child receive a free appropriate public education ("FAPE") if the child has a physical or mental impairment that substantially limits one or more major life activities;

This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.

- E. parents have the right to have their child educated in facilities and receive services comparable to those provided to students without disabilities;
- F. parents have the right to have evaluation and educational placement decisions made based upon a variety of informational sources, and by persons who know the student, and are knowledgeable about the evaluation data and placement options;
- G. parents have the right to have their child transported in a non-discriminatory manner;

If the District refers a student for aids, benefits, or services outside the District, the District will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the District.

- H. parents have the right to place their child in a private school or alternative educational program;

However, if the District makes a FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the District is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.

- I. parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
- J. parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement;
- K. parents have the right to obtain, at their own expense, an independent educational evaluation of their child;
- L. parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;
- M. parents have the right to a response from the District to reasonable requests for explanations and interpretations of their child's education records;
- N. parents have the right to receive all information in the parents' native language and mode of communication;
- O. parents have the right to periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- P. parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child;  
  
If the District refuses to amend the record(s), the parents have the right to request a hearing and/or to attach to the record(s) a statement of why they disagree with the information it contains.
- Q. parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;
- R. parents have the right to file an internal complaint;
- S. parents have the right to be represented at any point in the process by an attorney;
- T. parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful on their due process claim);
- U. parents have the right to be notified of their Section 504 rights:
  - 1. when evaluations are conducted;
  - 2. when consent for an evaluation is withheld;
  - 3. when eligibility is determined;
  - 4. when a Section 504 Plan is developed; and
  - 5. before there is significant change in the Section 504 Plan.

## **Procedural Rights Pertaining to Section 504 Due Process Hearings**

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

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

A party to such a due process hearing shall have:

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

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

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

- A. a statement of time, place and nature of the hearing;
- B. a statement of the legal authority and jurisdiction under which the hearing is being held;
- C. a reference to the particular section of the statutes and rules involved;
- D. a statement of the availability of relevant records for examination;
- E. a short and plain statement of 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 to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney.

The IHO shall make a full and complete record of the proceedings.

The IHO shall render a decision in writing to the parties within thirty (30) calendar days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision.

The notification shall include a statement that either party may appeal the decision.

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

© NEOLA 2014

## **SECTION 504/ADA – COMPLAINT PROCEDURES RELATED TO ACCESSIBILITY OF DISTRICT FACILITIES**

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

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

Carmen O'Brien, Director of Curriculum  
515 E. Fourth St.  
Manawa, WI 54949  
Phone: (920) 596-2524  
Fax: (920) 596-2655  
cobrien@manawa.k12.wi.us

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

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 in a timely manner with either the District Compliance Officer or the Building Compliance Officer. The District's Compliance Officer is available to assist individuals in filing a complaint.

### **Internal Complaint Procedure**

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

- A. The written complaint must contain the following information:
  1. Name(s) of person(s) filing complaint.
  2. Whether the person(s) represents an individual or group.
  3. Whether the person(s) making the complaint has discussed the problem with the Building Compliance Officer and/or the District Compliance

Officer.

4. A written summary of the complaint and a proposed solution.
- 
- B. The Building Compliance Officer or the District Compliance Officer will conduct an impartial investigation and will respond to the complaint within five (5) business days. This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint.
  - C. If a satisfactory response is not received within five (5) business days, the person should forward a copy of the complaint to the District Administrator, who will respond within ten (10) business days.
  - D. If a satisfactory response is not received within ten (10) business days, the person may forward a copy of the complaint to the Board of Education. The Board will consider the complaint and respond within forty (40) calendar days.

### **OCR Complaint**

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

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](mailto:OCR.Chicago@ed.gov)  
Web: <http://www.ed.gov/ocr>

## **Prohibition Against Retaliation**

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

Approved 11/19/12

© **Neola 2011**



SECTION 504/ADA INTERNAL COMPLAINT - STUDENT

\_\_\_\_\_  
NAME OF COMPLAINANT

\_\_\_\_\_  
TELEPHONE NUMBER

\_\_\_\_\_  
ADDRESS

RELATIONSHIP TO THE SCHOOL DISTRICT:

\_\_\_\_\_ STUDENT \_\_\_\_\_ (SCHOOL ATTENDS)

\_\_\_\_\_ RECEIVING SPECIAL EDUCATION  
\_\_\_\_\_ RECEIVING REGULAR EDUCATION

\_\_\_\_\_ PARENT \_\_\_\_\_ (CHILD'S NAME)

DESCRIPTION OF DISABILITY:

\_\_\_\_\_  
\_\_\_\_\_

STATEMENT/NATURE OF COMPLAINT (INCLUDING DATE OF ALLEGED DISCRIMINATION, IF APPLICABLE):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WHAT ACTION ARE YOU REQUESTING? (I.E. RELIEF SOUGHT):

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
PARENT/STUDENT/COMPLAINANT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
DATE RECEIVED BY  
BUILDING PRINCIPAL/  
BUILDING COMPLIANCE OFFICER



MANIFESTATION DETERMINATION REVIEW 504 PLANS

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

Student's Full Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Nature of the student's disability:

Nature of the behavior subject to disciplinary action:

The Notice of Section 504/ADA Procedural Information and Rights was presented with an explanation by \_\_\_\_\_.

Name/Title \_\_\_\_\_

- |   |            |                    |
|---|------------|--------------------|
| 1. Is new or additional evaluation/data needed?<br>If yes, refer the student for evaluation.  | Yes        | No                 |
| 2. Does student have or require a Section 504 Plan?<br>If yes, is the Section 504 Plan appropriate?<br>If no, revise the Plan and attach a copy of the modified Plan. | Yes<br>Yes | No<br>No           |
| 3. Was the student capable of understanding that the behaviors exhibited were in violation of school rules and/or were unacceptable?                                  | Yes        | No                 |
| 4. Previous suspensions/expulsion:  | Yes        | No (attach record) |
| 5. Aggregate number of suspension days: _____   |            |                    |
| 6. In relationship to the behavior subject to disciplinary action   |            |                    |
| a. Did the BCT review relevant information in the student's file and the student's 504 Plan?  | Yes        | No                 |
| b. Did the BCT review relevant information presented by the parents and teacher observations?   | Yes        | No                 |

c. Did the BCT determine that the conduct in question was caused by or had a direct and substantial relationship to the child's disability?

Yes                  No

Explain:

d. Was the child's conduct a direct result of the District's failure to implement the 504 Plan?

Yes                  No

Note: The behavior is a manifestation of the student's disability if the BCT indicated yes on item C or D under #6.

Conclusion:

Based upon the information considered, the BCT determined that the behavior \_\_\_\_\_ was \_\_\_\_\_ was not a manifestation of the student's disability.

Date of Manifestation Determination Review: \_\_\_\_\_

Please note: If the behavior was a manifestation of the disability, the team should consider action such as whether the 504 Plan needs to be changed, a behavior plan needs developed or amended, additional assessment is necessary, etc.

If the behavior is not a manifestation of the student's disability, the District may apply the regular disciplinary procedures as those applied to non-disabled students. The team will also consider whether any additional evaluations need to be conducted or if any modifications to the 504 Plan should be made.

Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Title: \_\_\_\_\_

Copies to: \_\_\_\_\_ Parent/Guardian    \_\_\_\_\_ 504 Case Manager    \_\_\_\_\_ Office of Pupil Services  
                  \_\_\_\_\_ Cumulative File

© NEOLA 2012



To: Dr. Melanie J. Oppor  
From: Danni Brauer and Jackie Sernau  
Date: 6/1/20  
Re: EL Handbook Updates

---

The purpose of this memo is to highlight the changes to the EL Handbook as follows:

<b>Page #</b>	<b>Section</b>	<b>Proposed Change or Addition</b>
Cover		Approved by date updated
13	Appendices	Letterhead updated
15	Appendices	Letterhead updated EL Coordinator updated Footnote removed
16	Appendices	Letterhead updated EL Coordinator updated
23	Appendices	Letterhead updated EL Coordinator updated
24	Appendices	Letterhead updated EL Coordinator updated
25	Appendices	Letterhead updated



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

# **School District of Manawa**

## **English Learner (EL) Plan**

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education on  
June 15, 2020

# Table of Contents

Procedure for Identifying Incoming EL Students	1
EL Screening Process	2
EL Placement	3-4
Assessment	5-8
Modifications and Accommodations for EL Students	9-10
Transition from EL Services & Monitoring Performance	11
Appendices: Forms	12-23
• Appendix A: Home Language Survey	
• Appendix B: Parent Permission Letter	
• Appendix C: Language Development Plan	
• Appendix D: Exit Letter	
• Appendix E: Monitor Report	



# Procedure for Identifying Incoming EL Students

- Families complete the Enrollment Form, including the Home Language Survey (HLS).
- All Home Language Surveys are sent to the EL Coordinator.
- When a language other than English is indicated, the EL Coordinator sends the Home Language Survey to building principal. Hard copy will be filed in the cumulative folder when the identification process is complete. All other Home Language Surveys are sent to building secretaries to be filed in students' cumulative folders.
- EL Coordinator researches student's cumulative folder for EL information. (i.e. previous Home Language Surveys, previous placements or servicing, previous assessments, forms written in another language, the student's previous school is not in the USA)
- EL Coordinator consults previous assessments when questionable information is found.

If a Language Proficiency Level is found:	If a Language Proficiency Level is NOT found:
<ul style="list-style-type: none"> <li>• If a current ACCESS score of 1.0-5.9 does exist, the EL Coordinator will designate the student as requiring appropriate EL services (<i>if a student in grades 4-12 has a current ACCESS score of 5.0-5.9 and there are school records to support academic success, the EL coordinator will proceed with the manual reclassification process</i>).</li> <li>• EL Coordinator will contact parent/guardian to review language results and EL services.</li> <li>• EL Coordinator places the original copy of Parent Approval Form or Refusal of Services Form in the student's cumulative folder in the main office.</li> <li>• EL Coordinator will update Skyward.</li> <li>• EL Coordinator uses results from current ACCESS scores to write Language Development Plan (LDP) for appropriate services.</li> <li>• The EL Coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.</li> </ul>	<ul style="list-style-type: none"> <li>• EL Coordinator contacts parents/guardians to discuss student's educational and language background either before or after screener as appropriate.</li> <li>• If there is not a current ACCESS score, the EL Coordinator will conduct a WIDA MODEL (Kindergarten) or W-APT screener to determine the student's present English language proficiency level.</li> <li>• Parent or guardian will meet with the EL Coordinator to review language results and EL services.</li> <li>• EL Coordinator will place the original copy of Parent Approval Form or Refusal of Services Form and screener in the student's cumulative folder in the main office.</li> <li>• EL Coordinator will update Skyward.</li> <li>• EL Coordinator uses results from screeners or current ACCESS scores to write a Language Development Plan (LDP) for appropriate services.</li> <li>• The EL coordinator will update the building principal regularly of students identified for EL services and for those students not qualifying for services.</li> </ul>

## EL Screening Process

All new registrants who are potentially Limited English Proficient (LEP) and have no previous Language Proficiency identification will be screened. The School District of Manawa utilizes the WIDA MODEL or W-APT. The WIDA MODEL is used for Pre-K, Kindergarten and first semester 1<sup>st</sup> grade students. The W-APT assesses students in second semester 1<sup>st</sup> grade -12<sup>th</sup> grade. This screening is to be completed within 30 days if at the beginning of school in September, or 14 days after September 30. (DPI—ESEA bulletin number 07.01)

- Based on information gathered during the identification process, the EL Coordinator will screen potentially LEP students.
- The EL Coordinator will ensure the district has the necessary screening materials available.
- The EL Coordinator will be trained to administer screeners.
- Upon completion of the screener, the EL Coordinator fills out the composite score calculation.
- EL Coordinator will reference WIDA.us score calculator.
  - If the student scores below a 5.1, the student is most likely eligible for services. In some cases, more information is needed before eligibility can be determined.
  - If the student scores a 5.1 or above on the screener, it should be noted that the student is not Limited English Proficient and does not qualify for services.
- The principal is informed of the screening results.
- EL Coordinator will file all results in Skyward.

# EL Placement

## Age-Appropriate Placement

EL students will be placed in an age-appropriate setting. There is a normal age range when placing students at grade level. The following table shows that range.

Grade	Normal Age Range	Maximum Age Range
K	5-6	7
1	6-7	8
2	7-8	9
3	8-9	10
4	9-10	11
5	10-11	12
6	11-12	13
7	12-13	14
8	13-14	15
9	14-15	16
10	15-16	17
11	16-17	18
12	17-18	19-21

A student should not be retained if such retention will result in the student attaining an age **above** the stated maximum. Retention of students within normal age ranges should be based on developmental progress rather than language or academic achievement

“Retention of students in grade “solely based on language” is considered a civil rights violation by OCR (Office for Civil Rights, US ED) and runs counter to research on best practices for these students.”

Tim Boals, WI DPI

## Referrals of EL Students to Other Programs School-based Programs and Extracurricular Activities

In the School District of Manawa, students identified as English Learners (ELs) are full-fledged members of their respective school communities. ELs are provided equal access to the full range of district programs, including, but not limited to, special education, gifted and talented, Title 1, and all non-academic and extracurricular activities. The district encourages all students, including those identified as English Learners, to become involved in extracurricular and non-

academic activities, such as sports, clubs, and organizations. None of these may discriminate based on language.

### **Application Process for School-Based and Extra-Curricular Activities**

At times, the district will offer special opportunity programs or activities to its students. The district assures that the application process and selection for these programs will not be dependent on a student's proficiency in English.

### **Special Education**

The School District of Manawa does not place any student in a special education program based on his/ her English proficiency. The guidelines for special education are the same for both EL and non-EL students in accordance with the Individuals with Disabilities Act. When necessary, arrangements may be made for translators to assist with testing when it is determined that a special education evaluation is appropriate and the student's level of English proficiency would not yield reliable test results. English Learners identified as special education students may continue to receive EL services as determined by the student's IEP. EL modifications and accommodations would be made in the regular classroom by the regular classroom teacher. Special education services will be provided by appropriately qualified special education teachers.

### **Special Programs and Related Services**

EL students will receive equal access to all district special opportunity programs. These programs include, but are not limited to Title I and at-risk programming, gifted and talented, literacy coaches, speech and other forms of special education, vocational and technical courses, and all extracurricular and nonacademic activities available to other students. The district assures that the selection or application process for special opportunity programs will not rely solely on measures of English language proficiency. The School District of Manawa will seek to provide assistance necessary for effective participation by EL students in these programs.

# Assessment

## Screeners

W-AAPT and WIDA Model (Kindergarten) are the screener tests used to determine the student’s English language proficiency level.

## ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. It is given annually to monitor students’ progress in acquiring academic English.

The ACCESS test is administered during strict time parameters determined by the Wisconsin department of Public Instruction. Students’ in grades 1-12 complete the test in the online format, while the kindergarten and Alternate ACCESS for ELLs are completed in paper format.

ACCESS for ELLs 2.0 Online administration allows for students in multiple grade-level clusters and tiers to be within the same group for ease of administration. See below for exceptions to this.

Can administer together:	Exceptions (Must Administer Separately):
Same domain, different grade-level clusters and tiers <ul style="list-style-type: none"> <li>Ex: During the Writing test session, students taking either Tier A and Tier B/C and/or students from Grade-level clusters 4-5 and 6-8 can be together.</li> </ul>	Speaking Pre Tier A <ul style="list-style-type: none"> <li>Administer separately from students taking the Tier A and Tier B/C Speaking tests.</li> </ul>
Writing domain, students who keyboard and handwrite in booklets	Writing 1 and 2-3 <ul style="list-style-type: none"> <li>Cannot be combined with Writing test sessions for Grades 4-5, 6-8, and 9-12.</li> <li>Must be separated into test sessions by both grade-level cluster and tier (e.g. Grade 1 Tier A, Grade 1 Tier B/C, Grades 2-3 Tier A, and Grades 2-3 Tier B/C).</li> </ul>
	Kindergarten <ul style="list-style-type: none"> <li>All individually administered.</li> </ul>
<b>Test domains should not be combined into one test session. For example, the Listening test should be administered in a different test sessions than the Reading, Writing, or Speaking test.</b>	

The image below outlines the Tier Placement Protocol educators use in assigning tiers with ACCESS for ELLs 2.0. It is important to note that while the Tier Placement Protocol is defined by three tiers, within the Speaking domain you will only see two potential tiers: A and B/C. The criteria below still encompass all relevant information regarding tier placement for the Speaking domain as well as the Listening, Reading, and Writing domains.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<p><b>TIER A</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> <li>• have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR</li> <li>• currently receive literacy instruction ONLY in their native language, OR</li> <li>• have recently tested at the lowest level of English language proficiency</li> </ul>					
<p><b>TIER B</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> <li>• have social language proficiency and some, but not extensive, academic language proficiency in English, OR</li> <li>• have acquired some literacy in English though have not yet reached grade level literacy</li> </ul>					
<p><b>TIER C</b> is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> <li>• are approaching grade level in literacy and academic language proficiency in the core content areas, OR</li> <li>• will likely meet the state's exit criteria for support services by the end of the academic year</li> </ul>					

### EL Expectations and Teaching Suggestions by English Proficiency Level

#### Level One Students (ENTERING):

- Have a few isolated English words and expressions
- Produce words, phrases, or chunks of language when presented with one-step commands, directions, wh- questions, or statements with visual graphic support
- Are in a silent period of infrequent verbal communication, during which they are working to make sense of a new language, culture, and educational setting
- Benefit from an accepting and encouraging environment
- Benefit from one or two same-sex buddies who can show them how to adjust to the new school environment
- Benefit from the use of visuals, pantomime, and hands-on activities, which will provide them ways to be active participants in class activities

#### Level Two Students (BEGINNING):

- Function in conversational and academic English with hesitancy and difficulty
- Understand only parts of lessons and simple directions
- Produce phrases or short sentences
- Have pre-emergent or emergent skills in reading and writing English
- Are significantly below grade level in ability to function in English
- Understand only some spoken English that deals with subjects they are already familiar with
- May become frustrated with their own rate of English language acquisition and may appear to be uncooperative
- Benefit from an accepting and encouraging environment
- Benefit from much visual support in instruction (think stick figures)
- Benefit from teachers who model and encourage correct usage in a positive way
- Benefit from teachers who avoid the use of idiomatic language

#### Level Three Students (DEVELOPING):

- Speak and understand “hallway” and academic English with decreasing hesitancy and difficulty
- Produce expanded sentences in oral interaction or written paragraphs
- Are developing reading and writing skills (which probably lag behind listening and speaking skills)
- Are often thought to have better comprehension than is the case
- May be reluctant to ask the questions they need to ask from a desire to fit in and not appear needy
- Still face a significant challenge when learning academic vocabulary
- Benefit from assistance when demonstrating academic knowledge in content areas
- Benefit from significant support to acquire knowledge in the content areas

#### Level Four Students (EXPANDING):

- Speak and understand conversational English without apparent difficulty
- Continue to acquire reading and writing skills in content areas
- Still need assistance to achieve grade level expectations in the reading and writing skills in many content areas
- Still have difficulty reading between the lines
- Are challenged by complex sentence structure and specialized vocabulary
- Will often have difficulty with usage variations and idiomatic language
- Benefit from continued support in acquiring the language skills and specialized vocabulary needed to succeed in the content areas
- Benefit from teachers who are sensitive to their desire to avoid the appearance of needing help

#### Level Five Students (BRIDGING):

- Understand and speak conversational English well

- Are nearly proficient in reading, writing, speaking, and content area skills needed to achieve grade-level expectations
- Are still refining writing skills and expanding vocabulary
- Still benefit from occasional support

Level Six Students (Formally EL):

Formerly LEP (Limited English Proficient)/ Now Fully English Proficient

**A note about new arrivals:** Students who are newly arrived from their home country are not only dealing with a new language and school environment, but they are also coming to terms with the loss of friends, familiar surroundings, and food (think school cafeteria). Often, they have left an extended family support network behind. Our climate may be shocking and unbearable. They may be chronically unprepared for the weather and school activities. They can exhibit an initial enthusiasm toward learning English, which might be followed by a period of moodiness, withdrawal, and lack of cooperation. They have realized how difficult it will be to learn English. They may be reluctant to ask questions because it is inappropriate in their home culture. Communication patterns in the home culture between children and adults may lead to behavior considered rude or inappropriate in mainstream US culture. Teachers can focus on modeling the behavior they would like to elicit.



# Modifications & Accommodations for EL Students

The School District of Manawa will provide modifications and accommodations to identified English Learners in grades PreK-12 to assist them in achieving the overall goals of the district. The WIDA Standards, in conjunction with the Common Core State Standards, will provide the foundation for English language acquisition and the academic development of identified ELs in the district. The school district is aware that English academic language proficiency may take between five and ten years. It is understood that this time frame can be impacted by the student's previous educational and social experiences.

A number of different modifications and accommodations will combine to provide a support that meets the needs of all identified English Learners in the district. The design of each Language Development Plan (LDP) will be flexible each year according to each student's proficiency levels and needs. These modifications and accommodations include, but are not limited to:

- Use graphic organizers
- Pre-teach vocabulary
- Provide background knowledge for cultural-related topics
- Prepare note pages
- Provide study guides to organize material
- Emphasize important information after lesson
- Give directions in writing
- Use cooperative learning groups
- Provide peer tutoring
- Provide mentor tutoring
- Teach study skills
- Teach basic note taking skills
- Allow access to computerized programs
- Allow bilingual/electronic translator dictionaries
- Provide bilingual picture dictionaries at appropriate grade level
- Highlight key concepts in textbooks and/or provide modified versions of text
- Provide digital copies of books
- Use adapted or modified textbooks
- Allow and use of computer/word processing for papers
- Allow copying from book
- Adapt class worksheets – modify or shorten assignments based on ELP level
- Provide extended time for assignments
- Do not deduct for spelling and grammar errors in writing assignments
- Allow assignments to be done in a different manner (ex. Speak rather than writing or write rather than speak)
- Allow students to answer test questions orally
- Provide word banks for fill-in-the-blank tests
- Provide matching activities

- Shorten test length
- Create an alternative assignment
- Extend time for tests
- Require only selected test items
- Read test to student
- Use portfolios (body of work) to assess
- Allow test corrections
- Other modifications/accommodations based on specific student need

## **Transition from EL Services & Monitoring Performance**

Students are exited (from the EL program) and monitored when they meet state and federal criteria as delineated in the two attached documents:

- ESEA Information Update #07.02
- ESEA Information Update #08.01

In order to ensure success for all exited EL program students and meet legal requirements, the EL Coordinator will monitor a student's progress in the academic areas each semester for two years after being exited from the program. On a semester basis, the monitor form will be sent to classroom and content area teachers.

If a student is experiencing academic difficulties, the EL coordinator and general education teacher(s) will provide appropriate intervention(s). If the student is continuing to demonstrate academic difficulty based on language proficiency, then a reentry meeting will be set up with the student's parents. The parents will have to sign for permission in order to receive EL services.

# Appendices



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

---

Dear Parent/Guardian:

Welcome to the school year! We are confident that your child will have a productive and enjoyable year.

Your child has been recommended to receive English Learner (EL) services. The goals of the English Learner services are to help students learn English more quickly by providing accommodations and modifications for students in core academic subject areas. The services your child will receive will help him/her be more successful in school. We encourage you to take advantage of these valuable services.

Your cooperation and participation will be sought throughout the school year. With a school/home partnership we should be able to make significant progress. As the first step, we need your approval for your child to be enrolled in the program. You have the right to remove your child from the program by contacting the EL Coordinator.

Please sign below and indicate if you would like your child to participate in the English Learner Program. If you have any questions or concerns, please feel free to contact us at the numbers provided below. Thank you.

Jackie Sernau  
EL Coordinator  
[jsernau@manawaschools.org](mailto:jsernau@manawaschools.org)  
920-596-5738

-----  
**RETURN TO YOUR CHILD’S SCHOOL OFFICE**

Student’s Name \_\_\_\_\_ LEP Level \_\_\_\_\_ Literacy Subscore \_\_\_\_\_

\_\_\_\_\_ **YES**, I would like my child to participate in the English Learner Program.

\_\_\_\_\_ **NO**, I do not want my child to participate in the English Learner Program.

\_\_\_\_\_  
Parent/Guardian Signature Date \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

www.manawaschools.org

Estimados Padres/Guardianos,

¡Bienvenidos al año escolar! Estamos seguros que su hijo tendrá un año agradable y productivo.

Su hijo ha sido recomendado para recibir servicios para aprendices de inglés. Las metas de los servicios para aprendices de inglés son para apoyar a los estudiantes aprender inglés más rápido por proveer alojamiento y modificaciones para los estudiantes en las clases académicos y los sujetos básicos. Los servicios que recibe su hijo lo ayudarán tener más éxito en las clases. Les recomendamos que que aproveche estos valiosos servicios.

Te pedimos su cooperación y participación durante todo el año escolar. Con una asociación entre los maestros y los padres podemos hacer mucho progreso significativo. Por el primer paso, necesitamos su aprobación para registrar a su hijo en el programa. Tiene el derecho de sacarlo del programa cuando quiera por contactar al coordinadora del programa de EL.

Por favor firme abajo e indique si quisiera que su hijo/hija participe en el Programa de Aprendizaje de Inglés. Si tiene preguntas, puede llamar los números. Gracias.

Jackie Sernau  
EL Coordinator  
[jsernau@manawaschools.org](mailto:jsernau@manawaschools.org)  
920-596-5738

-----  
**DEVOLVER ESTA PARTE A LA OFICINA DE LA ESCUELA**

Nombre de Estudiante \_\_\_\_\_

Nivel LEP N/A Literacy Subscore N/A

\_\_\_\_\_ **SI**, Quisiera que mi hijo/hija participe en el programa de Aprendizaje de Inglés.

\_\_\_\_\_ **NO**, NO quiero que mi hijo/hija participe en el programa de Aprendizaje de Inglés.

\_\_\_\_\_  
Firma de Padre/Guardiano

\_\_\_\_/\_\_\_\_/\_\_\_\_  
Fecha

Original to Cumulative Folder  
Copy to Student Services ONLY IF NO

5/29/202



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

## English Language Learner Language Development Plan ELL LDP

Student's Name		Grade Level	School Year			
Date of Entry in the School District of Manawa		Native Language	Native Country			
School <input type="checkbox"/> Manawa Elementary School <input type="checkbox"/> Little Wolf Jr./Sr. High School		Primary Teacher(s)				
Previous Academic Background Information						
Preferred Method of Communication with Parents						
<b>Assessments</b>						
Most current <input type="checkbox"/> W-APT <input type="checkbox"/> ACCESS			Date Administered			
<b>Scores</b>						
Speaking	Listening	Reading	Writing	Oral Lang.	Comprehension	Overall
<b>STAR Reading</b>	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year
<b>STAR Math</b>	Fall previous year	Winter previous year	Spring previous year	Fall current year	Winter current year	Spring Current year

Other Testing and Scores:

**Classroom teachers and/or EL Coordinator will create, monitor, and evaluate two individual English language goals. Goals are created, monitored, and evaluated, so that the individual student will make necessary yearly progress of at least .4 growth on the ACCESS until the student meets the requirements for exiting the EL program.**

**Listening Goal**

Students apply oral information and follow directions.

The student will:

- follow single step directions. (L1-L2)
- identify information from visual and auditory descriptions (match, sort, point). (L1-L2)
- follow multi-step directions. (L3-L5)
- categorize and sequence information. (L3-L5)
- other: \_\_\_\_\_

Evidence:

**Speaking Goal**

Students will orally express and discuss information in various formats.

The student will:

- ask and answer wh- or choice questions. (L1-L2)
- use descriptive language. (L1-L2)
- restate facts or statements. (L1-L2)
- make predictions. (L3-L5)
- retell stories. (L3-L5)
- other: \_\_\_\_\_

Evidence:

**Reading Goal**

Students explain, interpret, and analyze text.

The student will:

- identify facts and explicit messages. (L1-L2)
- identify main ideas and central themes. (L1-L2)
- draw conclusions and infer. (L3-L5)
- interpret information or data. (L3-L5)
- other: \_\_\_\_\_

Evidence:

**Writing Goal**

Students write in a variety of forms for different audiences and purposes.

The students will:

- give information in writing. (L1-L2)



- request information in writing. (L1-L2)
  - create original compositions. (L3-L5)
  - produce clear and coherent expository and narrative texts. (L3-L5)
  - other:
- 

Evidence:

**Vocabulary Goal**

Students use specific vocabulary in social and academic contexts.

The student will:

- acquire social and instructional vocabulary sufficient for listening and speaking. (L1-L2)
  - acquire academic and domain specific vocabulary sufficient for reading and writing. (L3-L5)
  - other:
- 

Evidence:

**Cultural Competency**

Students comprehend and appreciate texts/media containing various ethnic backgrounds and heritages.

The student will:

- identify cultural similarities and differences. (L1-L2)
  - express ideas about culture through classroom interactions using spoken and written language. (L3-L5)
  - other:
- 

Evidence:

**Program Plan:**

- Structured English Immersion
- Other:

**Universal Instructional/Classroom Accommodations**

- √ Use simplified language
- √ Avoid idiomatic expressions (ex. talk a mile a minute)
- √ Use slower, but not louder, rate of speech
- √ Provide many examples
- √ Use pairs and small group instruction
- √ Repeat directions and paraphrase if necessary
- √ Give oral directions in clear step-by-step manner
- √ Use gestures along with words to convey meaning
- √ Link content to students' previous knowledge
- √ Use oral, auditory, visual, and kinesthetic learning modalities
- √ Demonstrate concepts
- √ Frequently check for understanding

√ Use supplementary materials	
<b>Suggested Instructional/Classroom Accommodations</b>	
<input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Pre-teach vocabulary <input type="checkbox"/> Provide background knowledge for cultural-related topics <input type="checkbox"/> Prepare typed note pages <input type="checkbox"/> Provide study guides to organize material <input type="checkbox"/> Emphasize critical information after lesson <input type="checkbox"/> Give directions in writing <input type="checkbox"/> Use cooperative learning groups <input type="checkbox"/> Provide peer tutoring <input type="checkbox"/> Provide mentor tutoring <input type="checkbox"/> Teach study skills <input type="checkbox"/> Teach basic note taking skills <input type="checkbox"/> Allow access to computerized programs such as <i>Rosetta Stone</i>	<input type="checkbox"/> Allow bilingual/electronic translator dictionaries <input type="checkbox"/> Provide bilingual picture dictionaries at the appropriate grade level <input type="checkbox"/> Highlight key concepts in textbooks and/or provide modified versions of text <input type="checkbox"/> Provide CD copies of books <input type="checkbox"/> Use adapted or modified textbooks <input type="checkbox"/> Allow the use of computer/word processing for papers <input type="checkbox"/> Allow copying from book <input type="checkbox"/> Adapt class worksheets – modify or shorten assignments based on ELP level <input type="checkbox"/> Provide extended time for assignments <input type="checkbox"/> Do not deduct for spelling and grammar errors in writing assignments <input type="checkbox"/> Allow assignments to be done in a different manner (ex. speak rather than write or write rather than speak)
<b>General Classroom Assessment Accommodations</b>	
<input type="checkbox"/> Allow students to answer orally <input type="checkbox"/> Provide word banks on fill-in-the-blank tests <input type="checkbox"/> Provide matching activities <input type="checkbox"/> Shorten test length <input type="checkbox"/> Create an alternative assignment <input type="checkbox"/> Extend time for tests	<input type="checkbox"/> Require only selected test items <input type="checkbox"/> Read test to student <input type="checkbox"/> Use portfolios (body of work) to assess <input type="checkbox"/> Allow test corrections <input type="checkbox"/> Other (add comment below):
<b>State Assessment Accommodations</b>	
<input type="checkbox"/> Per state statute, any students who have arrived within the last 12 calendar months <u>may be permitted to abstain one time</u> from the English/Language Arts portions of the Badger Exam or the reading portion only of the ACT suites including the ACT plus writing and Aspire.	
<b>Badger Exam (Grades 3-8)</b>	
<input checked="" type="checkbox"/> <b>Universal tools</b> are access features of the assessment that are either provided as digitally delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. <u>Embedded:</u> Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom <u>Non-embedded:</u> Breaks, English Dictionary, Scratch Paper, Thesaurus	

**Designated Supports** are features that are available for use by any student for whom the need has been indicated by an educator or team.

Embedded:

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded:

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Noise Buffers, Read Aloud, Scribe, Separate Setting, Translated Test Directions, Translation (Glossary)

**Accommodations** are for students with disabilities and English Language Learners; they do not change the content being assessed or the skill level. Examples of accommodations include a large-print test or using a scribe to record student answers.

Embedded:

American Sign Language, Braille, Closed Captioning, Streamline, Text-to-Speech

Non-embedded:

Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-Text

**Modifications** do change what is being assessed and are **not** allowed for any student during Wisconsin Student Assessment System (WSAS) testing. Examples of modifications include reducing the number of answer choices or shortening the length of the test.

**ACT Suites (Grades 9-11)**

**Default Embedded System Tools:**

Embedded System Tools are those common supports that are made available to ALL users upon launch/start of test by default. No advance request is needed. These tools are either embedded in the basic computer test delivery platform, or may be automatically provided as needed at the local level.

Examples of default embedded system tools may include, but are not limited to:

a computer QWERTY keyboard, a mouse, electronic cut, copy and paste functions in a text entry box, as well as low tech items used with paper format tests, like 'Number 2' pencils, erasers, and similar basic tools such as non-specialized personal calculators for some tests.

**Open Access Tools:**

Open Access Tools may be used by anyone. To be activated they must be identified in advance and selected from the pull-down menu inside the test (CBT version), or must be planned in advance and provided locally. Thoughtful decision-making, informed by multiple observations and prior successful user experience, is strongly recommended. Users should be practiced, familiar and comfortable with using these types of tools, and comfortable using them in combination with any other tools they will also be using. Decisions to use these tools must be made well before the test is taken.

**Accommodations:**

Accommodation-level supports are available to "qualified users"—as determined by the responsible educational authority. These supports (used in content areas where permitted) allow the user to independently demonstrate the measured construct. ACT Aspire recommends that students who use accommodation-level supports have a formally documented need as well as relevant knowledge and familiarity with these tools to qualify. Accommodations must be requested through the online ACT

Aspire Personal Needs Profile (PNP) process. Any other formal qualifying procedure that is required by the responsible educational authority must be completed prior to completing the ACT Aspire PNP request process.

Examples include:

Needs for braille or tactile graphics, English text audio, Sign language interpretation, or other language translation

**Modifications:**

Modifications are not permitted in ACT Aspire tests for any user. Such extreme levels of support actually prevent meaningful access to the construct being tested by doing too much for the student, thus removing any ability for the user to demonstrate actual skill levels that might be present. Modifications, if used during the early instructional period may help some students to successively approximate and to eventually learn a new and difficult skill. However, even then, the intent is always to fade this extreme level of support away so that the student can increasingly demonstrate independent competence. In summative assessment, we are trying to observe what the student independently knows and can do. Therefore, if used during the assessment process, Modifications create a barrier to independent performance of competence.

**Other**

**Disability status:**

- Student does not have an identified disability at this time.
- Student has an identified disability and these ELL accommodations meet the objectives of the student's Individual Education Plan (IEP) or 504 Plan?

**Gifted and Talented status:**

- Student has been identified as a Gifted and Talented learner.
- Student has not been identified as a Gifted and Talented learner.

**Adequate Yearly Progress:**

- Student has met adequate yearly progress
- Student has not met adequate yearly progress
- Not applicable

**Plan Summary**

**Team Members**

Parent	Building Administrator
Teacher	Teacher
Guidance	ELL Coordinator



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

---

Date

Name

Name of Parent or Guardian

English Learner (EL) services provide assistance to students in developing English language skills. When students are proficient in English and able to succeed in school without EL assistance, they exit from the program.

Based on ACCESS testing, your student is now ready to exit from the EL program and will no longer receive EL services. We are confident that your student will continue to be successful without EL assistance. Please call the school if you have any questions.

Sincerely,

---

Jackie Sernau

[jsernau@manawaschools.org](mailto:jsernau@manawaschools.org)

920-596-5738

Distribution:

Original to parent or guardian

Copy to Cum Folder



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

---

**www.manawaschools.org**

Fecha \_\_\_\_\_

Nombre de estudiante \_\_\_\_\_

Los Padres o Guardianes \_\_\_\_\_

Los servicios para los estudiantes de inglés (EL) proveen apoyo a los estudiantes en desarrollar habilidades en el lenguaje de inglés. Cuando los estudiantes tienen proficiencia en inglés y tienen éxito en las clases sin el apoyo de los servicios de EL, salen del programa. Según las evaluaciones de ACCESS, su estudiante ya está listo para salir del programa y no recibirá los servicios de EL. Tenemos confianza en su estudiante que seguirá tener éxitos aun sin los apoyos de EL. Por favor llame a la escuela si tiene cualquiera pregunta.

Sinceramente,

\_\_\_\_\_  
Jackie Sernau  
[jsernau@manawaschools.org](mailto:jsernau@manawaschools.org)  
920-596-5738



# School District of Manawa

*“Students Choosing to Excel, Realizing Their Strengths”*

800 Beech Street | Manawa, WI 54949 | (920) 596-2525

---

## EL Monitor Report

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

**Please check the following information where appropriate.**

**1. Classroom Participation**

- Participates in class
- Asks questions
- Is prepare for class
- Asks for help
- Works independently

**2. Classroom Comprehension**

- Understands/follows verbal directions
- Understands written directions
- Understands reading assignments

**3. Class Work Performance**

- Completes assignments
- Missing work
- Late work
- Incomplete work

**Based on what you know about the student, do you feel s/he is successful without EL services?**

- Yes
- No

**Comments:**

Please return by: \_\_\_\_\_

---



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

To: Dr. Melanie J. Oppor  
From: Jackie Sernau  
Date: June 2020  
Re: Schoolwide Title I Handbook

The purpose of this memo is to highlight the changes in the Schoolwide Title I Handbook as follows:

<i>Page #</i>	<i>Current Language (if applicable.)</i>	<i>Proposed Change or Addition</i>
2		Changed principal name
3		Added names to planning team
6		Updated Fast Facts (demographic information) from school report card
7		Updated FORWARD data from spring of 2019
7-8		Updated STAR Reading and Math data for 2019-2020 school year as well as Fountas and Pinnell Running Record Data
9		Summary



# Title I Schoolwide Program Plan for

*Manawa Elementary School*

*Written during the 2017-2018 School Year*

*Updated May 2020*



## School Information

School Name:	Manawa Elementary School
School Address:	800 Beech Street
Building Principal:	Ms. Danni Brauer
Email Address:	<a href="mailto:dbrauer@manawaschools.org">dbrauer@manawaschools.org</a>
Phone:	(920) 596-2559
FAX:	(920) 596-5308
Title IA Coordinator:	Melanie Oppor/Jacquelyn Sernau
Phone:	(920) 596-5300/ (920) 596-5738
Email Address:	<a href="mailto:moppor@manawaschools.org">moppor@manawaschools.org</a> / <a href="mailto:jsernau@manawaschools.org">jsernau@manawaschools.org</a>

Planning Year:	2017-2018 revised annually	Local School Board approval date:	June 15, 2020
----------------	-------------------------------	--------------------------------------	---------------

## District Information

School District Name:	School District of Manawa
Superintendent:	Dr. Melanie J. Oppor
Phone:	(920) 596-5308
Email address:	<a href="mailto:moppor@manawaschools.org">moppor@manawaschools.org</a>

---

**Superintendent's Signature**

---

**Date**

## Schoolwide Planning Team

Date when Plan will be implemented: 2020-2021 school year

Parents:	Jen Rosin, Katie Sitter
School Staff: <i>(include position)</i>	Valerie Pari- Math Specialist/Interventionist Judy Connelly- Reading Interventionist
Administrator(s): <i>(include position)</i>	Danni Brauer- Elementary Principal Jacquelyn Sernau District Reading Specialist
Community Members:	Jen Rosin, Katie Sitter *due to covid 19 restrictions, the same people will serve as both parents and community members*
Others (Optional):	

## Planning Process

This schoolwide plan is designed around the “Ten Comprehensive Components of a Schoolwide Plan.”

Manawa Elementary School is considered a Schoolwide Title I school. Schoolwide programs serve **all** children in a school. **All** staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for **all** students, especially those students most in need

### **Schoolwide Planning Summary**

The following table summarizes the steps and activities of our planning process. This includes planning team meetings, subcommittee work sessions, parent meetings, staff meetings, etc. when planning took place as well as other activities conducted that contributed toward the development of this plan (i.e. needs assessment data collection and analysis, inquiry process).

Meeting Dates	Agenda Topics/ Planning Steps	Participants at Meetings (check all that apply)		
		School/ District Staff	Parents	Community Members
10/18/17	Began digging into Data for Needs Assessment	X		
10/19/17	Discussed school data	X		
10/20/17	Drew up a plan for committee and assigned roles	X		
12/1/17	Check in on plan writing	X		
2/9/18	Check in on plan writing and sharing progress	X		
3/14/18	Check in progress and projection for finishing plan	X		
4/17/18	Review and Revision of Plan	X	X	X
5/3/19	Review and Revision	X		
5/6/19	Review and Revision	X		
5/13/19	Shared Plan with teachers/parents-- gathered input for changes	X	X	X

**\*Schoolwide plan has been reviewed and updated during the 2020 school year but due to covid 19 restrictions, specific dates will not be listed.**

**Communication Plan**

Processes and opportunities to develop the SW plan:

The School District of Manawa will establish a Title I team to work on our schoolwide plan. It is essential that we have representation from administration, teachers, and community members. The reading specialist will coordinate the meetings that will take place to review data and discuss the plan. The reading specialist and the interventionists will attend CESA 6 Title I Schoolwide Program Writing workshops throughout the year to keep abreast of new information and receive guidance and support. This plan will be reviewed annually.

Processes and opportunities to inform, solicit and receive input from stakeholders:  
Once the initial meetings have taken place, the reading specialist will contact the community members that are part of the team. We will meet to discuss the progress of the plan and review and make changes based on stakeholder input.



## School Profile

**Manawa Elementary School**  
400 Beech Street  
Manawa, WI 54949  
(920)596-5700

---

Manawa Elementary School is a 4K-5 grade school proudly serving approximately 265 young learners in central Wisconsin. The following profile is a brief summary of our school's mission statement and annual goals based on our assessment data. Our entire staff is committed to working in partnership with our families and community to make this the best school possible for our kids. We want all to feel welcomed and valued.

### MES Mission Statement:

MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.

### Our Strengths:

In addition to our amazing students, our dedicated staff, families, and community are what make Manawa Elementary a great place to be. As a school that serves young learners from 4K-5th grade, we understand and value the uniqueness and talents of all learners. Through our continual work with student achievement data, we as a school work hard to meet the needs of ALL students.

### Manawa Elementary School Principal:

Danni Brauer

### State Report Card:

Please use the following Department of Public Instruction site to access our school report card: <https://apps2.dpi.wi.gov/reportcards/home>

## Fast Facts: 2018-2019 \*Please note this is the most recent data available

Grades	K4-6
School Type	Elementary
Enrollment	301
Percent Open Enrollment	2.7%
<b>Race/Ethnicity</b>	
American Indian/Alaska Native	0%
Asian	0%
Black or African American	.3%
Hispanic/Latino	3.3%
White	93.4%
Students with Disabilities	16.6%
Economically Disadvantaged	41.5%
English Learners	2.0%

### Ten Components of the a Schoolwide Plan

#### **I. Data/Conclusions (Needs Assessment)**

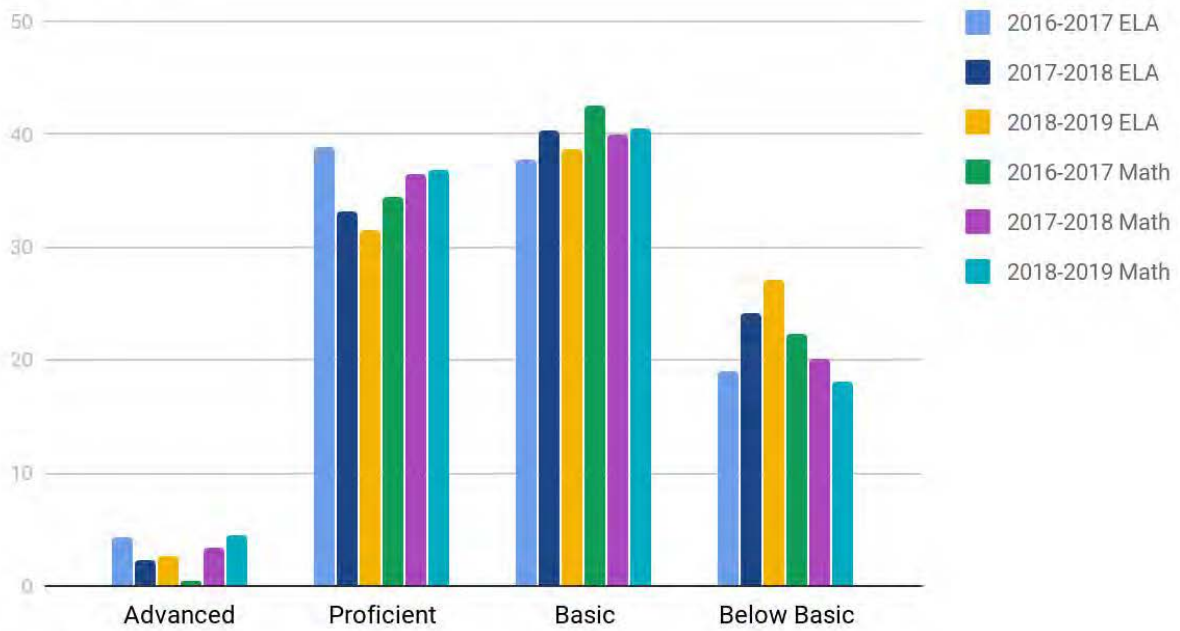
Analyzing data is a daily practice at Manawa Elementary School. Not only do the interventionists review their students' data often, but a building consultation team (BCT) sits down for an hour and a half each week to discuss our students' progress. Teachers also have an hour and a half early release time for data review and discussion each week.

This Comprehensive Needs Assessment will review our Standardized State Test data (the Forward Exam) along with STAR data (our universal screener) and our Fountas and Pinnell Running Record Assessment data. A Parent Perception Survey was also used to get a general feel for our stakeholders feelings regarding communication with the school and other valuable information that will help us to improve our building and our student achievement.

Forward Data

Overall Snapshot

Forward



Fountas and Pinnell Running Records (Fall/Winter) 2019/2020

Grade	Percentage of Students Below Grade Level (Fall)	Percentage of Students Below Grade Level (Winter)
Grade 1	20	13
Grade 2	21	17
Grade 3	13	6
Grade 4	13	6

Grade 5	10	12
Grade 6	10	15

STAR Reading	Fall 2019	Winter 2020
Grade Level	Percentage of Students Below Benchmark	Percentage of Students Below Benchmark
1		
2	71	56
3	64	50
4	28	30
5	51	43
6	57	56

STAR Math	Fall 2019	Winter 2020
Grade Level	Percentage of Students Below Benchmark	Percentage of Students Below Benchmark
1	23	11
2		
3	64	39
4	28	27
5	29	28
6	35	36



The data from our statewide assessment (The Forward) is not as positive as we were hoping for. It does appear that the number of advanced students has increased slightly in both ELA and Math. Our percentages for basic and below basic are still too high as our proficiency in ELA has decreased and maintained its level in Math. We want to be able to push our high achievers into the advanced category and keep all of our students growing. We need to look to close the gap and analyze this data more in depth.

The Fountas and Pinnell running records seem to show growth in some grades and not in others. Due to the expected achievement levels at each grade band, some students are making gains, but they are not quite up to the projected goal. Hopefully, with the work of small group instruction (both strategy groups and guided reading groups), these students can make the growth that is expected.

The STAR screening data is showing a different snapshot of the growth of our students in both reading and math. While both areas are still in need of improvement, it appears students are improving and that the number of students that were below grade level in reading and math are decreasing. With our added focus on math achievement, it makes sense that our data is reflecting those improvements in math. We now need to establish a way to balance our instructional initiatives and attention to all subject areas to bolster student growth.

The parent perception survey that was handed out at parent/teacher conferences indicates that overall, parents are happy with the school and the communication they receive from their child's teacher. Every survey returned showed that parents feel welcome in our school. One of the common themes was the desire to learn more about how to help their student with homework and support in both reading and math. This is an area we will be sure to address as we plan upcoming family engagement nights.

## **II. School-Wide Reform Strategies**

There are many ways that the staff at Manawa Elementary School is working to improve the quality of instruction. The first is with our weekly early release Wednesday PLC time. Grade level teams of teachers meet to work on pinpointing essential standards and working on pacing guides. The hope is to then discuss student data and adjust pacing and instructional plans to meet the students' needs. Along with this, teachers

develop common assessments to measure the success of students as they work through the standards of each unit.

The staff at MES has discovered that our Forward assessment data shows we are increasing in the number of students who are scoring Basic or Below Basic in the areas of math and reading. Because of this, many of our teachers have decided to make their SLO based on increasing math achievement. They have decided to spend more time allowing students to write out their thoughts when they solve a problem and analyze math errors. They plan to include more “Math talk” in class so students have an opportunity to share their thinking with their peers. They have also committed to look at sample questions from the Forward exam so that they can adjust the way in which they are asking questions of students. All of these strategies are in place to hopefully close the gaps with our math achievement data.

According to our Forward data, we are not doing as well in reading as we are in math. We are dropping with the number of students who qualify for the Advanced level and our Basic category is increasing. Part of this is that we, as a school, have spent so much focus on helping to improve our struggling students that we have neglected to provide enrichment for our advanced students. We are working to change this. This year we have written/revised and adopted a Gifted and Talented Plan that sets some guidelines for teachers and parents to refer students they feel qualify. We have identified these students in each individual class and are providing them Project Based Learning opportunities during our intervention time each day. These students also are being challenged by working on reading and math programs that are adaptable to their level of proficiency.

According to our STAR data, students are making growth in both reading and math as the year continues, but there is still a long way to go to have all students at benchmark. One of the strategies that we have implemented is to train teachers on how to look at their individual student’s data and goal setting within the program. If they take the time to look at the exact skills that their students are doing poorly in, they can find resources to help fill these gaps. Taking a more active role in using the STAR data will hopefully decrease the number of students falling into the category of below benchmark need.

Another reform strategy we have used as a whole-school is to work to make our daily intervention time (Wolf Time) more beneficial and useful for students. Grade levels meet every 8-10 weeks to see if students are being placed where they belong. For

example, if a student shows they need math intervention in the beginning of the year based on their previous data, but over the course of the first quarter they are making large gains, they may be moved out of the intervention and receive basic math fact work time or math enrichment. The same goes for reading. Our teachers work with students on comprehension and fluency in reading if their scores indicate they need that support. If they do not, they are assigned a group for Project Based Learning opportunities. Understanding that we need to make sure the system is “fluid” and able to change according to data and student need shows that we are cognizant and vigilant making sure our students’ needs are being met.

Beginning in the 2019-2020 school year, the reading specialist and principal will meet with grade level teams to discuss pacing of instruction and student data. These meetings should allow an opportunity to look very specifically at each class’s achievement levels so that instruction can be data-driven. Hopefully this will help to increase reading and math success.

One last reform strategy to mention is the fact that our school offers a summer school remediation program for our struggling readers and math students. Programming is designed to be as individualized as possible to meet the specific needs of our struggling students. It is offered to anyone who signs up and wants to work on their skill deficits. We do not require students to attend; however, if a student is falling below benchmark, it is strongly encouraged that they participate.

### **III. Instruction by Highly-Qualified Teachers**

All staff in the School District of Manawa are highly qualified. Not only do we ensure that we have the correct licensure each time we hire for a position, but all our support staff have either had classroom experience or have completed the Master Teacher requirements.

The School District of Manawa is working at a plan for teacher retention because we believe that retaining teachers not only helps our students, but it makes for a more unified teaching staff that can work together to carry out our vision. Most recently, the pupil services committee has worked hard at identifying the qualities for effective instruction. This will be shared with current staff for personal reflection as well as for newly hired staff to ensure they fit our expectations. Please find the complete document below that identifies these qualities.

## Effective Instruction

- Instructional Delivery
  - Teaching occurs in the middle of the learners
  - 80% student talk, 20% teacher talk
  - Technology is used in a purposeful and innovative manner
  - Lesson objective is written, verbalized, and reinforced throughout the lesson
  - Real-world application and high order questioning; includes open-ended questions
  - Differentiation of materials and lesson delivery
  - Student goal setting and student reflection
- Instructional Planning
  - Backward planning - start with the end in mind
  - Intentionally planning questions, transitions, content, differentiation, and assessments linked to the standards
  - Collaborate with colleagues (interdisciplinary, specialists, guidance, etc.) to ensure all student needs are met
- Professional Knowledge
  - Demonstrates accurate knowledge of the subject matter
  - Knowledgeable of research/evidence-based practices
- Assessment for and of Learning
  - Formative assessment results are used to differentiate, inform, and guide instruction
  - Summative assessments are written before the unit/lesson is taught
  - Timely feedback of assessment results to all stakeholders
  - Common assessments are used to measure learning
- Learning Environment
  - Builds relationships with students, parents, and colleagues
  - Creates an environment that is conducive to engaging all learners
  - Effective routines and procedures
  - Promotes digital citizenship
- Professionalism
  - Collaborates with colleagues to share responsibility for all learners
  - Networks with professionals in and outside the district
  - Reflects on instructional practices
  - Demonstrates appropriate communication with students, colleagues, administration, parents, and community

- Willingness to seek out professional development opportunities to grow as a teacher

#### **IV. High Quality and Ongoing Professional Development (may be included in implementation activities)**

The administrative team has taken up the task of writing a five-year professional development plan for the school district. After looking at student achievement data along with teacher perception surveys, the following has been determined as our focus area and goals in which to measure our progress. Please use attached link to an overview of our plan: ([Plan on a Page](#)) Along with forward planning for professional development, the district also provides some current PD for our staff. The elementary teachers receive STAR data training to learn how to more specifically understand and use their student data. The staff also participates in ongoing book studies on various topics. The reading specialist also serves as an instructional coach and offers both reading and writing support for teachers.

#### **V. Strategies to attract highly-qualified teachers**

The School District of Manawa takes great pride in its staff and wants the very best instructors. The district's SAM (Salary Advancement Model) is salary program that allows us to remain competitive with surrounding school districts and provides incentives for teachers to pursue professional development opportunities.

Below is the Hiring Process and Timeline for Hiring Effective/Quality Instructors for our school district.

### **Hiring Process and Timeline for School District of Manawa**

#### **Posting Process**

- Review position description
- Establish timeline for posting, interviews and approval of candidate
- Post internally via email by District Office Secretary simultaneously with external posting; internal candidate requests transfer to a different position
- Post externally to WECAN and District Webpage to include qualifications and job description (or local newspapers, radio, local t.v., etc.) by District Office Secretary and send to Board of Education Members via email
- Develop interview questions

- Determine interview team(s)

### **Searching Timeline**

- Post for at least two weeks or until filled
- Develop interview questions (drafted by District Administration with Admin. Team for administrative and teaching positions; drafted by principals for support staff)
- Determine interview teams
  - 1<sup>st</sup> Round for teachers is conducted by a combination of stakeholders to include the principal, teachers, parents, and students (if age appropriate).
  - 2<sup>nd</sup> Round for teachers is conducted by the Admin. Team.
  - 1<sup>st</sup> Round for administrators is conducted by a combination of stakeholders to include the superintendent, teachers, parents, and students (if age appropriate).
  - 2<sup>nd</sup> Round for administrators is conducted by the Board of Education.
- Review applications
- Conduct initial reference checks
- Call candidates for 1<sup>st</sup> round of interviews
- 1<sup>st</sup> round interviews
- Call candidates for 2<sup>nd</sup> round of interviews
- Conduct final reference and background checks
- 2<sup>nd</sup> round of interviews
- Confirming interview with District Administrator (financial and district expectations)
- Recommend candidate to Board of Education

### **Transition Process**

- Candidate to be introduced
- Transition plan developed and shared with candidate for a smooth entry into the position
- Transition days to occur
- Position start day

### **Staff and Program Change Proposals**

- November - Written proposal is submitted to District Administrator by principals and directors for the following school year
- December – District Administrator compiles list of staff and program change

proposals

- December – Business Manager assigns dollar value to each change proposal
- January - Finance Committee meets with Administrative Team to balance additions and reductions based on presenting a total balanced budget to the full Board
- January/February – Full Board of Education approval of staff and program changes as part of the balanced budget; apprise personnel affected by changes prior to the Board meeting
- February/March – Create job descriptions, post new positions, and begin timeline beginning at the beginning of this procedure
- March – Issue contracts
- April 15 – Contracts due

## **VI. Parent Involvement Strategies**

The following is our school district's policy for parent involvement:

### **9250 - RELATIONS WITH PARENTS**

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board believes that it is the parents who have the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, acts *in loco parentis* or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community

- D. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis

Each school in the District shall hold an open house at least annually.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's intentional in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences, meetings, and workshops set up for the exchange of information of the child's progress in school.

© Neola 2006

Manawa Elementary School recognizes the importance of the home and school connection. Student success is enhanced when students, parents, and teachers all work together. We strive to create a welcoming environment where families feel comfortable and are confident that we focus on their child's safety and success.

When asked on the annual parent survey, parents overall felt comfortable at our school. Our attendance at Parent/Teacher conferences averages about 90%. While this is positive, the same participation isn't always prevalent at literacy/math nights. We have offered many different opportunities for families including learning about the reading and writing workshop, math night, and other read with your child nights. We will continue to survey our parents to find out what they are interested in learning about as well as a preferable time to attend.

Typically there is a list of parent engagement opportunities listed below.

**\*Covid 19 and the forced school closure did not allow for any spring gatherings.**



## **VII. Transitioning Students**

Manawa Elementary School offers an Early Childhood Program as well as a 4K program. The Early Childhood teacher makes sure that her students not only receive the individual skills practice they need, but they are included in many of the 4K learning opportunities as well.

Last year, in coordination with our Title I program, the 4K team invited all parents of incoming preschool students to participate in a family fun and information night. Families had the opportunity to explore many different stations with hands-on activities they could complete with their child. They also got a tour of the school, an opportunity to meet the 4K teacher and principal, and ask any questions regarding their child and their transition into school. There is also a summer school program offered for our students transitioning into kindergarten. These activities could not take place this spring (2020) due to Covid 19 and the forced school closure.

Manawa Elementary School continues to work hard at helping the transition of our students from sixth grade to the Jr/Sr high building which is grades 7-12. When semester rolls around, many of the sixth-grade teachers will no longer allow their students to leave their notebooks and books in their classroom desk. They are asked to learn how to become organized and rely solely on keeping their materials in their locker. This simulates the experience they will have in junior high. Students and teachers also take a day to tour the junior high and meet the teachers. This is often a time for many apprehensive students to get their questions answered and get a feel for what to expect. As a district, we also offer a Summer School Transitions class for our students where they learn how to use their locker, stay organized, test-taking skills, and other useful strategies to make their transition to junior high successful. In addition, all teachers in each grade fill out transition forms for students so that their next teacher is aware of their strengths, needs, and any additional support they will need to provide to ensure the students start the new year set up for success.

There is an exciting change happening at the Jr. High. As of fall of 2020, there will be a separate wing in our secondary building just for Middle School students (grades 6-8). So in addition to transitioning our normal 6th graders for 7th grade, we included our 5th graders in on this transition as they will also be changing buildings. The transition night happened virtually this past month with a virtual tour of the new building along with

information and a question and answer session provided by the principal, guidance counselor, and middle school staff.

### **VIII. Teacher Participation in Assessment Decisions**

Beginning in the 2017-2018 school year, teachers are given an hour and a half each Wednesday for PLC time. During this time, teachers can work with their grade level team on reviewing student achievement data, goal-setting, and developing common assessments. Teachers have also been given training on how to use our STAR assessments to provide skill intervention or enrichment to our students. Having a key role in analyzing and using data makes it more relevant for teachers so there is a strong connection between data and the curriculum.

### **IX. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

MES prides itself on our continually-improving Rtl model. A Building Consultation Team meets weekly to discuss students that are not making gains or having difficulty mastering the standards. Teachers sign up to be part of the meetings and bring useful data, so the team can decide for intervention and support. The following link will take you to the [District Rtl Plan](#).

We feel it is critical to find our students strengths and weaknesses and create ways to either help enhance their skills or improve their skills. Because of this, thirty minutes a day are set aside for Wolf Time. Wolf Time is an opportunity to work on skill deficits with a teacher that re-teaches and uses programs to close gaps, or it is an enrichment time to work on Project-Based Learning opportunities to enhance our above-benchmark students. Students that do need remediation for their skills are put into a Tier 2 intervention. They are given small group support from either a teacher or a math or reading interventionist. We monitor these students using progress monitoring tools to see if they are making improvements.

The most important part of our Rtl process is that we realize that our groups of students are always changing. Grade level teams meet quarterly or sometimes sooner if there is new data, and they determine their new groupings of students. This constant monitoring and willingness to provide useful, tailored support for students makes our Wolf-Time an imperative part of the school day.

## **X. Coordination and Integration of Federal, State, and Local Resources**

Manawa Elementary School utilizes its Title I resources to provide teachers who specialize in reading and math instruction. These staff members work with all children in the school, but they are the main resource people for students needing additional support. In addition to these federal funds, MES uses other state and local resources to best meet the needs of our students and our school's mission. Utilization of all these resources follows federal requirements.

The following is a list of programs that have been made possible through state and local resources:

- Free and Reduced meals for qualifying families
- After School Care on Early Release Days
- School Counselor, Nurse, Speech Therapist and Part-Time Psychologist
- Special Education Services
- Physical and Occupational Therapy
- Seal-A-Smile Dental Assistance
- Routine screenings for hearing, vision, or academic concerns
- Growth and Human Development Classes
- Red Ribbon Week
- Project Backpack (food for families in need)
- Project Back-to-School Backpack (school supplies for students in need)
- Clothing Drive
- Summer School Program for extended learning opportunities
- Intervention materials and support programming for both gifted and at-risk students
- PD opportunities for all staff
- PBIS incentive program
- Student Council

### **Dissemination, Review and Revision**

This schoolwide plan will be shared at the spring PTO meeting (this year it will be shared electronically as we cannot meet) along with an upcoming school board presentation. It will also get linked to the district's website under the Title I tab. Review and revision of this plan will take place annually. Once the initial assessment data is

gathered during the next school year, the committee will begin to meet and analyze the findings and begin the Needs Assessment to determine focus areas. There will be meetings throughout the school year to reassess and add data and new programming. The plan will continue to be shared with all stakeholders on the district website.

# SDM Fiscal Year 2020-21



## IT Purchase Memo

To: SDM Finance Committee  
CC: Dr. Melanie Oppor & Carmen O'Brien  
From: Bryant Cobarrubias  
Date: 6/8/2020  
Re: Summer 2020 Information Technology Purchases

## Overview

This year we are expanding our 1-to-1 program to better support technology integration into our grade 4K-2 classrooms. We are also making an investment in our collaboration spaces provided by the referendum.

Item	Description	Count	Unit	Extended
Chromebooks (non-touch)	Grade 6 & 9	120	232	\$27,840
Chrometab	Grade K	50	227.75	\$11,388
Chromebox	MES Lab	32	255.81	\$8,186
Staff Laptop	Staff rotation	25	719	\$17,975
Staff Desktop	Secretary / Other	8	732.99	\$5,864
Promethean Board	HS/MS Collaboration Spaces	2	3500	\$7,000
Promethean Stand	HS/MS Classrooms	2	509	\$1,018
Promethean Board	MS Classroom	2	3500	\$7,000
Promethean Board	ES Classroom	1	3500	\$3,500
			Total:	\$89,770
			3-Year Lease	\$32,916

# SDM Fiscal Year 2020-21

## IT Purchase Memo



## Chromebooks

We have purchased DELL Chromebook for the last several years. This year we are switching to Acer Chromebooks. Two primary reasons for this change. First, the DELL devices have steadily increased in price the last couple of years. Second, the quality of Acer has improved.

All the brands considered have a 1-year warranty that covers defective devices. This is a mail-in warranty.



### Non-touch student devices

Acer Chromebook 311 C733:

Quantity: 120

Unit Price: \$232.00 (with Chrome license)

### Chrometab

Acer Chromebook Tab 10

Quantity: 50

Unit Price: \$227.75 (with Chrome license)

### Chromebox

Acer ChromeBox

Quantity: 32

Unit Price: \$255.81 (with Chrome license)

# SDM Fiscal Year 2020-21

## IT Purchase Memo



### Staff Laptops

This year we are changing from Dell to HP for the staff laptops. The selected model has decent reviews and qualities for the price.

#### HP ProBook 455 G7

- 15.6" LED
- AMD Ryzen 5
- 8GB
- 256SSD

Quantity: 25

Unit Price: \$719.00



### Staff Desktops

This model of desktop is similar to the model we have purchased the last couple of years. It is small, reliable, and supports dual monitors. These will be used by the building principals, secretaries, and teacher presentation stations.

#### Dell OptiPlex 3070

- Core i5 9500T 2.2 GHz
- RAM: 8 GB
- SSD: 256 GB
- UHD Graphics 630

Quantity: 8

Unit Price: \$732.99





# SDM Fiscal Year 2020-21

IT Purchase Memo

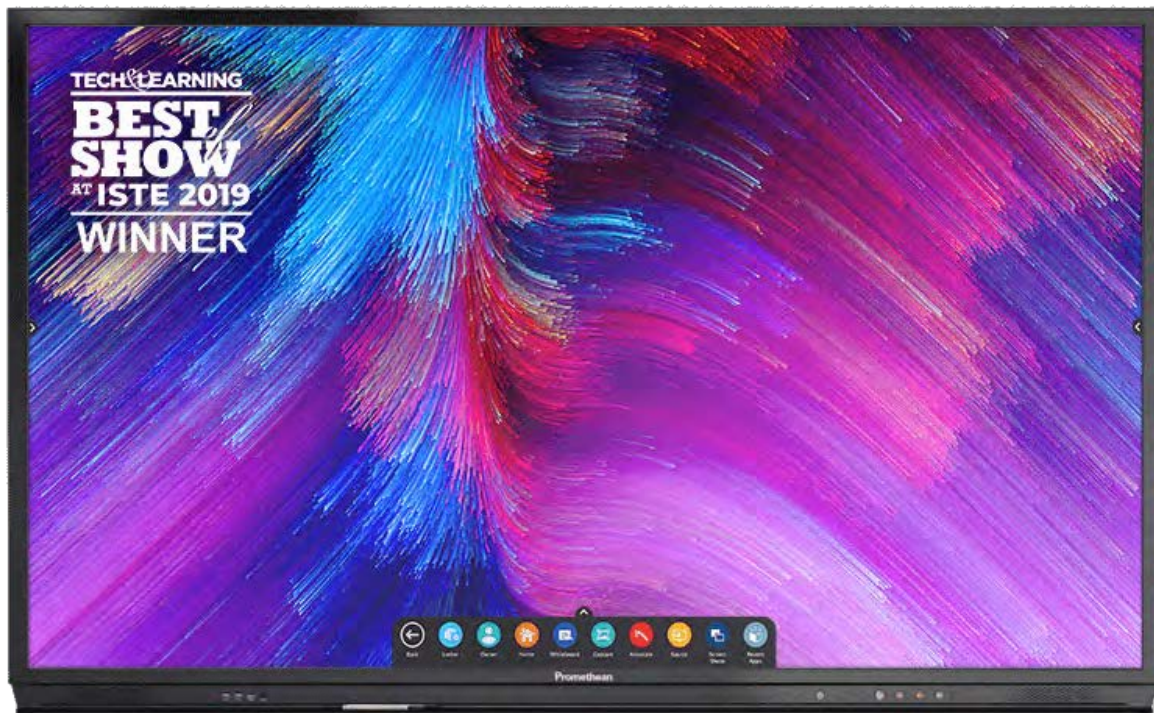


## Display Boards

Promethean ActivPanel V7 Nickel 75"

Quantity: 5

Unit Price \$3,500.00





# SDM Fiscal Year 2020-21

## IT Purchase Memo



## IT Lease Impact

This year we are purchasing more equipment to support the possibility of a school closure. This will have an impact on the IT lease budget over the next three years. We are planning on increased spending the following years to continue expanding the 1-to-1 program and support e-rate purchases.

	Total	17-20	18-21	19-22	20-23	21-24	22-25
2019-20	\$59,096.32	\$21,670.82	\$18,000.00	\$19,425.50			
2020-21	\$68,425.50		\$18,000.00	\$19,425.50	\$31,000.00		
2021-22	\$75,425.50			\$19,425.50	\$31,000.00	\$25,000.00	
2122-23	\$81,000.00				\$31,000.00	\$25,000.00	\$25,000.00



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

**To:** Carmen O'Brien  
**From:** Brenda Suehs  
**cc:** Board of Education  
**Date:** 6/4/2020  
**Re:** Recommendation for Food Service Vendors

---

Formally, I would like to recommend that the School District of Manawa continue our contracts for the 2020-2021 school year with:

- Reinhart Food Service as the prime vendor
- Engelhardt Dairy as the dairy vendor
- Pan O' Gold as the bread vendor

I had sent a Request for Proposal to these companies last year with the option to renew the contract for the following school year. Our experience the past year was above satisfactory for all three companies. Especially over the past few months with supply shortages as well as delivery location changes. I feel these companies really went above, and beyond to make sure we had everything we needed.

We would be fortunate to continue with them for this upcoming school year.



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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 6/8/2020  
**Re:** 2020-21 Food Service Meal and Milk Price Recommendation

---

**Recommendation:**

I recommend that there be no changes to the food service meal and milk prices for the 2020-21 school year.

	<b>2019-20</b>	<b>2020-21</b>
Breakfast		
MES	\$1.30	\$1.30
Middle/High School	\$1.50	\$1.50
Adult	\$1.80	\$1.80
Lunch		
MES	\$2.80	\$2.80
Middle/High School	\$3.00	\$3.00
Adult	\$3.65	\$3.65
Milk	\$0.40	\$0.40

**Rationale:**

The School District of Manawa raised the prices of meals and milk for the 2019-20 school year. Currently, I do not feel prices should be increased again for the following reasons:

- There has been an increase in the number of meals served
- Fund 50 is projected to be profitable for the 2019-20 school year
- Continued economic uncertainty for our families



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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 6/8/2020  
**Re:** 2020-21 Support Staff Wage recommendation

---

**Recommendation:**

I recommend that all support staff upon completion of a positive evaluation, earn a \$0.29 increase to their 2020-21 hourly wage.

**Rationale:**

In 2019, the Wage Advancement Committee determined that the support staff would value a wage advancement system where raises were determined by the Board of Education on an annual basis using the CPI (Consumer Price Index) as a guide. Performance is measured through evaluation. All staff that meets employment expectations are eligible for a raise. Employees that do not meet expectations will either be placed on a Performance Improvement Plan or nonrenewed and no increase in pay will be earned. Last year, all staff earned a 2.44% increase to their individual hourly wage.

This year, a total increase will be determined and divided equally between returning employees. The July 1, 2020 Consumer Price Index as valued by the Wisconsin Department of Revenue is 1.81%. All hourly wages for 2020-21 support staff were added together (\$466.14). This total was multiplied by 1.81% (\$8.44 increase in total of hourly wages). The increase was then divided equally across the number of returning support staff members (29). This equals \$0.29 per person. The actual percent increase ranges from 1.54-2.19%.

Through the staff and program change process, the BOE passed changes that included \$13,287 increase to support staff wages for the 2020-21 school year. The cost of this recommendation is \$11,037, \$2,250 under this budgeted amount.



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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 6/11/2020  
**Re:** 2019-20 Audit

---

**Recommendation:**

I recommend that the School District of Manawa hire Wipfli to do the annual financial audit for the 2019-20 school year.

**Rationale:**

Erickson & Associates notified me at the end of May that they would not be able to do our audit this year due to staffing issues. To secure an end-of-year audit, most districts will issue an RFP in January and have an auditor formally contracted by March. Knowing this timeline, a standard audit RFP was not practical.

I collected audit firm names from DPI, surrounding school districts, and through an internet search. I contacted nine audit firms. Of the nine, 5 were unable to do our audit, 2 gave a quote for a price range, and 2 did not return my call/email. The two that were potentially able to do the audit are listed below.

<b>Name of Firm</b>	<b>Location</b>	<b>Audit Date</b>	<b>Cost</b>
Baker Tilly	Milwaukee, WI	Week of August 24 <sup>th</sup>	\$20-35,000
Wipfli	Madison, WI	August 20-21 <sup>st</sup>	\$16-18,000

Baker Tilly was higher in cost because only one senior partner had availability in their schedule to accommodate the SDM. Wipfli had two available time slots left through their Madison team.

After meeting with the Finance Committee on June 8, 2020, members gave me preliminary authorization to secure the audit with Wipfli.



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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 6/5/2020  
**Re:** Recommendation for 2019-20 Unused Vacation Time

---

**Recommendation:**

For 2019-20 only, earned vacation time will be extended for use through July of 2020 for support staff.

**Rationale:**

Due to the COVID-19 pandemic, many staff had planned vacations that were cancelled. Then, because of the building closure, construction, and general uncertainty, many did not use their vacation time. This affects six staff members that have unused vacation time that will need to be taken or will be lost on June 30, 2020.

<b>Employee</b>	<b>Hours</b>	<b>Days</b>
A	43.5	5.4
B	40	5
C	48	6
D	64.25	8
E	44	5.5
F	2.5	0.25

This would be a one-time-only extension caused by an unprecedented event.



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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 6/5/2020  
**Re:** Holiday for payment of employee-portion of vision insurance

---

**Recommendation:**

Employees that participate in the group vision insurance shall not have to pay for their portion of the premium for the month of June 2020.

**Rationale:**

The School District of Manawa provides group vision insurance through Delta Dental. Due to widespread closures, participants were unable to use their vision insurance benefits. In turn, Delta Dental issued refunds. The SDM received \$307.67 or half of a monthly premium. Employees pay 14% of their premium and should therefore receive a portion of the refund. Vision insurance costs are:

<b>Plan</b>	<b>Premium per month</b>	<b>86% per month (District pays)</b>	<b>14% per month (Employee pays)</b>
Single	\$4.65	\$4.00	\$0.65
Family	\$11.56	\$9.94	\$1.62

Since the employees were most affected by this inconvenience, allowing a “holiday” for payments in the month of June seems fair and reasonable. This equates to a little over 28% of the refund or \$86.98.

**Open Enrollment Into District - Applications  
for 2020-2021 School Year**

Applying for Grade	RESIDENT DISTRICT	Currently Attending	SPEC ED
5	Tomorrow River	Manawa	N
7	Tomorrow River	Manawa	N
10	Tomorrow River	Manawa	N
11	Marion	Clintonville	N

**4**    **New applications for SY2021**

Informational SY1920 OE In	Current Students
Students PK-12	22
Less Seniors	-4
<b>Total to SY2021</b>	<b>18</b>
<b>New Applications</b>	<b>4</b>
<b>SY2021 OE In Possible</b>	<b>22</b>

**Open Enrollment Out of District - Applications  
for 2020-2021 School Year**

Line	Grade	APPLYING TO NONRESIDENT DISTRICT	Currently Attending	SPEC ED
1	4K	Waupaca	N/A	N
2	2*	New London	Manawa	N
3	3*	New London	Manawa	N
4	4*	New London	New London	N
5	5*	Iola-Scandinavia	Manawa	N
6	5*	New London	New London	N
7	6*	Iola-Scandinavia	Manawa	N
8	6*	New London	New London	N
9	6*	New London	Manawa	N
10	9	Northern Ozaukee	Private	N
11	11	New London	New London	N

**11**    **New applications for SY2021**

\* = SIBLING Also Applying OE Out

Informational SY1920 OE Out	Current Students
Students PK-12	90
Less Seniors	-9
<b>Total Forward to SY2021</b>	<b>81</b>
<b>New Applications</b>	<b>11</b>
<b>SY2021 OE Out</b>	<b>92</b>

POTENTIAL NET RESULTS	Net Students
SY1920 OE Out Less OE In	90-22=68
SY2021 OE Out less OE In	92-22=70



**School District Of Manawa**  
**Open Enrollment for 2020-21**  
*Maximum Class Size Definitions & Available Space*

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 2020-21	AVAILABLE OE SPACES 2020-21
------------------	---	------------------------------	-----------------------------

**Manawa Elementary School (18 Sections in 2019-20 w/ gr. 6)**

Early Childhood	6 Students x 2 Section = 12	6	2
4K (4 Yr. Old Pre-K)	20 Students x 2 Section = 40	47	1
5K	25 Students x 2 Sections = 50	31	10
Grade 1	25 Students x 2 Sections = 50	39	6
Grade 2	25 Students x 2 Sections = 50	30	10
Grade 3	25 Students x 2 Sections = 50	52	1
Grade 4	25 Students x 2 Sections = 50	30	10
Grade 5	25 Students x 2 Sections = 50	34	8
Cross. Cat. Spec. Ed.	12, 26	8.89, 19.2	2
Cross. Cat. Spec. Ed.	15, 26	11.74, 19.6	3

**Manawa Middle School/Little Wolf High School**

Grade 6	27 Students x 2 Sections = 54	55	1
Grade 7	27 Students x 2 = 54	37	9
Grade 8	27 Students x 2 = 54	38	8
Grade 9	27 Students x 2.5 = 67.5	65	3
Grade 10	27 Students x 2.5 = 67.5	60	4
Grade 11	27 Students x 2 = 54	52	1
Grade 12	27 Students x 2 = 54	64	1
MS Cross. Cat. Spec. Ed.	18, 26	12.17, 17	5
HS Cross. Cat. Spec. Ed.	18, 26	14.88, 19.3	4
Transition/ID	12,26	11.31, 19	2
Speech/Language	Average caseloads range from 40 to 50 clients.	62	1
All Other Therapy Services not S/L Recommendation	Contracted Services- not required by law to increase for OE	NA	0

4K is 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.

**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.



Book	Administrative Guideline Manual
Section	5000 Students
Title	ADMISSION TO KINDERGARTEN
Code	ag5112A
Status	Active
Adopted	August 20, 2018

## 5112A - **ADMISSION TO KINDERGARTEN**

### **Kindergarten Registration**

The following guidelines shall be followed for the registration of all kindergarten students.

- A. Children must be five (5) years old on or before September 1st.
- B. Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements.

If a birth certificate is not provided, the parent is to submit documentary evidence. If custody has been established by the courts, a copy of the court order must be provided.

- C. Children transferring from another public or private kindergarten who do not meet the age requirements may be admitted.
- D. All registrants shall receive a kindergarten screening as determined by the principal.
- E. Individual classroom assignments will be made by the building principal.

### **Early Entrance Criteria**

#### **A. Rationale**

The District shall provide for early admission to kindergarten and first grade for qualified students.

#### **B. Application**

Referrals are made by school principals or directly by parent request at the time of kindergarten screening but no later than May 15th.

The evaluation shall be made prior to the enrollment date.

#### **C. Early Entrance to Kindergarten**

The parent or guardian of a child who will not be five (5) years of age by September 1st in the school year the child proposes to enter kindergarten, may apply to have their child admitted to kindergarten at the onset of the upcoming school year.

The following procedures shall be followed:

1. A referral for evaluation shall be completed by the parent/guardian and submitted to the Special Education Director. Completion of this document shall include rationale for early entrance, summary of the child's strengths/weaknesses and serve as the application for early admission. The completed referral shall be discussed with parent/guardian by the Special Education Director and/or other pupil services personnel. The intent is to review Board Policy on early entrance, ensure all appropriate information has been obtained and explain rationale for the ensuing school psychological evaluation.
2. At the discretion of the Special Education Director, it is possible that other District personnel may be asked to complete an evaluation.
3. A written report summarizing results and recommendation for or against early entrance to kindergarten shall be provided to and discussed with parent/guardian.
4. The child must participate in the District's kindergarten screening if the child has not been a participant in the District's 4K program.
5. Screening must be completed and results explained to parents/guardian prior to parents requesting an early entrance to kindergarten evaluation.
6. An evaluation of the child's potential to benefit from early admission to kindergarten shall be the focus of the school psychological evaluation and, ultimately, central to the decision for early admission. This evaluation will be conducted by School District of Manawa personnel. The evaluation shall address the child's emotional stability, social/emotional/mental maturity, physical health and pre-academic readiness skills (i.e., cognitive, motor, language, letter/number concepts), all of which must be exceedingly well established.
7. This evaluation shall be at no cost to the parent/guardian.
8. Subsequent to the evaluation being completed, a conference shall be held with parent/guardian to review results and consider the appropriateness of early entrance into kindergarten. Participants shall include the Building Administrator, Special Education Director and where appropriate, other District personnel may participate. If the conclusion is to allow early entrance to kindergarten, a written recommendation will be made to the District Administrator and Board of Education.
9. If the conclusion is to not allow early entrance to kindergarten, the parent/guardian may provide a written appeal to the Board of Education. The Board of Education has the final authority for deciding whether or not the child is to be admitted for early entrance to kindergarten. The Building Administrator will provide the parent/guardian a written summary of the Board of Education's conclusion.
10. Early admission to kindergarten may be granted if the child has started a certified kindergarten program. This will generally apply to transfer students from states with a later entrance date than Wisconsin's. The same will apply to children who request early admission to first grade.

#### **D. Early Entrance to First Grade**

The parent or guardian of a child who will not be six (6) years of age by September 1st in the school year the child proposes to enter first grade, may apply to the Board of Education to have their child admitted to first grade at the onset of the upcoming school year.

The following procedures shall be followed:

1. The child who has been approved for early admission to kindergarten and successfully completed kindergarten, started first grade in another school or completed a program the District deems equivalent to kindergarten may be approved for early admission to first grade. Given the latter scenario, the parent/guardian will have responsibility to provide the Building Administrator with all necessary documentation pertaining to the curriculum provided the child. Subsequently, a conference shall be held with the parent/guardian and district personnel to review information provided and consider the appropriateness of early entrance to first grade.
2. The child who has not met the aforementioned conditions but who has, nevertheless, met standards outlined in other sections of this guideline and whose educational welfare would best be served by placement in first grade may be considered for early admission to first grade. Procedures in the Early Entrance to Kindergarten of this guideline shall then be followed.

© Neola 2010

Last Modified by Kayla Reichley on September 9, 2019



# Wisconsin Interscholastic Athletic Association

5516 Vern Holmes Drive, Stevens Point, WI 54482-8833

Phone (715) 344-8580 • Email: [dsankey@wiaawi.org](mailto:dsankey@wiaawi.org)

## SENIOR HIGH MEMBERSHIP RENEWAL

Grades 9-12  
2020-2021 School Year

### Manawa High School

I, as duly authorized by the Board of Education or Governing Body of the above named school, request membership in the Wisconsin Interscholastic Athletic Association for 2020-2021. **I understand and agree that as a condition of membership, the above named school adopts the rules of this Association and will conduct its athletic program in accordance with the Constitution, Bylaws, Rules of Eligibility and Sports Regulations (boys and girls) as well as the interpretations and decisions of the WIAA Board of Control.** (Note: A school that voluntarily terminates membership in the Association shall be denied readmission for a period of four school years.)

It is further agreed that the administrators and coaches of the above named school have Board of Education or Governing Body approval if called upon to serve the WIAA in an elected or appointed position.

Board of Education, Governing Body President, or Authorized Administrator

\_\_\_\_\_  
(Signature)

Date \_\_\_\_\_ Printed Name \_\_\_\_\_

As a result of membership concerns for better communication, the WIAA will communicate directly with District Administrators/Presidents and/or Principals regarding WIAA membership issues. Sport season maintenance information will be directed to your designated athletic director. We hope that schools will also distribute information to the appropriate persons within their building(s) as they deem appropriate. Note: A member school is required to maintain administrative control and oversight of at least one independently sponsored interscholastic athletic program or co-op program throughout the duration of its membership.

**Note:** The WIAA membership-sponsored tournaments are the collective property of the Association and not of any individual member. The Association reserves the right to promote and advance the membership's interests with publication information; exclusive arrangements to create recognition and exposure for school-sponsored activities; restrictive policies prohibiting exploitation and commercialization of membership-sponsored tournaments; appropriate proprietary interests; and the use of images or transmissions identifying students, administrative personnel and member school marks.

**CO-OP TEAMS:** If at any time your co-op is discontinued or not renewed, BOTH (ALL) Schools must re-apply for Tournament eligibility for the following season by the appropriate deadlines, Fall Sports - February 1 | Winter Sports - April 1 | Spring Sports - June 1.

Please **DO NOT** check any additional boxes and please **DO NOT** "white out" any checks below. You may cross off any sports you will not be offering. If you note a discrepancy in the offerings checked, please contact [dsankey@wiaawi.org](mailto:dsankey@wiaawi.org) at the WIAA prior to submitting your application.

<u>BOYS SPORTS</u>				<u>GIRLS SPORTS</u>				<u>BASED ON PAST MEMBERSHIP DUES</u>	
	Contact Co-op	Non-Contact Co-op	Not in Tourn		Contact Co-op	Non-Contact Co-op	Not in Tourn		
Baseball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Membership Dues	\$0.00
Basketball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cross Country	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sport Assessment Fees	\$600.00
Cross Country	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Non-Contact Co-op Fees	\$0.00
Football	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Total Saved 2020-2021</b>	<b>\$600.00</b>
8 Player Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Golf	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: red; margin: 0;"><b>YOUR DUES/FEES 2020-2021: \$0.00</b></p> <p style="text-align: center; color: red; margin: 0;"><b>The Board of Control action on 4/21/15 to suspend dues/fees until 2017-2018 became permanent as a result of membership action at the 2017 annual meeting</b></p> </div>	
Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Softball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Swim & Dive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Swim & Dive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Track & Field	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Track & Field	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volleyball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Wrestling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

**Sign and return this Membership Application no later than August 1, 2020.**  
Email document to: [dsankey@wiaawi.org](mailto:dsankey@wiaawi.org)





Book	Policy Manual
Section	School Resource Officer Policy for Review
Title	SCHOOL RESOURCE OFFICER PROGRAM
Code	po8407
Status	First Reading

#### 8407 - SCHOOL RESOURCE OFFICER PROGRAM

To promote a safe, secure, and supportive school environment, the Board believes it appropriate for the District to have a collaborative relationship with the law enforcement agency(ies) with jurisdiction in the District through a School Resource Officer (SRO) Program.

The SRO Program shall provide appropriate and relevant information, instruction, and resource services to students, teachers, and parents. These services along with ~~and~~ the District's and the law enforcement agency's(ies)' duties and obligations regarding the SRO Program, shall be set forth in an agreement between the District and the law enforcement agency(ies), including:

- A.  placement of a designated School Resource Officer in specific schools on specific days and times;
- B.  development of positive law enforcement officer/student relationships;
- C.  investigation of alleged violations of law, consistent with the authority and duties of law enforcement officers, that involve student or staff conduct on or off of school property;
- D.  educational presentations/discussions;
- E.  preventative and/or informational discussions with students/parents;
- F.  patrol and supervision of various school functions;
- G.  creation and implementation of crime prevention and safety programs; and
- H.  performance of duties of regular patrol officers that pertain to school resource matters;
- I.  a requirement the law enforcement agency(ies) to provide the ~~(-) District Administrator~~  Board **{END-OF-OPTIONS}** with an annual report regarding the SRO Program.

This report shall summarize activities conducted throughout the previous school year and shall include recommendations for the upcoming school year. **{END-OF-OPTION}**  The Board may request additional updates or reports. **{END-OF-OPTION}**

The building principal(s) shall serve as the designated liaisons between the District and the law enforcement agency(ies) and shall oversee the SRO Program as it pertains to the specific building(s). The District and the law enforcement agency(ies) shall collaborate in determining various responsibilities and requirements under the SRO Program, including programming services and development of the school safety plan (See Policy 8420 - School Safety). Any services or activities provided or performed by the law enforcement agency(ies) via the SRO Program shall not serve as a substitute for any responsibilities assigned to District personnel.

Sharing of confidential information and/or student record information with the law enforcement agency(ies) by the District shall fully comply with all relevant statutory provisions and District policies. Use of any devices by any member of the law enforcement agency(ies) to gather or store information in the course of an investigation (e.g., body camera footage) shall be

done in full compliance with all law enforcement agency(ies) policies, as well as State and Federal law regarding the use of any such devices.

© Neola 2019

Legal

- Wis. Stat. §§ 968.07(1)(d), (2)
- Wis. Stat. § 165.85(2)(c)
- Wis. Stat. § 121.02(1)(i)
- Wis. Stat. § 120.44 (unified school districts)
- Wis. Stat. § 120.13
- Wis. Stat. § 118.257
- Wis. Stat. § 118.127
- Wis. Stat. § 118.125
- Wis. Stat. § 118.001
- Wis. Stat. § 66.0301

Last Modified by Melanie Oppor on June 3, 2020