

School District of Manawa

Board of Education Meeting Agenda

August 16, 2021

AMENDED



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(US) +1 319-435-9201 PIN: 293 820 190#

1. Call to Order – President Johnson – **7:00 p.m.** – Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
 - a. Introduction of New Staff
 - b. Desired State Overview - Admin. Team Members
 - i. Literacy
 - ii. Mathematics
 - iii. ISTE (Technology Standards)
6. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
7. Consent Agenda
 - a. Approve Minutes of a July 19, 2021 Regular Board Meeting
 - b. Treasurer’s Report: Approve Expenditures & Receipts
 - c. Donations:
 - i. Bruce Scheller for use of his trailer for the Rodeo Parade
 - ii. Drama Club collection of \$251 from the Summer School production of *Follow That Rabbit: The Alice in Wonderland Story*
 - iii. Michael and Jeanne Frazier \$25 donation - Library Fundraiser
 - d. Accept DPI State Grant Award for Career and Technical Education (CTE) Incentive Grant of \$2,392.96
 - e. Approval of Support Staff Transfer Request - Food Service/Custodial
 - f. Approval of SY21-22 Non-Athletic Co-Curricular Advisors as Presented
 - g. Approval of SY21-22 Volleyball Coaches as Presented**
 - h. Acceptance of Secondary Physical Education Teacher Resignation
 - i. Approval of Teacher Transfers
 - j. Acceptance of Guidance Administrative Assistant/AD Clerical Support/District Clerical Support Resignation**

8. Any Item Removed from Consent Agenda
 - a.
 - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
10. Correspondence: No correspondence this month.
11. Board Recognition: None this month.
12. District Administrator's Report:
 - a. Legislative Update
 - b. Monthly Enrollment Update
 - c. Curriculum Director Highlights
 - d. COVID-19 Update
 - e. WASB Fall Regional Meeting - October 7, 2021 Bridgewood Resort, Neenah
 - f. 2022 State Education Convention - January 19-21, 2022 Wisconsin Center, Milwaukee
13. School Operations Reports:
 - a. ES Principal/Special Education Director Highlights - Included in Board Packet
 - i. Seclusion and Restraint Report for SY 20/21
 - b. MS / HS Principal: Highlights - Included in Board Packet
14. Business Related Reports:
 - a. Highlights - Included in Board Packet
 - b. Kobussen Transportation Report
15. Director's Reports:
 - a. District Reading Specialist Highlights - Included in Board Packet
 - b. Technology Director Highlights - Included in Board Packet
16. Board Comments:
 - a.
 - b.
17. Committee Reports:
 - a. Curriculum Committee (Hollman)
 - i. Consider Endorsement of the Gifted and Talented Handbook
 - ii. Timeline for Review of Wisconsin Academic Standards
 - iii. Consider Endorsement of the Updated Curriculum Writing Process
 - iv. Research Overview on Highly Effective Schools
 - v. Begin Review of "Learning" Key Performance Indicators
 - vi. Curriculum Committee Planning Guide
 - b. Buildings & Grounds (R. Johnson)
 - i. Review Paving Project Update
 - ii. Review A.D. Plan for Access to the MAC and Gymnasium in August
 - iii. Discuss State of District Internet Infrastructure

- iv. Update on Hosted Solar Project
- v. Consider Work Utility Vehicle Options
- vi. Discuss Staining Press Box Stairway/Railing
- vii. Preliminary Information on Rubberized Track
 - 1. Fisher Tracks Inc.
 - 2. Athletic Field Services
- viii. Consider building a new climate controlled storage building for the MS/HS property
 - 1. Inventory of items to be stored - Dan Wolfgram
 - 2. Technology Ed. student involvement
 - 3. Location
 - 4. Future planning - Sample of building type from Matt McGregor
https://www.bigbuildingsdirect.com/product/maverick-metal-garage-kit-20x30x10/?gclid=Cj0KCOjwnueFBhChARIsAPu3YkQBOy9Fa5qCXCgD6EaUEXb-kiLoyPEiKTQaV0eK5aSA4s1MzMSR7eEaAmUDEALw_wcB
 - 5. Other
- ix. Discuss Manawa Athletic Booster Club interest in fundraising for future projects
 - 1. Electronic scoreboards for gyms (replacement)
 - 2. Rubberized track (replacement) Discuss Future Project Ideas: (Information / Action)
 - 3. Other
- x. Consider sale of unused property
 - 1. 2 plow blades for pick-up trucks and assorted technology devices online
- xi. Begin Review of Key Performance Indicators
 - 1. Operation Efficiencies
 - a. 20-Year Facilities Plan (Pfefferle)
 - 2. Safe & Orderly Environment
 - a. School Safety Plan (establish stakeholder committee for plan review)
- xii. Review Buildings & Grounds Monthly Budget Report
- c. Policy & Human Resources Committee (J. Johnson)
 - i. Consider Endorsement of School District of Manawa COVID-19 Back to School Plan as Presented
 - ii. Acknowledge WIAA Guidelines for Return to 2021 Fall Sport Seasons as Presented
 - iii. Discuss and Revise Policies and Administrative Guidelines per Handbook Review as Needed
 - 1. PO2260 - Nondiscrimination and Access to Equal Educational Opportunity
 - 2. PO5516 - Student Hazing

3. PO5517.01 - Bullying
 4. PO5410 - Promotion, Placement, and Retention (New; posted July 26, 2021)
 5. AG5421A - Grading (Update grading scales; most districts list this only in the handbook)
 6. PO7540.03 - Student Technology Acceptable Use And Safety (When students receive a school email/Google account)
 7. School Nurse References - Nurse/Paramedical
 8. Assistant Principal replaced with Dean of Students where applicable
 9. PO5513 - Care of Property (Fees or fines defined)
 10. Other Policies Identified of Concern During the Handbook Review
 11. Other Administrative Guidelines Identified of Concern During the Handbook Review
- iv. Consider Revision to Handbook Medical Emergency Acknowledgement Page per Legal Advice
 - v. Consider Legal Advice Regarding Student Proof of Driving Permit for ATVs or Snowmobiles
 - vi. Consider Endorsement of the Special Education Handbook as Presented
 - vii. Consider Endorsement of the Mentor Handbook as Presented
 - viii. Consider Endorsement of ES Health/Special Education Paraprofessional Position as Presented
 - ix. Consider Endorsement of ES Health/Special Education Paraprofessional Job Description as Presented
 - x. Begin Review of Key Performance Indicators
 1. IV. Engagement & Satisfaction
 - a. A - Staff Retention
 - b. E - Staff Survey
 - c. F - Parent Survey
 - d. G - Student Survey
- d. Joint Curriculum and Policy & Human Resources Committee Meeting (J. Johnson and Hollman)
 - i. Consider Endorsement of Elevate K12 to Deliver Secondary Spanish Instruction for the 2021-22 School Year as Presented
 - ii. Consider Endorsement of Supervisory Instructional Paraprofessional for Spanish Schedule as Presented
 - iii. Consider Endorsement of Middle School/High School Instructional Paraprofessional Job Description as Presented
18. Unfinished Business: No unfinished business
19. New Business:
- a. Consider Approval of the COVID-19 Districtwide Response Plan as Presented
 - b. Consider Approval of the Free Wisconsin DHS COVID-19 Testing Program for Schools as Presented
 - c. Consider Approval of the Gifted and Talented Handbook as Presented

- d. Consider Approval of the Updated Curriculum Writing Process as Presented
 - e. First Reading of PO2260 - Nondiscrimination and Access to Equal Educational Opportunity as Presented
 - f. First Reading of PO5517.01- Bullying as Presented
 - g. First Reading of PO7540.03 - Student Technology Acceptable Use And Safety as Presented
 - h. Consider Revision to Handbook Medical Emergency Acknowledgement Page per Legal Advice as Presented
 - i. Consider Approval Regarding Student Proof of Driving Permit for ATVs or Snowmobiles as Presented
 - j. Consider Approval of the Special Education Handbook as Presented
 - k. Consider Approval of the Mentor Handbook as Presented
 - l. Consider Approval of ES Health/Special Education Paraprofessional Position as Presented
 - m. Consider Approval of ES Health/Special Education Paraprofessional Job Description as Presented
 - n. Consider Approval of SDM Medical Advisor for the 2021-2022 School Year as Presented
 - o. Consider Approval of New Alternative Open Enrollment Applications for the 2021-2022 School Year as Presented
 - p. Consider Approval of Elevate K12 to Deliver Secondary Spanish Instruction for the 2021-22 School Year as Presented
 - q. Consider Approval of Supervisory Instructional Paraprofessional for Spanish Schedule as Presented
 - r. Consider Approval of Middle School/High School Instructional Paraprofessional Job Description as Presented
20. Next Meeting Dates:
- a. TBD - August Meeting - Buildings and Grounds Committee
 - b. August 31, 2021 LWHS/MMS Ribbon Cutting Ceremony & Tours - 3:30-6:30 p.m.
 - c. September 7, 2021 Finance Committee Meeting - 6:00 p.m.
 - d. September 8, 2021 Curriculum Committee Meeting - 5:00 p.m.
 - e. September 13, 2021 Policy and Human Resources Committee Mtg - 5:00 p.m.
 - f. September 22, 2021 Regular Board of Education Meeting - 7:00 p.m.
21. Adjourn

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

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

0167.3 - **PUBLIC PARTICIPATION AT BOARD MEETINGS**

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:
 - 1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;

2. request any individual to leave the meeting when that person does not observe reasonable decorum;
 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
 5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- 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:
1. No obstructions are created between the Board and the audience.
 2. No interviews are conducted in the meeting room while the Board is in session.
 3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

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Minutes of a July 19, 2021 School District of Manawa Regular Board of Education Meeting

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

Pledge of Allegiance

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

Verify Publication of Meeting - Dr. Oppor verified publication

Presentations: Annual District Reading Specialist State of the District in Literacy Instruction; and Initial Proposal of Updated Key Performance Indicators

Announcements: Contributions to the District: A. Sturm & Sons Foundation, Inc. \$3,000 donation to benefit the youth enrolled in the Manawa FFA Chapter, and A. Sturm & Sons Foundation, Inc. \$3,000 donation to enhance the Fine Arts areas of band, chorus, drama, forensics, arts or libraries in the district. Other Contributions: none.

Approved by Consent: Minutes of June 21, 2021 Regular Board Meeting, July 6, 2021 and July 13, 2021 Special Board Meetings; Treasurer’s Report: Approve Expenditures \$355,307.31 & Receipts \$1,006,917.74. Donations: A. Sturm & Sons Foundation, Inc. \$3,000 donation to benefit the youth enrolled in the Manawa FFA Chapter, and A. Sturm & Sons Foundation, Inc. \$3,000 donation to enhance the Fine Arts areas of band, chorus, drama, forensics, arts or libraries in the district

Any Item Removed from Consent Agenda: No items were removed.

Public Comments: Matt McGregor, Hoffman Construction, gave an update on the HS/MS parking lot repavement project.

Correspondence: There was no correspondence this month.

Board Recognition: Student Recognition - Alaina Gast - CWC North Girls Softball Player of the Year

District Administrator’s Report:

Legislative Update - Waiting to hear about the state budget in regards to education. American Rescue Plan Act of 2021 and Esser III plans and district plan requirements. Summer Professional Development & Curriculum Update - math training is coming up. Secondary teachers training this week. Administration is training along with the teachers. COVID-19 Update - Numbers looking good across the county. The Delta variant seems to be more aggressive. Putting a plan together for the 2021-22 SY and bringing it to the board in August. Summer Infrastructure Project Highlights - 11 month meeting with Hoffman. Satisfaction survey and making sure Hoffman will address all needs. HS/MS new gym floor, new lights, new masks will be showcased at the ribbon cutting in August.

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

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

Director's Reports: Technology Director Highlights - Included in Board Packet

Board Comments: R. Johnson wanted to discuss rescheduling the September 20, 2021 regular board meeting. They will reschedule the Regular Board of Education meeting for Wednesday, September 22, 2021 at 7:00 p.m.

Reierson noted it would be helpful to provide directions telling people where the restrooms were in the elementary school for participants in the rodeo parade.

She does not support the book, "It's Perfectly Normal" by Robie H. Harris, being in any of the school libraries. Reierson would like to better define what correspondence is being attached to the board agendas and in the policies.

Hollman asked that any guest speakers or special recognitions get that done earlier in the meeting and to make sure they excuse them after their presentations so they feel free to leave future board meetings.

Committee Reports: Minutes were included in the board packet for a Curriculum Committee, a Finance Committee, a Buildings & Grounds, and a Policy & Human Resources Committee.

Reierson pointed out typos in the various handbooks that are being approved at this meeting. She also questioned in the Title 1 handbook that states there is a teacher retention plan and wanted to know who is working on the plan, and where this plan is.

The 504 Handbooks refers to Neola forms and wanted to make sure it is cross-referenced as being up-to-date.

At 8:55 p.m. the board recessed for a break. At 9:01 p.m., the meeting resumed.

Unfinished Business:

Motion by R. Johnson / Jepson to Approve of PO0167.3 - Public Comment at Board Meetings as Presented. Motion carried. Pethke absent.

Motion by Reierson / Griffin to Approve of PO5410 - Promotion, Placement, and Retention as Presented. Motion carried. Pethke absent.

Motion by Reierson / Jepson to Approve of AG5410 - Promotion, Transfer, and Retention as Presented. Motion carried. Pethke absent.

New Business:

Motion by Jepson / Hollman to change the order of the New Business by moving items 19o and 19p to the top. Motion carried. Pethke absent.

Motion by Hollman / R. Johnson to Approve of Curb and Gutter Replacement Budget as Presented. Motion carried. Pethke absent.

Motion by R. Johnson / Hollman to Approve of Traffic Flow Plan for MMS/LWHS (subset of referendum paving project) as Presented. Motion carried. Pethke absent.

Motion by Hollman / R. Johnson to Approve of MES Student Handbook as Revised. Motion carried. Pethke absent.

Motion by Reierson / Hollman to Approve of MMS Student-Parent Handbook as Revised. Motion carried. Pethke absent.

Motion by Jepson / Reierson to Approve of LWHS Student-Parent Handbook as Revised. Motion carried. Pethke absent.

Motion by Griffin / R. Johnson to Approve of 504 Handbook as Revised. Motion carried. Pethke absent.

Motion by R. Johnson / Hollman to Approve of Title I Schoolwide Plan as Presented.
Motion Amended by R. Johnson / Hollman to Approve of the Title I Schoolwide Plan as Revised. Motion carried. Pethke absent.

Motion by Jepson / Reierson to Approve of Response to Intervention (RtI) Plan as Presented. Motion carried. Pethke absent.

Motion by Griffin / Reierson to Approve of Professional Educator Handbook as Presented. Motion carried. Pethke absent.

Motion by Reierson / Hollman to Approve of Coaches Handbook as Presented. Motion carried. Pethke absent.

Motion by Griffin / R. Johnson to Approve of Student Academic Standards as Presented. Motion carried. Pethke absent.

Motion by Jepson / Reierson to Approve of Food Service Prime Vendor as Presented. Motion carried. Pethke absent.

Motion by R. Johnson / Jepson to Approve of Food Service Bread Vendor as Presented. Motion carried. Pethke absent.

Motion by Griffin / Hollman to Approve of Food Service Dairy Vendor as Presented. Motion carried. Pethke absent.

Motion by R. Johnson / Griffin to Approve of Sick-day Pay-out for All Staff as Presented. Jepson nay. Motion carried. Pethke absent.

Motion by Hollman / Reiersen to Approve of Salary & Stipend Guide as Presented. Motion carried.

Motion by Hollman / R. Johnson to Approve of Legal Counsel Advice to End Virtual Only Board of Education Meetings and the Recording/Posting of Board of Education Meetings as Pandemic Emergency Ends as Presented.

Motion Amended by Hollman / R. Johnson to continue with hybrid meetings and end virtual only meetings. Motion carried. Pethke absent.

Motion by Reiersen / Jepson to Approve of Summer School 2021 Fifth Grade Band Lessons as Presented. Motion carried. Pethke absent.

Next Meeting Dates:

July 27, 2021 Buildings & Grounds Committee Meeting - 4:30 p.m.

July 27, 2021 Curriculum Committee Meeting - 6:00 p.m.

August 3, 2021 Policy & Human Resources Committee Meeting - 6:00 p.m.

August 16, 2021 Regular Board of Education Meeting - 7:00 p.m.

August 31, 2021 Back to School Night - Ribbon Cutting Celebration (Details forthcoming)

September 7, 2021 Finance Committee Meeting - 6:00 p.m.

Motion by Griffin / Hollman to Adjourn at 9:52 p.m. Motion carried. Pethke absent.

Stephanie Flynn, Recorder

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82245	FOX CITIES EMBROIDER	JPAP06	06/21/2021	RETIREMENT GIFT - SPIEGELBERG	GENERAL FUND/GENERAL SUPPLIES/BOARD OF EDUCATION	8002100085	65.00
						Totals for 82245	65.00
82247	UNITED STATES TREASU	JPAP06	06/21/2021	EXCISE TAX PAYMENT - PCOR FEE EIN# 39-1016435 /2ND QTR FORM 720	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	139.70
						Totals for 82247	139.70
82248	AED PROFESSIONALS	JPAP06	06/25/2021	FRX SMART PADS II - 1 SET	GENERAL FUND/GENERAL SUPPLIES/HEALTH	0	45.13
82248	AED PROFESSIONALS	JPAP06	06/25/2021	FRX SMART PADS II - 1 SET	GENERAL FUND/GENERAL SUPPLIES/HEALTH	0	59.82
						Totals for 82248	104.95
82249	AMAZON CAPITAL SERVI	JPAP06	06/25/2021	Book Order to Complete Common School Fund Spending	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1012100145	161.43
82249	AMAZON CAPITAL SERVI	JPAP06	06/25/2021	Storage Solutions for Makerspace	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCHOOL LIBRARY	1012100146	520.90
						Totals for 82249	682.33
82253	CASH	JPAP06	06/25/2021	REIMBURSE LWHS PETTY CASH	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	30.90
82253	CASH	JPAP06	06/25/2021	REIMBURSE LWHS PETTY CASH	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	10.28
82253	CASH	JPAP06	06/25/2021	REIMBURSE LWHS PETTY CASH	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	104.65
						Totals for 82253	145.83
82254	CITY OF MANAWA	JPAP06	06/25/2021	SPRING 2021 SOFTBALL AND BASEBALL USE OF LINDSAY PARK	GENERAL FUND/BUILDING RENTAL/FACILITY AQUISITION/REMODELIN G	0	3,000.00
						Totals for 82254	3,000.00
82257	MASTER ELECTRICAL SE	JPAP06	06/25/2021	OUTSIDE LIGHT REPAIRS AT MES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,671.00
						Totals for 82257	1,671.00
82260	REMINGTON'S QUALITY	JPAP06	06/25/2021	SUMMER SCHOOL - KOSHOLLEK	GENERAL FUND/FOOD/UNDIFFEREN TIATED CURRICULUM	0	19.96
						Totals for 82260	19.96
82261	SCHOOL DISTRICT OF I	JPAP06	06/25/2021	SWIMMING LESSONS (32 @ \$28)	GENERAL FUND/PERSONAL SERVICES/UNDIFFERENT IATED CURRICULUM	0	896.00
						Totals for 82261	896.00
82262	SCHOOL SPECIALTY LLC	JPAP06	06/25/2021	CARRIE KOEHN CENTRAL SUPPLY	GENERAL	4002100278	19.70

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
82262	SCHOOL SPECIALTY LLC	JPAP06	06/25/2021	CARRIE KOEHN CENTRAL SUPPLY	GENERAL	4002100278	14.87
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
82262	SCHOOL SPECIALTY LLC	JPAP06	06/25/2021	CARRIE KOEHN CENTRAL SUPPLY	GENERAL	4002100268	33.09
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
82262	SCHOOL SPECIALTY LLC	JPAP06	06/25/2021	CARRIE KOEHN CENTRAL SUPPLY	GENERAL	4002100268	24.96
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
					Totals for 82262		92.62
82265	THEDACARE AT WORK	JPAP06	06/25/2021	TB QUESTIONNAIRE REVIEW - J MADER	GENERAL	0	27.00
					FUND/PERSONAL SERVICES/OTHER STAFF SERVICES		
					Totals for 82265		27.00
82267	UNITED STATES TREASU	JPAP06	06/25/2021	FORM 720 EXCISE TAX - 2018	GENERAL	0	135.60
					FUND/DISTRICT FEES / BANKING FEE/FISCAL		
					Totals for 82267		135.60
82270	FIRST STATE BANK OF	JPAP06	06/30/2021	FUND 46 TRANSFER - BUDGETED	GENERAL	0	50,000.00
					FUND/Operating Transfers to Another		
					Totals for 82270		50,000.00
82271	JOSTENS INC.	JPAP06	06/30/2021	CARRIE KOEHN GRADUATION STOLES	GENERAL	4002100018	30.00
					FUND/NON-CAPITAL EQUIPMENT/GUIDANCE		
					Totals for 82271		30.00
82272	KOBUSSEN BUSES LTD	JPAP06	06/30/2021	JUNE BUS SCHOOL YEAR TRIPS	GENERAL	0	3,090.69
					FUND/CONTRACTED PUPIL TRANSPORTATIO/CO-CUR RICULAR TRANS		
					Totals for 82272		3,090.69
82274	REINHART FOOD SERVIC	JPAP06	06/30/2021	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE	0	152.18
					FUND/FOOD/FOOD SERVICES		
82274	REINHART FOOD SERVIC	JPAP06	06/30/2021	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE	0	159.15
					FUND/GENERAL SUPPLIES/OPERATION		
					Totals for 82274		311.33
82277	AUGUST WINTER & SONS	JPAP06	06/30/2021	TROUBLESHOOT COOLING UNITS AT LWHS/MANAWA MIDDLE SCHOOL	GENERAL FUND/REPAIR & MAINTENANCE	0	1,153.17
					SERVICES/BUILDINGS		
82277	AUGUST WINTER & SONS	JPAP06	06/30/2021	TROUBLESHOOT COOLING UNITS AT LWHS/MANAWA MIDDLE SCHOOL	GENERAL FUND/REPAIR & MAINTENANCE	0	869.93
					SERVICES/BUILDINGS		
					Totals for 82277		2,023.10
82278	CASH	JPAP06	06/30/2021	MES PETTY CASH	GENERAL	0	208.20

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL		
					Totals for 82278		208.20
82279	CESA 6-CONFERENCE RE	JPAP06	06/30/2021	PLAY YOUR WAY INTO LITERACY - SEKA	GENERAL	0	275.00
					FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING		
82279	CESA 6-CONFERENCE RE	JPAP06	06/30/2021	Professional Development for Tori Gast	GENERAL	4002100251	25.00
					FUND/TRANSFER TO CESA/NON-INSTRUCTIONAL STAFF TRAINING		
					Totals for 82279		300.00
82280	CITY OF MANAWA	JPAP06	06/30/2021	MES WATER & SEWER	GENERAL	0	499.60
					FUND/WATER/OPERATION		
82280	CITY OF MANAWA	JPAP06	06/30/2021	MES WATER & SEWER	GENERAL	0	572.81
					FUND/SEWERAGE/OPERATION		
82280	CITY OF MANAWA	JPAP06	06/30/2021	LWHS SEWER & WATER	GENERAL	0	354.19
					FUND/WATER/OPERATION		
82280	CITY OF MANAWA	JPAP06	06/30/2021	LWHS SEWER & WATER	GENERAL	0	434.34
					FUND/SEWERAGE/OPERATION		
82280	CITY OF MANAWA	JPAP06	06/30/2021	LWHS SEWER & WATER	GENERAL	0	327.66
					FUND/SEWERAGE/OPERATION		
82280	CITY OF MANAWA	JPAP06	06/30/2021	LWHS SEWER & WATER	GENERAL	0	267.19
					FUND/WATER/OPERATION		
82280	CITY OF MANAWA	JPAP06	06/30/2021	PAES LAB WATER & SEWER	GENERAL	0	27.13
					FUND/WATER/OPERATION		
82280	CITY OF MANAWA	JPAP06	06/30/2021	PAES LAB WATER & SEWER	GENERAL	0	45.09
					FUND/SEWERAGE/OPERATION		
					Totals for 82280		2,528.01
82281	DEPARTMENT OF ADMINI	JPAP06	06/30/2021	TEACH SERVICES 1/1/21-6/30/21	GENERAL	0	1,500.00
					FUND/TRANSFER TO STATE/ADMINISTRATIVE TECHNOLOGY SERV		
					Totals for 82281		1,500.00
82282	HARDWOOD SPECIALISTS	JPAP06	06/30/2021	COMPLETION OF WORK ON THE LWHS/MANAWA MIDDLE SCHOOL GYM FLOOR	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	10,134.59
82282	HARDWOOD SPECIALISTS	JPAP06	06/30/2021	COMPLETION OF WORK ON THE LWHS/MANAWA MIDDLE SCHOOL GYM FLOOR	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	7,645.39
					Totals for 82282		17,779.98
82285	ACT	JPAP07	07/12/2021	DAN WOLFGAM ACT ASPIRE PERIODIC FEE INVOICE 15241 CUSTOMER # 33239	GENERAL	4002100280	1,180.00
					FUND/ACCOUNTS PAYABLE		
					Totals for 82285		1,180.00
82287	AT&T	JPAP07	07/12/2021	INTERNET	GENERAL	0	195.41
					FUND/ACCOUNTS PAYABLE		
					Totals for 82287		195.41
82288	CINTAS CORPORATION L	JPAP07	07/12/2021	CUSTODIAL SUPPLIES	GENERAL	0	339.09
					FUND/ACCOUNTS		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82288	CINTAS CORPORATION L	JPAP07	07/12/2021	CUSTODIAL SUPPLIES	PAYABLE GENERAL	0	449.49
					FUND/ACCOUNTS		
82288	CINTAS CORPORATION L	JPAP07	07/12/2021	CUSTODIAL SUPPLIES	PAYABLE SPECIAL EDUCATION	0	49.11
					FUND/ACCOUNTS		
82288	CINTAS CORPORATION L	JPAP07	07/12/2021	CUSTODIAL SUPPLIES	PAYABLE GENERAL	0	855.26
					FUND/ACCOUNTS		
82288	CINTAS CORPORATION L	JPAP07	07/12/2021	CUSTODIAL SUPPLIES	PAYABLE GENERAL	0	214.74
					FUND/ACCOUNTS		
82288	CINTAS CORPORATION L	JPAP07	07/12/2021	CUSTODIAL SUPPLIES	PAYABLE GENERAL	0	83.89
					FUND/ACCOUNTS		
82288	CINTAS CORPORATION L	JPAP07	07/12/2021	CUSTODIAL SUPPLIES	PAYABLE GENERAL	0	111.20
					FUND/ACCOUNTS		
					PAYABLE		
					Totals for 82288		2,102.78
82289	GREEN BOYZ INC	JPAP07	07/12/2021	FERTILIZER/CRABGRASS/WEED CONTROL	PAYABLE GENERAL	0	290.00
					FUND/ACCOUNTS		
					PAYABLE		
					Totals for 82289		290.00
82290	INTELLICORP RECORDS,	JPAP07	07/12/2021	OUT OF STATE BACKGROUND CHECK	PAYABLE GENERAL	0	23.75
					FUND/ACCOUNTS		
					PAYABLE		
					Totals for 82290		23.75
82291	IRRIGATION SERVICES	JPAP07	07/12/2021	SERVICE TO CHECK SYSTEM	PAYABLE GENERAL	0	140.00
					FUND/ACCOUNTS		
					PAYABLE		
					Totals for 82291		140.00
82292	KOBUSSEN BUSES LTD	JPAP07	07/12/2021	SUMMER SCHOOL TRANSPORTATION	PAYABLE GENERAL	0	2,828.55
					FUND/ACCOUNTS		
					PAYABLE		
82292	KOBUSSEN BUSES LTD	JPAP07	07/12/2021	SUMMER SCHOOL TRIPS	PAYABLE GENERAL	0	1,016.93
					FUND/ACCOUNTS		
					PAYABLE		
					Totals for 82292		3,845.48
82293	MULTI MEDIA CHANNELS	JPAP07	07/12/2021	PUBLISHING	PAYABLE GENERAL	0	1,227.97
					FUND/ACCOUNTS		
					PAYABLE		
82293	MULTI MEDIA CHANNELS	JPAP07	07/12/2021	PUBLISHING	PAYABLE GENERAL	0	1,178.97
					FUND/ACCOUNTS		
					PAYABLE		
					Totals for 82293		2,406.94
82294	REINHART FOOD SERVIC	JPAP07	07/12/2021	INSTALL ELECTRIC COVECTION STEAM APPLIANCE	PAYABLE FOOD SERVICE	0	4,625.00
					FUND/ACCOUNTS		
					PAYABLE		
82294	REINHART FOOD SERVIC	JPAP07	07/12/2021	ELECTRIC CONVECTION STEAM - OVEN	PAYABLE FOOD SERVICE	0	17,210.36
					FUND/ACCOUNTS		
					PAYABLE		
82294	REINHART FOOD SERVIC	JPAP07	07/12/2021	INSTALL ELECTRIC CONVENTION STEAM APPLIANCE	PAYABLE FOOD SERVICE	0	2,345.00
					FUND/ACCOUNTS		
					PAYABLE		
					Totals for 82294		24,180.36

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82297	THEDACARE AT WORK	JPAP07	07/12/2021	PHYSICAL - NO SHOW - J. MADER DS RAPDI 5 BUNDLED/TB QUESTIONNAIRE REVIEW/PHYSICAL FREE FROM COMM DISEASE - D. MARZOFKA	GENERAL FUND/ACCOUNTS PAYABLE	0	228.00
						Totals for 82297	228.00
82298	US CELLULAR	JPAP07	07/12/2021	US CELLULAR BILLING FOR 2020-21	GENERAL FUND/ACCOUNTS PAYABLE	8002100006	391.43
						Totals for 82298	391.43
82299	WEX BANK - GLOBAL FL	JPAP07	07/12/2021	ALL OTHER FUEL	GENERAL FUND/ACCOUNTS PAYABLE	0	433.21
						Totals for 82299	433.21
82300	WI DEPT OF JUSTICE	JPAP07	07/12/2021	BACKGROUND CHECKS - JUNE 2021 (35)	GENERAL FUND/ACCOUNTS PAYABLE	0	245.00
						Totals for 82300	245.00
82301	ACUITY	JPAP71	07/12/2021	WRITTEN PREMIUM CHARGE WORKERS COMPENSATION (TERM 7/01/21 - 07/01/2022)	GENERAL FUND/WORKER'S COMPENSATION/INSURAN CE AND JUDGEMENTS	0	54,515.00
						Totals for 82301	54,515.00
82302	AMAZON CAPITAL SERVI	JPAP71	07/12/2021	ANDREA WHITMAN CLASSROOM ITEM	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1012200038	99.28
						Totals for 82302	99.28
82304	DELTA DENTAL-VISION	JPAP71	07/12/2021	JULY 21 VISION INSURANCE	GENERAL FUND/VISION EFF 090115	0	550.62
						Totals for 82304	550.62
82305	DIVERSIFIED BENEFIT	JPAP71	07/12/2021	HEALTH PLAN REIMBURSEMENT 2021-22 (55 EMPLOYEES @ \$3.25) JULY 2021 HRA ADMINISTRATIVE SERVICES	GENERAL FUND/PERSONAL SERVICES/FISCAL	0	434.50
						Totals for 82305	434.50
82306	DTAK, LLC	JPAP71	07/12/2021	WOOD CHIPS	GENERAL FUND/CONSTRUCTION SERVICES/FACILITY AQUISITION/REMODELIN G	1012200056	2,500.00
						Totals for 82306	2,500.00
82307	HEINEMANN	JPAP71	07/12/2021	TEACHER/CLASSROOM BOOKS	GENERAL FUND/INSTRUCTIONAL MEDIA/ENGLISH LANGUAGE	1012100141	16,014.60
						Totals for 82307	16,014.60
82308	JOSTENS	JPAP71	07/12/2021	MERIA WRIGHT TO ATTEND THE 2021 JOSTENS SUMMER YEARBOOK WORKSHOP AT ST NORBER COLLEGE ON 8/2/21	GENERAL FUND/PERSONAL SERVICES/YEARBOOK FEE	0	75.00
						Totals for 82308	75.00
82309	KOMPAS CARE	JPAP71	07/12/2021	KOMPAS CARE SOFTWARE & SERVICES 2021/2022 SCHOOL YEAR	GENERAL FUND/PERSONAL SERVICES/FISCAL	0	2,015.00
						Totals for 82309	2,015.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82311	NASSP - NATIONAL HON	JPAP71	07/12/2021	DAN WOLFGRAM NHS MEMBERSHIP 7/1/21 - 6/30/22 ORDER # 9001452731	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	2002200004	385.00
						Totals for 82311	385.00
82312	SKYWARD, INC	JPAP71	07/12/2021	ANNUAL LICENSE FEES 7/1/21 - 6/30/22	GENERAL FUND/TECH/SOFTWARE SERVIC/CENTRAL SERVICES	0	36,796.00
						Totals for 82312	36,796.00
82313	SOLARUS	JPAP71	07/12/2021	PAES LAB PHONE	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	0	148.43
82313	SOLARUS	JPAP71	07/12/2021	DISTRICT OFFICE PHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	374.74
82313	SOLARUS	JPAP71	07/12/2021	LWHS/MMS PHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	474.31
82313	SOLARUS	JPAP71	07/12/2021	LWHS/MMS PHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	357.81
82313	SOLARUS	JPAP71	07/12/2021	MES PHONE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	757.01
						Totals for 82313	2,112.30
82314	STANDARD INSURANCE C	JPAP71	07/12/2021	LIFE/STD & LTD PREMIUMS - JULY 2021	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,075.40
82314	STANDARD INSURANCE C	JPAP71	07/12/2021	LIFE/STD & LTD PREMIUMS - JULY 2021	GENERAL FUND/LTD INS PAYABLE	0	812.08
82314	STANDARD INSURANCE C	JPAP71	07/12/2021	LIFE/STD & LTD PREMIUMS - JULY 2021	GENERAL FUND/STD INS PAYABLE	0	185.89
						Totals for 82314	2,073.37
82315	STUDENT ASSURANCE SE	JPAP71	07/12/2021	ALL PUPIL COVERAGE (599 X \$3.25)	GENERAL FUND/DISTRICT STUDENT INSURANCE/INSURANCE AND JUDGEMENTS	0	1,946.75
						Totals for 82315	1,946.75
82316	WISCONSIN ASSOC OF S	JPAP71	07/12/2021	THE FOCUS FEE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOARD MEMBERS	8002200002	240.00
						Totals for 82316	240.00
82319	WISCNET	JPAP71	07/12/2021	WISCNET ANNUAL MEMBERSHIP FEE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/ADMINISTRATIVE TECHNOLOGY SERV	0	1,500.00
						Totals for 82319	1,500.00
202000275	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,001.65
202000275	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	SPECIAL EDUCATION	0	1,421.78

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202000275	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	FUND/WI RETIREMENT FOOD SERVICE	0	319.65
202000275	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	FUND/WI RETIREMENT GENERAL FUND/WI RETIREMENT FUND	0	9,001.65
202000275	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,421.78
202000275	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	319.65
						Totals for 202000275	21,486.16
202000288	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,966.22
202000288	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,425.11
202000288	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	317.60
202000288	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,966.22
202000288	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,425.11
202000288	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	317.60
						Totals for 202000288	21,417.86
202000294	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	19.29
202000294	WISCONSIN RETIREMENT	R9	06/30/2021	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	19.29
						Totals for 202000294	38.58
202000304	EMPLOYEE BENEFITS CO	JPWI06	06/30/2021	EBC HRA - MINIMUM FEE & BESTFLEX PLAN ADMIN FEE	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	126.50
						Totals for 202000304	126.50
202000305	EMPLOYEE BENEFITS CO	JPWI06	06/17/2021	FSA CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	1,638.24
						Totals for 202000305	1,638.24
202000306	DELTA DENTAL OF WISC	JPWI06	06/16/2021	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	3,813.60
						Totals for 202000306	3,813.60
202000308	DELTA DENTAL OF WISC	JPWI06	06/23/2021	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,079.20
						Totals for 202000308	1,079.20
202000309	EMPLOYEE BENEFITS CO	JPWI06	06/24/2021	FSA CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	289.24
						Totals for 202000309	289.24
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	GENERAL FUND/FICA	0	10,877.50

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	(SOCIAL SECURITY) SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,057.98
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	314.64
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	269.78
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,543.90
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	247.43
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	73.58
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	63.10
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	642.00
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	41.24
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	27.50
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	14,904.91
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,115.27
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	148.97
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	424.92
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,543.90
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	247.43
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	73.58
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	63.10
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	10,877.50
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	SPECIAL EDUCATION	0	1,057.98

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	FUND/FICA (SOCIAL SECURITY) FOOD SERVICE	0	314.64
202000310	INTERNAL REVENUE SER	P9	06/30/2021	Payroll accrual	FUND/FICA (SOCIAL SECURITY) COMMUNITY SERVICE	0	269.78
					Totals for 202000310		48,200.63
202000311	MASSMUTUAL FINANCIAL	P9	06/30/2021	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202000311		50.00
202000312	WEA TAX SHELTERED AN	P9	06/30/2021	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202000312	WEA TAX SHELTERED AN	P9	06/30/2021	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	500.00
					Totals for 202000312		600.00
202000313	WISCONSIN DEPT OF RE	P9	06/30/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	80.00
202000313	WISCONSIN DEPT OF RE	P9	06/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202000313	WISCONSIN DEPT OF RE	P9	06/30/2021	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	8,340.07
202000313	WISCONSIN DEPT OF RE	P9	06/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	676.30
202000313	WISCONSIN DEPT OF RE	P9	06/30/2021	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	126.58
202000313	WISCONSIN DEPT OF RE	P9	06/30/2021	Payroll accrual	COMMUNITY SERVICE FUND/STATE INCOME TAX	0	239.98
					Totals for 202000313		9,467.93
202000315	WEA MEMBER BENEFIT T	P9	06/30/2021	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202000315		40.00
202000316	DELTA DENTAL OF WISC	JPWI06	06/30/2021	DENTAL CLAIMS & DENTAL ADMINISTRATION	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	607.41
					Totals for 202000316		607.41
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	GENERAL FUND/FOOD/BOARD MEMBERS	0	25.49
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	300.61
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/GIRLS SOFTBALL	0	13.99
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOCAL MUSIC	0	-100.00
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL LODGING &	0	37.85

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	MEALS/COED GOLF GENERAL FUND/PUPIL LODGING &	0	7.00
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	MEALS/COED GOLF GENERAL FUND/PUPIL LODGING &	0	6.00
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	MEALS/COED GOLF GENERAL FUND/PUPIL LODGING &	0	23.99
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	MEALS/COED GOLF GENERAL FUND/PUPIL LODGING &	0	166.70
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	MEALS/COED GOLF GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/COED GOLF	0	100.00
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	GENERAL FUND/PERSONAL SERVICES/COMMUNITY RELATIONS	0	139.73
202000317	BMO MASTERCARD	COCCJU	06/20/2021	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/COMMUNITY RELATIONS	0	352.00
						Totals for 202000317	1,073.36
202100003	EMPLOYEE BENEFITS CO	JPWI07	07/01/2021	FSA CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	1,919.62
						Totals for 202100003	1,919.62
202100233	SITTER, KATHRYN	JPAP06	06/25/2021	SUPPLIES - SUMMER SCHOOL	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	0	95.77
						Totals for 202100233	95.77
202100234	TASSONE, MELISSA	JPAP06	06/25/2021	SUMMER SCHOOL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	0	75.68
						Totals for 202100234	75.68
202100237	SITTER, KATHRYN	JPAP06	06/30/2021	SUPPLIES - SUMMER SCHOOL	GENERAL FUND/FOOD/UNDIFFEREN TIATED CURRICULUM	0	171.33
						Totals for 202100237	171.33
202100238	JOHNSON, CASEY	JPAP06	06/30/2021	SUMMER SCHOOL SUPPLIES - OUTDOOR EXPLORATIONS	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	0	139.38
202100238	JOHNSON, CASEY	JPAP06	06/30/2021	SUMMER SCHOOL SUPPLIES - SCIENCE/OUTDOOR EXPLORATION	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	0	137.11
						Totals for 202100238	276.49
						Totals for checks	354,138.68

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	110,905.79	0.00	204,713.20	315,618.99
27	SPECIAL EDUCATION FUND	10,191.52	0.00	148.43	10,339.95
50	FOOD SERVICE FUND	26,537.75	0.00	311.33	26,849.08
80	COMMUNITY SERVICE FUND	1,330.66	0.00	0.00	1,330.66
***	Fund Summary Totals ***	148,965.72	0.00	205,172.96	354,138.68

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

Name	Reference	Trans Date	Description	Post Date	Amount
		07/07/2021	CHROMEBOOK FINE	07/07/2021	20.00
			Totals for 15367		20.00
		07/07/2021	FOOD SERVICE DEPOSIT FOR 2020-21	07/07/2021	165.40
			Totals for 15383		165.40
		07/07/2021	WORK PERMIT	07/07/2021	30.00
			Totals for 15384		30.00
		07/07/2021	FOOD SERVICE DEPOSIT FOR 2020-21 DONE ON	07/07/2021	212.82
			Totals for 15385		212.82
		07/09/2021	MEDICAID PAYMENT	07/09/2021	4,271.40
			Totals for 15377		4,271.40
		07/09/2021	CESA 6 YA PAYMENT	07/09/2021	1,100.00
			Totals for 15378		1,100.00
		07/09/2021	CESA 5 CATEGORICAL AID PAYMENT	07/09/2021	2,753.38
			Totals for 15379		2,753.38
		07/09/2021	STURM FINE ARTS DONATION	07/09/2021	3,000.00
			Totals for 15380		3,000.00
		07/19/2021	FOOD SERVICE AID PAYMENT FOR JUNE	07/19/2021	17,975.58
			Totals for 15376		17,975.58
		07/20/2021	ATHLETIC PASS	07/20/2021	15.00
			Totals for 15368		15.00
		07/20/2021	SUMMER SCHOOL PLAY ADMISSIONS	07/20/2021	1,145.00
			Totals for 15369		1,145.00
		07/20/2021	STUDENT FINES	07/20/2021	55.00
			Totals for 15370		55.00
		07/20/2021	DONATIONS FROM ALICE	07/20/2021	251.00
			Totals for 15371		251.00
		07/20/2021	RODEO FLOAT PRIZE	07/20/2021	75.00
			Totals for 15372		75.00
		07/20/2021	STURM DONATION	07/20/2021	3,000.00
			Totals for 15373		3,000.00
		07/26/2021	J MADER NO SHOW FOR THEDA AT WORK APPT	07/26/2021	45.00
			Totals for 15374		45.00
		07/26/2021	STURM MEMORIAL SCHOLARSHIP	07/26/2021	19,500.00
			Totals for 15375		19,500.00
		07/26/2021	COMPUTER AID	07/26/2021	2,940.06
			Totals for 15381		2,940.06
		07/26/2021	EQUALIZATION AID	07/26/2021	70,335.00
			Totals for 15382		70,335.00
			Total for Cash Receipts		126,889.64

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	75,520.06	90.00	45.00	75,655.06
21	Special Revenue Trust Fund	0.00	6,356.00	0.00	6,356.00
27	SPECIAL EDUCATION FUND	7,024.78	0.00	0.00	7,024.78
50	FOOD SERVICE FUND	18,353.80	0.00	0.00	18,353.80
72	PRIVATE BENEFIT TRUST FUND	0.00	19,500.00	0.00	19,500.00
***	Fund Summary Totals ***	100,898.64	25,946.00	45.00	126,889.64

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

CREDIT CARD STATEMENT - July			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
Dan Wolfgram									
6/29/2021	FLEET FARM	\$39.99	10	E	400	411	253000	000	ART PETHKE - HS BUILDING & GROUNDS
7/13/2021	MENARDS E-COMMERCE	\$1,063.62	10	E	400	411	136000	000	DAN KOEHLER-CLASSROOM SUPPLIES
		70.78	10	E	400	440	136000	000	DAN KOEHLER-CLASSROOM SUPPLIES
	MENARDS	\$1134.40							
7/15/2021	FLEET FARM	\$115.80	10	E	400	411	253000	000	ART PETHKE - HS BUILDING & GROUNDS
7/15/2021	SWEDBERG FUNERAL HOME	\$125.00	10	E	400	440	241000	000	DAN WOLFGRAM - TIME CAPSULE
	TOTAL	\$1,415.19							
Melanie Oppor									
7/1/2021	Adobe Inc.	\$15.81	10	E	800	360	232100	0	Adobe Acrobat Pro software subscription
	TOTAL	\$15.81							
Danni Brauer									
6/22/21	Dollar Tree, Inc.	\$32.00	10	E	800	411	232200	0	Outstanding balance from books for birthday mailing
7/12/21	Boarders Inn and Suites	\$178.00	10	E	101	342	221300	365	Hotel for ALICE Training
	TOTAL	\$210.00							
MES									
7/8/2021	Advertising Store	\$150.48	10	E	101	411	253000	0	Custom Magnets for buses
	TOTAL	\$150.48							



July 23, 2021

Melanie Joy Oppor
Manawa School District
800 Beech St
Manawa, WI 54949

Dear Melanie Joy Oppor:

Congratulations! This letter serves as notification that your school district will be receiving Career and Technical Education (CTE) Incentive Grant funding from your application claim submitted by September 30, 2020.

This state grant awards funds of up to \$1,000 per student to school districts for the class of 2020 high school graduates who have also earned industry-recognized certifications. This appropriation incentivizes school districts to support CTE programming, resulting in students earning industry-recognized certifications. The list of eligible certifications were selected to mitigate workforce shortages in industries or occupations identified in consultation with the Department of Workforce Development (DWD) and the Wisconsin Technical College System (WTCS).

For this fiscal year, the available allocation for the grants was \$6.5 million. The funding is limited to \$1,000 per pupil regardless of the number of certifications the student earned on the approved list. The Department of Public Instruction (DPI) prorated the total allocation of \$6.5 million across the eligible 8,149 claims, resulting in \$797.64 per student. These funds are currently being transferred to each applicant's school district electronically.

School districts claimed funds for reimbursement based on the students who met the following eligibility criteria:

- Certifications earned were on the Class of 2020 Approved Certifications List
- Students graduated with a high school diploma in 2020

Manawa School District Claims:

- 3 student(s) were found to be eligible
- Your total check amount is \$2,392.93

Melanie Joy Oppor

July 23, 2021

Page 2

Certification claims found to be ineligible, included one or more of the following reasons:

- The student earned more than one approved certificate.
- The student was a freshman, sophomore, or junior and did not graduate in 2020.
- The student was a senior and did not graduate in 2020.
- The student did not graduate from a public high school.
- The certificate claimed was not eligible or found on the Approved 2020 Certifications List.
- Verification checks by DPI, DWD, and WTCS revealed that the student did not actually earn/pass/complete the certificate as required.

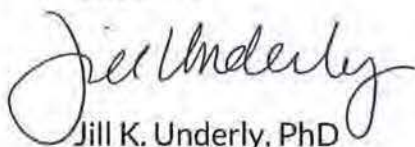
The correct codes for federal aids electronic disbursement were:

- Fund 10
- Source 630
- Project 577
- Appn 232
- CFDA 255.950

Please note the CTE Incentive Grants are not considered cost reimbursement grants. Accordingly, the project code assigned to the funds is optional. Furthermore, funds do not need to be expended by the end of the fiscal year, June 30, 2021, nor claims submitted for expenditures to DPI.

Applications for the class of 2021 graduate claims are now available and due to DPI by September 30, 2021. Please see our webpage at <http://dpi.wi.gov/cte/technical-incentive> for more information.

Sincerely,



Jill K. Underly, PhD
State Superintendent



School District of Manawa
Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien and Dan Wolfgram
cc: Dr. Melanie Oppor
Date: 7/29/2021
Re: Custodial/Food Service Job Description

Recommendation

I recommend transferring Julie Peterson to the Custodial/Food Service. This position is Part-time, School Year and is scheduled 28.75 hours per week when students are in session.

Rationale

Mrs. Peterson has worked in the MES office since her hire in 2019. She asked for this voluntary transfer. This past school year, she filled in when needed including doing some custodial work. She is a hard worker and we believe she will be an excellent fit for this position.

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Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Dan Wolfgram

Date: 8/3/2021

Re: 2021-2022 Non-Athletic Co-Curricular Positions

Please find below a list of personnel for the Non-Athletic Co-Curricular positions for 2021-2022.

<u>Position</u>	<u>Name</u>
Art Club / Team	Nancy Zabler
Marching Band / Pep Band	Kevin Plekan
Class Advisor H.S. / Senior	Gen Gunderson
Class Advisor H.S. / Junior	Janine Connolly
Class Advisor H.S. / Sophomore	Michele Koshollek
Class Advisor H.S. / Freshman	*Kevin Murphy / Jill Krause
*Class Advisors Middles School	**Nate Ziemer, Dawn Millard, Tracy Breaker, Brad Johnson
Prom Advisor	Gen Gunderson
Prom Advisor	Mary Eck
Prom Advisor	Tom Polkki
FBLA	Renee Berg
Forensics Director / H.S. Head Coach	Tracy Konkol
Forensic / Asst. Coach H.S.	Carrie Gruman
Debate Coach H.S.	Tom Polkki
N.H.S. Director	Janine Connolly

Play Director / Drama	Carrie Gruman
Student Council H.S. - includes oversight of homecoming related events	Mary Eck
Yearbook H.S.	Meria Wright
Yearbook Middle School	Meria Wright
Quiz Bowl	Pat Collins

*The position of Freshman Class Advisor will be split between two staff members. The stipend of \$300 will be equally divided.

**The position of Middle School Class Advisors will be split between four staff members. The stipend of \$300 will be equally divided amongst the four staff members.



Mr. Dan Wolfgram

Little Wolf High School Principal

Manawa Middle School Principal

School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Brad Johnson
Date: 8/12/2021
Re: JV2 Volleyball Coach

The purpose of this memo is to recommend Gen Gunderson as the JV2 Volleyball Coach for the 2021 middle school volleyball season.

Gen Gunderson is entering her second full year as a Science teacher at LWHS. Gen played volleyball for two years in high school. She has no personal experience coaching, but she is quite familiar with what it takes to be a coach, her husband and brother each coach. She will bring positive energy and effort to this position. Her focus will be on fundamentals of rotations for the high school level and to put Manawa in the position to succeed. I recommend Gen Gunderson for the position of Manawa JV2 Volleyball Coach for the 2021 season.

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Mr. Dan Wolfgram

Little Wolf High School Principal
Manawa Middle School Principal

School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Brad Johnson
Date: 8/12/2021
Re: Middle School Volleyball Coaches

The purpose of this memo is to recommend Katie Sitter as the 7th Grade Volleyball Coach and Katherine Moericke as a Volunteer 7th Grade Assistant Coach for the 2021 middle school volleyball season.

Katie Sitter is entering her 4th year as a Special Education teacher at MES. Katie played volleyball for Manawa during her high school career where she received Honorable Mention All-Conference in her senior season. More recently she has spent time coaching youth baseball and leading youth groups. She focuses her time and effort on proper skills and techniques to develop athletes as well as character traits such as hard work, determination, perseverance, and good sportsmanship. Katie is an excellent addition to our program for this year and beyond. I recommend Katie Sitter for the position of Manawa Middle School's 7th Grade Volleyball Coach for the 2021 season.

Katherine Moericke is a parent of one of our 7th Grade athletes. She is looking to assist when possible to help Coach Sitter when IEPs and other teaching duties take precedence over practice. Both of Katherine's children have been involved in Manawa Youth Sports. She has helped coach practices for both baseball and softball as an assistant. She also has a daughter playing 7th Grade Volleyball. She looks forward to assisting in helping Manawa girls learn the sport of volleyball. I recommend Katherine Moericke for the position of Manawa Middle School Volunteer Assistant Volleyball Coach for the 2021 season.

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Melanie Oppor <moppor@manawaschools.org>

Resignation Letter

1 message

Kevin Murphy <kmurphy@manawaschools.org>
To: Melanie Oppor <moppor@manawaschools.org>

Tue, Aug 10, 2021 at 1:59 PM

Melanie,

It is with heavy heart to inform the Manawa School District that I, Kevin Murphy, will be resigning from my PE/Health position on 8/10/21. I have been in Manawa for 9 years and loved every minute of it. I built so many relationships with coworkers, students, and community members. The decision to leave came down to being able to be closer to home for my kids and help enhance my soccer coaching career in the valley. I am going to use everything I learned from Manawa and bring it to my new school district. I will always be a wolf and will miss everyone. I have been truly blessed over the last 9 years.

Thank You,

Kevin Murphy



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: July 6, 2021
Re: Request for Voluntary Transfer

The purpose of this memo is to endorse Mr. Brad Johnson's request for a voluntary transfer to the 1.0 FTE Secondary Physical Education/Health teaching position. Mr. Johnson sent an email request for this transfer on August 11, 2021. He is the only internal candidate expressing interest in the position. Mr. Johnson is well suited to the physical education/health position because of his dual licensure, his experience as a head coach of two sports, and his current role as co-athletic/activities director. Thank you for your thoughtful consideration of this request for a voluntary transfer.



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: August 16, 2021
Re: Request for Voluntary Transfer

The purpose of this memo is to endorse Mr. Casey Johnson's request for a voluntary transfer to the 1.0 FTE Manawa Middle School teaching position. Mr. Johnson sent an email request for this transfer on August 13, 2021. He is the only internal candidate expressing interest in the position. Mr. Johnson is well suited to the middle school position because of his dual licensure, his successful MES teaching experience, and his experience as an assistant coach. Thank you for your thoughtful consideration of this request for a voluntary transfer.

Stephanie Flynn <sflynn@manawaschools.org>

Fwd: Resignation

1 message

Dan Wolfgram <dwolfgram@manawaschools.org>
To: Stephanie Flynn <sflynn@manawaschools.org>

Thu, Aug 12, 2021 at 10:51 AM

Dan Wolfgram, Principal
Little Wolf High School / Manawa Middle School
School District of Manawa
[515 East 4th St.](#)
[Manawa, WI 54949](#)
LWHS and MMS Office: 920-596-5800
dwolfgram@manawaschools.org

Little Wolf High School Middle School Mission Statement:
Creating solid foundations for lifelong success

Manawa Middle School Mission Statement:
Preparing students academically, socially, and emotionally for future success

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

From: **Tori Gast** <tgast@manawaschools.org>
Date: Wed, Aug 11, 2021 at 1:43 PM
Subject: Resignation
To: Melanie Oppor <moppor@manawaschools.org>, Dan Wolfgram <dwolfgram@manawaschools.org>

Greetings,

Please accept this email as my official resignation from the School District of Manawa. This would have been my 12th year at the district and I have had to make the extremely difficult decision to leave. I honestly planned to work here until retirement. My official last day will be August 20th.

Sincerely,

Tori Gast

Tori Gast
Guidance Admin. Asst./AD Secretary
Little Wolf Jr./Sr. High School
515 E. Fourth St.
Manawa, WI 54949
District Sub. Caller
tgast@manawaschools.org



Sender notified by
Mailtrack



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 8/5/21
Re: August Update

MES

- Faulks removed the old swings and prepare the area for the new swings to be installed.
- On July 13th and 14th, I attended a Train the Trainer for ALICE. ALICE stands for Alert, Lockdown, Inform, Counter, Evacuate and is an Active Shooter Preparedness Solution. I will be using the training in August for our District trainings. I will be meeting with building staff to discuss the continued rollout during in-service.
- Summer professional development is well underway. Kindergarten through 5th-grade teachers had their second training for Illustrative Math in July where they dug deeper into the instructional strategies emphasized by the new materials.
- The MES Makerspace is taking shape. Mrs. Krueger has been working hard to organize the space and make it usable for Library classes and for teachers to use materials and projects during Wofltime or core curriculum units. A makerspace is a collaborative workspace for making, learning, exploring, and sharing that uses high-tech to no tech tools. Students complete challenges or solve problems of their own choosing. We can't wait for the space to really take shape.
- Registration went very well. Using Signup Genius worked for setting appointments. I am excited to get to know our new students.

Special Education

- The 2021-22 school year is the year that the School District of Manawa must perform Reading Drives Achievement: Procedural Compliance Self-Assessment (RDA: PCSA). This is a process that every public school district in Wisconsin performs every 5 years. We already passed the first 2 indicators (timely evaluations and parent surveys) and I am trained to review evaluation and IEP paperwork.
 - We have received our random sample and I have begun to review the paperwork. -- This is the step we are in the process at this time.
 - The Special Education Department will meet prior to school starting to go through the needed corrections and go over trends that were found. When school starts staff will begin to make any needed corrections to compliance statements (see attachment for compliance statement and corrections).
 - During a 2 week period during September/October, I will be doing the required assessment of the implementation of IEPs. This will involve the review of services in

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

a small sample of IEPs (sample is randomly selected by DPI) then finding evidence of the implementation of services during the 2 week period. The Department will meet again to go over any corrections that need to be made.

- Corrections will be made and submitted to DPI by November 1, 2021.
- In May, DPI will verify that the District continues to follow the corrected actions and will meet with me to close out the process.
- Files for students with IEPs who are transferring to Manawa will be arriving in the next couple of weeks.

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School District of Manawa
Students Choosing to Excel, Realizing Their Strengths

Implementation of Act 118 in Manawa

- The district has 1 certified Non-violent Crisis Intervention (NVC)I trainer, who trained 36 regular and special education staff members and 2 administrators.
- Annually, prior to school starting all staff view a presentation about Act 118 along with documentation procedure.

Seclusion and Restraint Report to the Board for 2020-21

School	Total # of Students (students with disabilities)	Incidents of Seclusion	Incidents of Restraint
Elementary School	3(3)	12	8
Middle School	0	0	0
High School	1(1)	1	0
Total	4	13	8

Please contact the Director of Special Education and/or Building Principal if you have any questions about this report and/or the use of seclusion and restraint in the School District of Manawa.

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To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Dan Wolfgram, Principal Little Wolf High School, Manawa Middle School
Date: 8/5/2021
Re: Staff and Program Highlights - August 2021

ALICE Training:

Principal Wolfgram and Ms. Eck completed their second round of in-person staff training for ALICE on Thursday, July 29. Two other sessions will be offered for the entire staff to complete by the end of the summer. Other trainers include Dr. Oppor, Danni Brauer, and Corrie Ziemer.

ALICE stands for: A – Alert; L – Lockdown; I – Inform; C – Counter; E – Evacuate

Per the ALICE training guide, “There is a new standard-of-care which emphasizes the need for pro-active, options-based, strategies. The federal and state government recommendations, as well as, major law enforcement associations support these strategies. ALICE Training is the model upon which these official recommendations were built.

Registration 2021:

Registration 2021 is officially in the books and can be counted as a win. Families attended the three-day event and report that the process was streamlined and efficient. The new scheduling program for pictures will be evaluated alongside the registration process to plan for next year’s event.

Summer Cleaning:

Custodial staff is finishing up the heavy lifting of cleaning the school. Thanks to Mary Wilson, Artie Pethke, Carl Suehs, and Maleah Pirk for their dedication and hard work to keep our facilities looking top-notch.

Student-Parent Athletic Meeting:

AD Brad Johnson and Principal Wolfgram jointly hosted the annual Parent-Student Annual Meeting on Wednesday, July 14th. While attendance was lower than in past years, accommodations were made for parents to view the presentation on the SDM webpage and also respond to a short quiz on the material.

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Athletic Updates:

The fall sports season has officially begun on August 1st. Students are returning to the school facilities with high expectations for a successful season. The first home football game is slated for Friday, August 20th against Markesan. Due to ongoing parking lot construction, Tim Schuelke has agreed to help provide golf carts for the event to aid in the transportation of patrons to the field from the MES parking lot or 4th Street.

FFA Kudos!

Congratulations to Kyle Wepner of the Manawa FFA for earning 3rd place in the state for the Wisconsin FFA Safe Tractor Operator's Contest!



Math Professional Development:

All secondary math teachers have successfully completed the first steps of the professional development required of College Preparatory Math (CPM). Principal Wolfgram attended the training in Madison on Monday, August 9 - 11.

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Mr. Dan Wolfgram

Little Wolf High School Principal

Manawa Middle School Principal

School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

New Gymnasium Ceiling Fans: The new ceiling fans have been installed in the LWHS gymnasium and are operating on all cylinders. We are pleased with the quiet operation and look forward to the finishing touches with the addition of the personalized wall mats.



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Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 8/6/2021
Re: Business Office Monthly Update - August

The audit will be completed this month. Work is occurring at a steady pace and the business office will be ready for the WIPFLI audit team.

In July, I attended the administrative retreat in Oshkosh. There we learned about the importance of principal leadership and were reminded of the research-based methods that influence education outcomes. The conference concluded with a reminder to “Choose Your Charge” when it comes to personal energy levels. After the conference, the SDM administrators met to plan the all-district in-service that will take place on August 31, 2021.

Ms. Brauer and I met with representatives from Kobussen to go over plans for the upcoming year. Routes will remain relatively the same as 2020-21. We went over how discipline issues will be handled and how bus safety rules will be taught on the first day at MES.

KOBUSSEN BUSES LTD.

Family Pride in Every Ride

August 4, 2021

July Transportation Report

Prepared For: School District of Manawa

To Whom It May Concern,

This summer sure is going fast, but we are eager to see the students for the 2021-2022 school year!

Here at the terminal, we are working on building routes and entering students as we receive their information. The routes haven't changed much, but we continue to make them as safe as possible by having pickup and drop-off as door side stops. This way, the students do not need to cross the road.

Recently, a group of drivers attended the Wisconsin Decision Driving Center at Fox Valley Technical College. Here, the drivers learned how to use defensive driving in various scenarios. Scenarios were conducted in a bus on the skid pad. The drivers experienced what it would be like to have no braking power, no ABS, and ABS active. This is a great learning experience and the drivers felt more confident after the course.

Our buses are having preventative maintenance completed, and also being cleaned for the new school year.

Our \$1,500 sign on bonus is still available! If you know of anyone that is interested, please let us know!

If anyone has any questions, comments, or concerns, please do not hesitate to contact us: (920) 389-1500 or my email is: Jacob.elsner@kobussen.com

Thank you,

Jacob Elsner
Terminal Manager
Kobussen Buses LTD



Mrs. Michelle Johnson
District Reading Specialist

School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Aug 4, 2021

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: 8/4/2021

Re: District Literacy Highlights

Family Engagement and Connections:

Home Visits:

Educators need to know what happens in the world of the children with whom they work. They need to know the universe of their dreams, the language with which they [beautifully] empower themselves...within their world, what they know independently of the school, and how they know it.

— Paulo Freire

When providing the opportunity for home visits, we begin to build relationships with our families, learn more about their culture and language, and create an environment where communication is a partnership throughout the community. Throughout July and continuing into August, I scheduled and reached out to our English Language Learning students for home visits. Truly, it brought joy to meet families and introduce myself as the new Literacy Specialist for our district. During this time, I shared a list of exciting new book titles this year, ways for parents to help support reading skills throughout the summer (see the infographic below), and took time to listen. Additionally, I provided our Title I parent compact and our school calendar. I noted areas for improvement, and what they wanted most from our school district in the upcoming year. Family members shared their favorite books with me and what they loved to do together. It truly filled my heart to be able to connect with our families in this way. I even learned about making homemade mole sauce; it is quite a process!

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515 E. Fourth St
Manawa, WI 54949

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

Manawa Elementary

800 Beech Street
Manawa, WI 54949

Phone: (920) 596-2238
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Prevent Summer Learning Loss

- Have your child read at least **20 MINUTES PER DAY**.
- Students who read **5 minutes** a day score only in the **50th percentile**.
- Students who read **20 minutes** a day score in the **90th percentile**.
- Visit **the Library**.
- Find reasons for your child to **practice** writing skills. **Write...** a book, a blog, a zine, a poem.
- Engage** in meaningful conversations with your child.
- Stimulating** conversations boost language skills.
- Audio Books**: Instead of listening to music, listen to audio books during long drives.
- Model Reading Behavior**: If your child sees you reading, they are more likely to read as well.
- Read to your child**: This builds listening skills, imagination, and increases vocabulary.
- Learn a new word each week.** Post the new word with its definition and have a contest for who can use it the most times in one week. Words include: Reciprocity, Plethora, Fait Accompli, Erudition, Equanimity, Panacea.
- COOK with your child**: Have your child follow a recipe. This enhances both reading and math skills.

Student Outreach and Encouragement



Personalized Letters Home:

After digging through various sources of data such as the STAR, ACT Aspire/ACT, Fountas and Pinnell Benchmarking, OnDemand writing, etc, students needing extra encouragement and a boost of confidence were identified. Throughout August, they will be receiving a hand-written letter, introducing myself, encouraging them, and letting them know that they have someone who is looking out for them, empathizing that reading can sometimes be challenging, but they are up for the challenge.

Registration:

“Attendance improves when a school community offers a warm and welcoming environment that engages students and families and provides enriching learning opportunities. Students are more likely to come to school when they feel safe, know that someone at the school cares about them, and when there are exciting and relevant lessons. Families are more likely to make sure their children are in class every day when they know school staff are looking out for their children’s best interest.”-Attendanceworks.org

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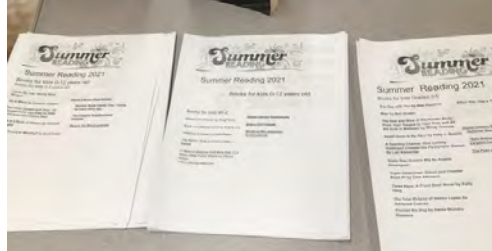
/ ManawaSchools



/ ManawaSchools



Throughout the week of registration, students smiled for their school pictures and were welcomed by our staff. Administrative assistants, counselors, principals, Dr. Oppor, and members from food service greeted students and their families. In addition to information and clothes offered to families for the new school year, a table was set up with inviting books for various grade levels as well as new summer reading lists for each grade level. Many students from home visits remembered me, and were quick with a wave and a kind hello.



Administrative Team:

I ask the Manawa Board of Education members, “What is Your Why?” when it comes to our children’s education. The administrative team has warmly welcomed and helped with the onboarding process in joining their team. During the last few weeks, we have been working collaboratively to plan for our inservice days and the refocusing on “What is our Why?” as educators, grounding us into work best supporting all of our students. Members of the team have been helpful in providing resources, answers to my many questions, and comradery throughout my first few weeks on the team. To those members, I am grateful.

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Professional Development:

Onboarding and planning with previous Reading Specialist, Jackie Sernau (Throughout July and Aug)

July 12th-13th- Interactive Read Aloud Training with Cesa 6 was a success with modeling and lesson planning to immediately embed within plans/practices

July 20th-21st- Admin. retreat at the Oshkosh Conference Center- Inspirational Leadership

Final Week of July: Completed Access Certification, became familiar with WIDA website

July 30th- Title I Grant Application Training and Overview with **Mary Ann Hudziak** from Cesa 6.

Aug. 2nd- Really Great Reading Phonics and Foundational program training for MES staff.

Aug. 9th - (Zoom Webinar) Teaching Writing in Small Groups with Jennifer Seravallo- attended-Dawn Millard and myself

Aug. 12th- Literacy Across Contents- prepared and developed professional development for staff throughout the last week of July and first of Aug. This aligns with our District Literacy Plan in developing disciplinary literacy throughout the secondary level, beneficial for all levels.

Aug. 17th- Running Record Calibration as well as condensed IRA training (Elementary)

Aug. 19th- Small Group Reading and Writing Professional Development- (For all levels)

Aug. Inservice- Collaboratively working with Erin Loritz and Principal Wolfgram in developing the Professional Learning Community aligned with the disciplinary content focus (Leading for Literacy, A Reading Apprenticeship Approach). Together, we are reviewing data, and identifying the best implementation practices monthly throughout the upcoming school year.

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Technology Board Report

August 2021



Network and Server Infrastructure Review

Working with Skyward network engineers to stabilize and secure the network.

Student online enrollment.

Established a work group consisting of key stakeholders to determine an after action plan.

Firewall Replacement

New firewall was configured and installed with minimal down time to the network. (roughly 15 mins of down time)

Student Device Replacement

Cleaning and refreshing Chromebooks for the students return in the fall. Developing a system for check-in and check-out. About 75% completed.

ECF (Emergency Connectivity Fund)

This is a Federal grant to assist schools with making laptops available for students. Working with key stakeholders on establishing grant feasibility and implementation.

Status of Auction items

Minutes of a July 28, 2021 School District of Manawa Curriculum Committee Meeting

The meeting was called to order at 6:00 p.m. Board Room, 800 Beech St., Manawa
Board Committee Members: Hollman (C), Jepson, J. Johnson

In Attendance: Hollman, Jepson, J. Johnson, Dr. Oppor, Mr. Wolfgram, Ms. Brauer

Timer/Recorder: J. Johnson

1. Consider Endorsement of the Gifted and Talented Handbook. Moved by Hollman / Jepson to Recommend Endorsement of the Gifted and Talented Handbook as Revised to the full board. Motion carried.
2. Timeline for Review of Wisconsin Academic Standards - Informational
3. Consider Endorsement of the Updated Curriculum Writing Process. Moved by Jepson / J. Johnson to Recommend Endorsement of the Updated Curriculum Writing Process and updated Stipend Schedule to the full board as Presented. Motion carried.
4. Research Overview on Highly Effective Schools - Informational
5. Begin Review of “Learning” Key Performance Indicators - Informational
6. Curriculum Committee Planning Guide - Informational
7. Next Meeting Date: September 8, 2021 5:00 p.m.
8. Next Meeting Items:
 - a. Wellness Handbook (New)
 - b. Continue Review of “Learning” Key Performance Indicators
 - c.
9. Motion by J. Johnson/Jepson to adjourn at 8:02 p.m.

Minutes of a July 27, 2021 School District of Manawa
Buildings and Grounds Committee Meeting

The meeting was called to order at 4:30 p.m. MES Board Room, 800 Beech Street

Board Committee Members: R. Johnson (C), Griffin, Hollman

In Attendance: R. Johnson, Griffin, Hollman, Dr. Oppor, Dean Marzofka, and Mr. Wolfgram

Timer / Recorder: Griffin

1. Review Paving Project Update - Informational - nothing new to report - project moving forward.
2. Review A.D. Plan for Access to the MAC and Gymnasium in August - Informational - Brad Johnson and Mr. Wolfram are working on a plan around the paving crew.
3. Discuss State of District Internet Infrastructure - Informational - work in progress to get ready for students.
4. Update on Hosted Solar Project - Informational
5. Consider Work Utility Vehicle Options - Informational - Griffin will stop at Spiegelberg Implement to look at units.
6. Discuss Staining Press Box Stairway/Railing - Informational - Hollman will get a quote.
7. Preliminary Information on Rubberized Track - Informational
 - a. Fisher Tracks Inc.
 - b. Athletic Field Services
8. Consider building a new climate controlled storage building for the MS/HS property - Informational
 - a. Inventory of items to be stored - Dan Wolfgram
 - b. Technology Ed. student involvement
 - c. Location
 - d. Future planning - Sample of building type from Matt McGregor
https://www.bigbuildingsdirect.com/product/maverick-metal-garage-kit-20x30x10/?gclid=Cj0KCOjwnueFBhChARIsAPu3YkQBOy9Fa5qCXCgD6EaUEXb-kiLoyPEiKTOaV0eK5aSA4s1MzMSR7eEaAmUDEALw_wcB
 - e. Other
9. Discuss Manawa Athletic Booster Club interest in fundraising for future projects -Informational - Booster Club to decide on taking on project.
 - a. Electronic scoreboards for gyms (replacement)
 - b. Rubberized track (replacement) Discuss Future Project Ideas: (Information / Action)
 - c. Other
10. Consider sale of unused property - Informational - Mr. Marzofka will post on government website.
 - a. 2 plow blades for pick-up trucks and assorted technology devices online

11. Begin Review of Key Performance Indicators - Informational - Added possible community members to review plan. Dr. Oppor will contact county forester to mark out school forest.
 - a. Operation Efficiencies
 - i. 20-Year Facilities Plan (Pfefferle)
 - b. Safe & Orderly Environment
 - i. School Safety Plan (establish stakeholder committee for plan review)
12. Review Buildings & Grounds Monthly Budget Report (Information)
13. Buildings & Grounds Committee Planning Guide (Information)
14. Set Next Meeting Date: August 24, 2021 4:30 p.m.
15. Next Meeting Items:
 - a. Recarpet MS/HS Library
 - b. Discuss Maintenance of the School Forest (Information / Action)
WI School Forest Education Specialist - (Gretchen Marshall)
LEAF: Wisconsin's K-12 Forestry Education Program
 - c.
16. Adjourn - Motion by Hollman / Griffin to adjourn at 5:53 p.m.

Minutes of a August 3, 2021 School District of Manawa
Policy and Human Resources Committee Meeting

The meeting was called to order at 6:00 p.m. at MES Board Room, 800 Beech Street
Board Committee Members: J. Johnson (C), Pethke, Reirson
In Attendance: Johnson, Pethke, Reirson virtually attended, Dan Wolfram, Danni Brauer, and
Dr. Oppor
Timer/ Recorder: Pethke

1. Consider Endorsement of School District of Manawa COVID-19 Back to School Plan as Presented. Moved by Reirson/Pethke to table. Motion carried.
2. Acknowledge WIAA Guidelines for Return to 2021 Fall Sport Seasons as Presented - Informational
3. Discuss and Revise Policies and Administrative Guidelines per Handbook Review as Needed
 - a. PO2260 - Nondiscrimination and Access to Equal Educational Opportunity
 - b. PO5516 - Student Hazing
 - c. PO5517.01 - Bullying
 - d. PO5410 - Promotion, Placement, and Retention (New; posted July 26, 2021)
 - e. AG5421A - Grading (Update grading scales; most districts list this only in the handbook)
 - f. PO7540.03 - Student Technology Acceptable Use And Safety (When students receive a school email/Google account)
 - g. School Nurse References - Nurse/Paramedical
 - h. Assistant Principal replaced with Dean of Students where applicable
 - i. PO5513 - Care of Property (Fees or fines defined)
 - j. Other Policies Identified of Concern During the Handbook Review
 - k. Other Administrative Guidelines Identified of Concern During the Handbook Review

Recommend Revision of PO2260, PO5517.01, PO7540.03 and Recommend Leaving PO5516, PO5410 and AG5421A as is to the full board. The others will be brought back to the next meeting for discussion.

4. Consider Revision to Handbook Medical Emergency Acknowledgement Page per Legal Advice. Moved by Pethke/Johnson to Recommend Revision to Handbook Medical Emergency Acknowledgement Page per Legal Advice for 2021-22 school to the full board as Presented. Motion carried.
5. Consider Legal Advice Regarding Student Proof of Driving Permit for ATVs or Snowmobiles. Moved by Pethke/Johnson to recommend Legal Advice Regarding

Student Proof of Driving Permit for ATVs or Snowmobiles to the full board as presented. Motion carried.

6. Consider Endorsement of the Special Education Handbook as Presented. Moved by Pethke/Johnson to Endorse the Special Education Handbook to the full board as Presented. Motion carried.
7. Consider Endorsement of the Mentor Handbook as Presented. Moved by Pethke/Johnson to Endorse the Mentor Handbook to the full board as Presented. Motion carried.
8. Consider Endorsement of ES Health/Special Education Paraprofessional Position as Presented. Moved by Pethke/Johnson. to Endorse the ES Health/Special Education Paraprofessional Position to the full board as Presented. Motion carried.
9. Consider Endorsement of ES Health/Special Education Paraprofessional Job Description as Presented. Moved by Pethke/Johnson to Endorse the ES Health/Special Education Paraprofessional Job Description to the full board as Presented. Motion carried.
10. Begin Review of Key Performance Indicators - Information
 - a. IV. Engagement & Satisfaction
 - i. A - Staff Retention
 - ii. E - Staff Survey
 - iii. F - Parent Survey
 - iv. G - Student Survey
11. Policy & Human Resources Committee Planning Guide (Information)
12. Set Next Meeting Date: September 13, 2021 5:00 p.m.
13. Next Meeting Items:
 - a. NEOLA Updates - Steve LaVallee (Information / Action)
 - b. Continue Review of Key Performance Indicators (Information / Action)
 - c.
14. Moved by Pethke/Johnson to adjourn at 7:37 p.m.

Minutes of a August 9, 2021 School District of Manawa Joint Curriculum Committee and
Policy & Human Resources Committee Meeting

The virtual meeting began at 5:00 p.m.

Policy & Human Resources Committee Members: J. Johnson (C), Pethke, Reiersen.

Curriculum Committee Members: Hollman (C), Jepson and J. Johnson

In Attendance: J. Johnson, Pethke, Hollman, Jepson, Mr. Wolfgram, Dr. Oppor, Mrs. O'Brien

Timer/Recorder: J. Johnson

1. Consider Endorsement of Elevate K12 to Deliver Secondary Spanish Instruction for the 2021-22 School Year as Presented. Moved by Jepson/J. Johnson to Endorse the Elevate K12 to Deliver Secondary Spanish Instruction for the 2021-22 School Year as Presented to the full board. Motion carried.
2. Consider Endorsement of Supervisory Instructional Paraprofessional for Spanish Schedule as Presented. Moved by J. Johnson/Pethke to Endorse the Supervisory Instructional Paraprofessional for Spanish Schedule as Presented to the full board. Motion carried.
3. Consider Endorsement of Middle School/High School Instructional Paraprofessional Job Description as Presented. Moved by J. Johnson/Pethke to Endorse the Middle School/High School Instructional Paraprofessional Job Description as Presented to the full board. Motion carried.
4. Moved by J. Johnson/Jepson to Adjourn at 5:16 p.m.



School District of Manawa COVID-19 Back to School Plan -A

[CDC Guidelines for K-12 Schools](#)
[WI- DHS Guidelines for K-12 School](#)

Adopted from considerations for returning to school 2021-2022 regional health department recommendations, collaboration with Waupaca County districts, CDC guidelines for schools, and Wisconsin DHS recommendations.

- Parent/Guardian monitor symptoms of child and keep them home if sick.
- Promote handwashing and covering your cough/sneeze.
- Routine cleaning and disinfection of common spaces and surfaces (cafeteria, library, etc.).
- Follow excursion criteria per Wisconsin Communicable Diseases requirements.

In the event of an outbreak or circumstances where there are not enough staff to safely continue in-person instruction, the Administrative Team will take immediate action as appropriate and an emergency Board of Education meeting will be requested.

What is an “outbreak” of COVID-19?

“Definitions for COVID-19 outbreaks are relative to the local context. A working definition of “outbreak” is recommended for planning investigations. A recommended definition is a situation that is consistent with either of two sets of criteria:

- *During (and because of) a case investigation and contact tracing, two or more contacts are identified as having active COVID-19, regardless of their assigned priority.*

OR

- *Two or more patients with COVID-19 are discovered to be linked, and the linkage is established outside of a case investigation and contact tracing (e.g., two patients who received a diagnosis of COVID-19 are found to work in the same office, and only one or neither of the them was listed as a contact to the other).”*

<https://www.cdc.gov/coronavirus/2019-ncov/php/contact-tracing/contact-tracing-plan/outbreaks.html>

Considerations	Fall Reopening Plan	Outbreak Response Options
Instructional Options	<p>In-person for all 4K-12 students.</p> <p>Virtual Instruction only with principal approved signed parent agreement.</p>	<p>Virtual Instruction options may be expanded to larger groups of students as needed.</p> <p>and/or</p> <p>HS A/B Cohorts.</p>
Masking (School and School Sponsored Events)	Optional for students, staff, and guests. (Strongly recommended for all unvaccinated individuals while indoors.)	Recommended if not vaccinated or Required for all based on the size of the outbreak.
Distancing	<p>Avoid large crowds if possible.</p> <p>Avoid sharing of objects/equipment if possible.</p>	<p>6 feet minimum if possible.</p> <p>No sharing of objects/equipment.</p>
Indoor Cohorting	<p>MS/HS - No Cohorting.</p> <p>ES - Classroom groups stay together as much as possible.</p>	<p>HS - A/B Cohorts.</p> <p>MS/ES - Classroom Cohorting; Specials come to classrooms.</p>
Contact Tracing	<p>All potentially exposed staff and students per CDC guidelines. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#contact-tracing</p> <ul style="list-style-type: none"> ● Contacts from household - stay home and follow WI-DHS guidelines unless vaccinated. ● Non-household close contact (symptomatic) - stay home and follow WI-DHS guidelines; recommend testing; return to school 24 hours after symptom-free. ● Non-household close contact (asymptomatic) - stay home and 	<p>All potentially exposed staff and students per CDC guidelines. https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html#contact-tracing</p> <ul style="list-style-type: none"> ● Contacts from household - stay home and follow WI-DHS guidelines unless vaccinated. ● Non-household close contact (symptomatic) - stay home and follow WI-DHS guidelines; recommend testing; return to school 24 hours after symptom-free. ● Non-household close contact (asymptomatic) - stay home and

	<p>follow WI-DHS guidelines unless vaccinated; notify parents and ask them to monitor for symptoms.</p> <ul style="list-style-type: none"> • A letter may be sent home to a class, group, team, grade-level, etc. to inform families to monitor their child's health if there are active cases that could result in an exposure. 	<p>follow WI-DHS guidelines unless vaccinated; notify parents and ask them to monitor for symptoms.</p>
Lunch	<p>MS/HS- Separate lunch periods using cafeteria.</p> <p>ES - Lunch in cafeteria sitting with class and allowing spacing of tables between groupings.</p>	<p>HS - Resume 2020-21 lunch service plan.</p> <p>ES & MS - Lunch in classrooms.</p>
Recess	<p>ES - Mixed recess weather permitting; classroom cohorted recess if weather prevents outdoor recess.</p>	<p>HS - May need to move to closed campus.</p> <p>ES - Recess in classroom cohorts.</p>
Band / Choir	<p>MS/HS - Physical distancing as possible. Bell covers on wind instruments.</p>	<p>MS/HS Choir - Alternate setting with physical distancing.</p> <p>MS/HS Band - Increased physical distancing. Outside rehearsals encouraged.</p>
Volunteers/STEP	<p>Assigned to a person or cohort when having direct contact with students.</p>	<p>Limit or put volunteer or STEP program on pause.</p>
Busing	<p>Per law, rule, or Kobussen expectations.</p> <p>Transportation Mask Order</p> <p>"Passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the</p>	<p>Per law, rule, or Kobussen expectations.</p>

	<p>exclusions and exemptions in CDC's Order." https://www.cdc.gov/quarantine/masks/mask-travel-guidance.html</p>	
Technology/Devices	<p>Devices should be sent home daily.</p> <p>Teachers will work with students at the start of the school year to ensure they know how to use their devices.</p> <p>Kajeets or other support will be provided to families who do not have reliable internet at home.</p>	Devices will be utilized to access instruction at home.
Field Trips	As scheduled per venues' rules/expectations.	None



School District of Manawa COVID-19 Back to School Plan -B

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[WI- DHS Guidelines for K-12 School](#)

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Distancing	<p>Avoid large crowds if possible.</p> <p>Avoid sharing of objects/equipment if possible.</p>
Indoor Cohorting	<p>MS/HS - No cohorting.</p> <p>ES - Classroom groups stay together as much as possible.</p>
Contact Tracing	<p>All potentially exposed staff and students per CDC guidelines. https://www.cdc.gov/coronavirus/2019-nCoV/community/schools-childcare/k-12-guidance.html#contact-tracing</p> <ul style="list-style-type: none"> ● Contacts from household - stay home and follow WI-DHS guidelines unless vaccinated. ● Non-household close contact (symptomatic) - stay home and follow WI-DHS guidelines; recommend testing; return to school 24 hours after symptom-free. ● Non-household close contact (asymptomatic) - stay home and follow WI-DHS guidelines unless vaccinated; notify parents and ask them to monitor for symptoms.

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Technology/Devices	<p>Devices should be sent home daily.</p> <p>Teachers will work with students at the start of the school year to ensure they know how to use their devices.</p> <p>Kajeets or other support will be provided to families who do not have reliable internet at home.</p>
Field Trips	<p>As scheduled per venues' rules/expectations.</p>



FOR IMMEDIATE RELEASE

MEDIA CONTACT:

Jamie Michael

WALHDAB@badgerbay.co

920-560-5635

August 12, 2021

Adopting State's Guidance for K-12 Schools is Best Way to Create a Safer Return to School

Kimberly, WI – The Wisconsin Association of Local Health Departments and Boards (WALHDAB) supports the goal of keeping students in the classroom for in-person learning for the 2021-2022 school year. As schools prepare for the upcoming school year, WALHDAB urges schools to follow recently published state guidance to better protect the health and safety of students and staff.

Adopting the following basic prevention strategies will provide schools the best opportunity to establish a safer environment necessary to sustain in-person learning throughout the school year. The Delta variant is one of the most contagious respiratory viruses and it spreads more easily and quickly than other variants.

“These recommendations come as our state experiences a surge in COVID-19 cases caused by the Delta variant, now the dominant strain of COVID-19 across the United States and in Wisconsin”, says Darren Rausch, WALHDAB Co-President and Greenfield Health Department Health Officer/Director.

Require Universal Masking

Masking is a proven tool in mitigating the spread of the COVID-19 virus. Masks are particularly important in a school setting given the significant portion of the student population that is either not vaccinated, or not yet eligible to receive the vaccine. Mask use, regardless of vaccination status is therefore the safest way for everyone in schools to protect themselves and prevent transmission to others. This recommendation is in alignment with guidance from the Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics (AAP), and the Wisconsin Department of Health Services (DHS). Masking all ages regardless of vaccination status is a key component and important to incorporate as school starts to keep kids healthy and safe in school.

Promote Vaccination

Vaccination continues to be our best path towards ending the COVID-19 pandemic and a critical strategy to help schools sustain a safe in-classroom learning environment. On May 12, Wisconsin expanded COVID-19 vaccine eligibility to include adolescents aged 12-15. Schools are asked to promote vaccines

among staff, families, and students by providing information, encouraging vaccine trust/confidence, and establishing supportive policies and practices that make vaccination easy and convenient.

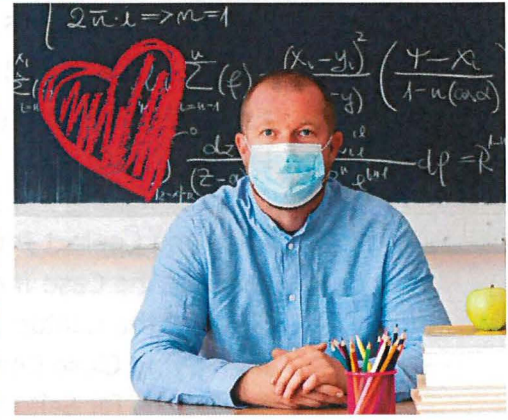
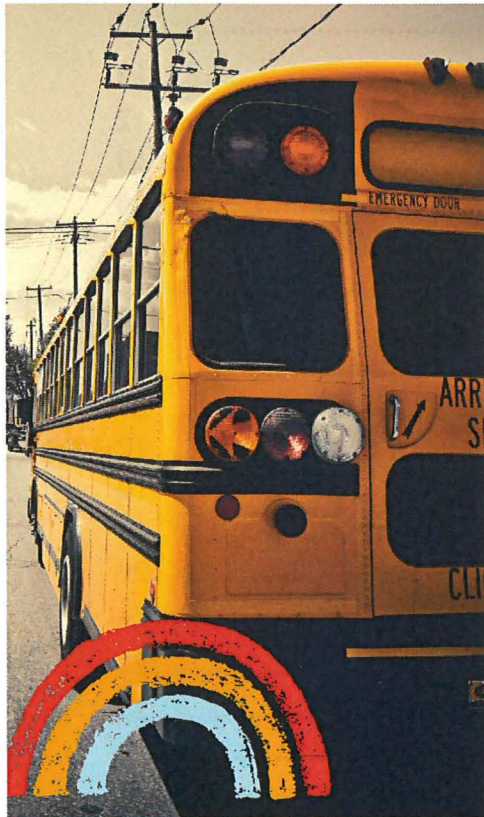
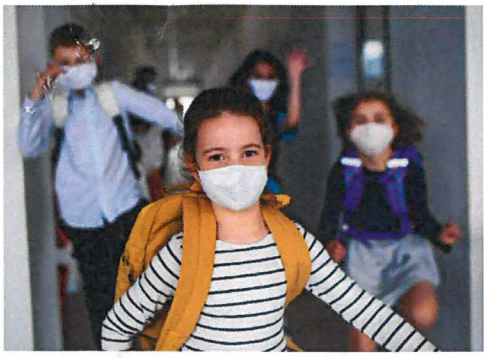
Implement a Layered Approach to Mitigation

Again, the Delta variant has demonstrated increased transmissibility and all available layers of protection to lessen the spread of disease are important. WALHDAB strongly recommends using a layered approach. Adopting layered strategies, in addition to masking and vaccination, provide the best chances to mitigate the spread of COVID-19 and create healthier and safer in-classroom learning environments for students, staff and teachers.

- CDC continues to recommend that people who are not fully vaccinated maintain **physical distance** of at least three feet from other people at school. Several [studies](#) from the 2020 – 2021 school year show low COVID-19 transmission levels among students in schools that had less than six feet of physical distance when the school implemented universal masking and other layered prevention strategies.
- Schools should work with their local health department to manage **contact tracing** efforts. Isolating those with positive COVID-19 test results, and quarantining close contacts helps all of us get ahead of the spread.
- CDC recommends offering symptomatic **testing** and screening testing depending on community transmission, population, and activity. See the [CDC website](#) for more information.
- Practice **good hygiene** by covering your cough, washing your hands with soap and water for at least 20 seconds, and maintaining clean facilities. Cleaning once a day is enough to sufficiently remove potential virus that may be on surfaces. Visit the [CDC's website](#) for more information.

This effort requires a commitment from all of us that share a vision of healthier and safer return to in-classroom learning. These recommendations are by no means exhaustive or static. Intervention and control measures should be based on the most recent guidance available from local, state, and federal public health and healthcare authorities. School leaders are encouraged to regularly communicate, coordinate and update community plans with their local public health officials.

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Guidelines for the Prevention, Investigation, and Control of COVID-19 Outbreaks in K-12 Schools in Wisconsin

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A. Introduction, Purpose, and Scope

COVID-19 is an illness caused by a type of coronavirus called Severe Acute Respiratory Syndrome Coronavirus 2 or SARS-CoV-2 (1). Symptoms of COVID-19 may include cough, fever or chills, shortness of breath or difficulty breathing, muscle or body aches, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, diarrhea, and headache (2). COVID-19 is easily transmitted from person to person in close contact through the respiratory droplets and aerosol particles released by infected persons during coughing, sneezing, singing, talking, and breathing.

Compared with adults, children and adolescents infected with SARS-CoV-2 are more likely to be asymptomatic or have mild, non-specific symptoms like headache or sore throat (3, 4). They are also less likely to develop severe illness or die of COVID-19, however the degree to which children will suffer long-term effects of the disease is still unknown (5). Despite underreporting during the early months of the pandemic, we now recognize that children are probably infected at similar rates to, and have comparable transmission rates with, adults (6, 7).

Aside from the detrimental impact on the physical health of children and adolescents, the COVID-19 pandemic has taken a toll on the educational, mental, and emotional well-being of school-aged children (8, 9). In addition to the academic benefits of classroom instruction, schools offer access to school lunch and special education programs, school-based health services, a wide range of extra-curricular opportunities, and the ability for parents and caregivers to continue working (10 - 12). For these reasons, **returning to in-person instruction for school-aged children and adolescents is a priority for the 2021-2022 school year.**

Reports of outbreaks among youth at camps, sporting events, and schools emphasize the risks of gathering school-aged children together while COVID-19 is still circulating (13 - 15). However, these risks, as a recent [CDC review](#) points out, are reduced when multiple prevention strategies such as masking, physical distancing, and cohorting, are consistently and correctly implemented. Therefore, the latest [CDC guidance](#) recommends that schools use multiple prevention strategies, especially in areas with moderate to high community transmission and/or low vaccination rates to control transmission and allow schools to stay open.

We urge all schools and school districts to follow this guidance and recommendations to ensure the health and safety of students, teachers, and school staff, as well as the broader community. Local and Tribal Health Departments (LTHDs) should use this guidance as they work with school administrators to develop the safest approach to maintain in-person instruction during the 2021-2022 school year. In addition, we provide information on how to investigate and control cases and outbreaks of COVID-19 in schools (grades K-12). Our recommendations align with the CDC's [K-12 School Operational Strategy](#) that provides a framework for schools to remain open for in-person instruction.

The Wisconsin Department of Health Services (DHS) developed these recommendations with input from multiple sources, including the Wisconsin Department of Public Instruction (DPI), review of available literature, and guidance from the U.S. Centers for Disease Control and Prevention (CDC).

These recommendations are not exhaustive. School-level assessment should be made by LTHDs in consultation with school administration, DPI, and epidemiologists at DHS. Intervention and control measures should be based on the most recent guidance available from local, state, and federal public health and regulatory authorities.

B. Outbreak Prevention Strategies

The [CDC](#) recommends that schools **layer multiple prevention strategies** to protect students, teachers, administrators, and staff, and slow the spread of COVID-19. Localities should monitor [community transmission, vaccination coverage](#), screening testing, and occurrence of outbreaks to guide decisions on the number and type of layered prevention strategies to implement in their school. School administrators should also take into account teachers and staff that are at [higher risk for severe illness](#) who cannot be vaccinated or may not be fully protected through vaccination. Additional prevention measures, such as modification of job responsibilities, should be implemented in these cases.

Recommended prevention strategies are detailed below and include:

- COVID-19 vaccination
- Face masks/coverings
- Physical distancing and cohorting
- Screening testing of students and staff
- Staying home when sick and getting tested
- Ventilation
- Hand hygiene and respiratory etiquette
- Cleaning and disinfection
- Signage and communication

COVID-19 Vaccination

Of all COVID-19 prevention strategies, **vaccination is the leading strategy to prevent cases** and eventually stop the spread. A number of FDA-approved COVID-19 vaccines are now available, and have demonstrated efficacy at reducing infections, hospitalizations, and deaths from COVID-19. People are considered **fully vaccinated** two weeks after receiving the second dose in a two-dose vaccine series, or two weeks after receiving a single-dose vaccine. People who are fully vaccinated against COVID-19 are less likely to have an asymptomatic infection or transmit COVID-19 to others than people who are not fully vaccinated. To learn more about vaccine safety and efficacy, vaccination eligibility, and vaccination sites, refer to the [CDC](#) or [DHS](#) websites.

Recommendations:

- All eligible students, teachers, and staff should get vaccinated against COVID-19 to protect themselves and others in the school and community.
- Schools should strive for the highest level of vaccination possible among those who are eligible.

- Establish a process for collecting, maintaining, and using COVID-19 vaccination information to inform selection and implementation of other prevention strategies.
- Advise students, teachers, and staff with weakened immune systems to talk with a health care professional about the need for continued personal protective measures after vaccination.
- Encourage eligible individuals to stay up to date on routine and seasonal vaccinations. Refer to the [CDC](#) and American Academy of Pediatrics ([AAP](#)) guidance on childhood vaccinations for more information.

Schools can **promote vaccination** among eligible students, teachers, and staff by:

- Providing information about COVID-19 vaccination and encouraging vaccine trust and confidence.
 - Tailor vaccination messages to the audience by adjusting language, tone, and format. Be responsive to concerns.
 - Involve trusted community messengers, particularly in communities where people may be vaccine hesitant.
 - Host information sessions to connect parents and guardians with information about the COVID-19 vaccine.
- Establishing policies and practices to make getting vaccinated as convenient as possible.
 - Offer vaccination on-site before, during, and after the school day and during summer months.
 - Offer vaccination during school events and activities (e.g., welcome events, pre-sporting physicals).
 - Provide students and families flexible options for excused absence to receive a COVID-19 vaccination and for possible side effects after vaccination.
 - Offer flexible, supportive sick leave options (e.g., paid sick leave) for employees to get vaccinated or who have side effects after vaccination.

Many recommended COVID-19 prevention strategies rely on having knowledge of the vaccination status of students, teachers, and staff. Therefore, schools should establish a process for collecting, maintaining, and using COVID-19 vaccination information using the same standard protocols that are used to collect and secure other immunization or health status information. Any policy or practice should comply with relevant state, tribal, local, or territorial laws and regulations including the [Family Educational Rights and Privacy Act \(FERPA\)](#). Schools accessing the Wisconsin Immunization Registry should comply with the Wisconsin Immunization Registry (WIR) Security and Confidentiality Agreement.

Note that workers who cannot get vaccinated due to a disability (covered by the ADA), have a disability that inhibits a full immune response to vaccination, or have a sincerely held religious belief or practice (covered by Title VII of the Civil Rights Act of 1964) may be entitled to reasonable accommodations from their employer.

Face Masks/Coverings

Masks protect the wearer from illness and protect others by preventing the wearer from spreading disease if they are asymptomatic, pre-symptomatic, or do not realize they are sick. Mask use is particularly important when physical distancing or other prevention strategies cannot be maintained.

The CDC and the [American Academy of Pediatrics \(AAP\)](#) recommend that **all students, teachers, and staff, regardless of vaccination status, wear face masks at school.**

Face masks are required on [school buses](#).

Universal masking is the safest, most feasible approach to maintaining in-person instruction during the 2021-2022 school year, given the following situations:

- Younger students (under 12 years of age) are not yet eligible for vaccination.
- Physical distancing of 3 or more feet between students cannot always be maintained.
- Community transmission levels of COVID-19 continue to change; some counties are experiencing [substantial or high](#) transmission rates.
- There is sustained community transmission throughout the state of a variant that spreads easily (delta variant, B.1.617.2).
- Many schools would have difficulty monitoring the vaccine status of students and/or teachers and staff.
- Teachers and staff would have difficulty enforcing mask policies that are not universal.
- There is low vaccination uptake in many counties in the state.

The Pfizer-BioNTech and Moderna vaccines are still highly effective against hospitalization and death for a variety of strains, and people who are fully vaccinated are less likely than unvaccinated persons to acquire SARS-CoV-2 or to transmit it to others. However, [new data suggest](#) lower vaccine effectiveness against infection and symptomatic disease caused by some variants, including Delta, compared with earlier strains. In response to the potential for fully vaccinated people to transmit COVID-19, the CDC recently [issued updated guidance](#) to recommend that **fully vaccinated people wear a mask indoors for 14 days after close contact** with someone with COVID-19.

Masks or cloth face coverings should **NOT** be placed on children under age 2, or anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. Medical considerations, including sensory concerns and respiratory conditions, mean some individuals are not able to wear a mask or face covering safely. Wearing a mask may be dangerous or stressful for individuals with intellectual or developmental disabilities. LTHDs and school-based health care providers are encouraged to review the CDC's specific feasibility and adaptation guidance to find alternatives.

Physical Distancing and Cohorting

[Studies](#) from the 2020-2021 school year showed low COVID-19 transmission levels among students who maintained less than 6 feet of physical distance in schools that implemented other layered

prevention measures. Schools in which not everyone is fully vaccinated should implement physical distancing to the extent possible within their structures.

Cohorting involves keeping people together in a small group and having that group stay together throughout the school day. Cohorting can limit the spread of COVID-19 between people in different cohorts, but should not replace other prevention measures. Grouping students into cohorts may be especially effective when it is challenging to maintain physical distancing, such as among young children, and when community transmission levels are moderate-to-high. Schools must ensure that cohorting is done in an equitable manner that does not perpetuate academic, racial, or other tracking, as described in the U.S. Department of Education [COVID-19 Handbook, Volume 1](#).

Recommendations

- **Students** should maintain **at least 3 feet of physical distance** between other students within classrooms.
- **Teachers and staff** should maintain **at least 6 feet** of physical distance between themselves and students and other teachers/staff.
- If a school elects to cohort students in small groups, the school should not group people who are fully vaccinated and people who are not fully vaccinated into separate cohorts.
- Schools should not exclude students from in-person learning to keep a minimum distance requirement. When it is not possible to maintain a physical distance of at least 3 feet, schools should **layer multiple other prevention strategies**.

Other strategies to help maintain physical distancing include, but are not limited to, staggered arrival/departure times, and, as weather permits, increased use of outdoor space for instruction. Please refer to the [DPI](#) and the [CDC](#) documents for more specific options.

Screening Testing of Students and Staff

Screening testing refers to testing people who do not have symptoms of or known exposure to COVID-19 in order to identify infected people early so that measures can be taken to prevent further transmission. Because school-aged children are more likely than adults to have mild or asymptomatic infection, screening testing is especially important. Screening testing gives communities, schools, and families added assurance that schools can open and remain open safely for in-person learning, sports, and extracurricular activities. Screening testing is likely to be most feasible in larger settings and for older children and adolescents.

Recommendations

- Offer screening testing to students, teachers, and staff based on community levels of transmission and using the recommendations outlined in [Table 1](#) below.
- To be effective, testing results should be reported as quickly as possible (within 24 hours if possible).
- People who are fully vaccinated are exempt from screening testing unless they are experiencing symptoms.

- See [CDC](#) guidance for ideas on how to implement screening testing of students, teachers, and staff who are not fully vaccinated (e.g., pooled testing of cohorts, random sampling).
- See [Screening Testing in Response to a Case or an Outbreak](#) for recommendations for testing in response to a case or outbreak, which are different from recommendations for screening testing based on community transmission.

Before implementing COVID-19 testing in their schools, K–12 school leaders should coordinate with public health officials to develop a testing plan and build support from students, parents, teachers, and staff. Wisconsin DHS is offering convenient school-based testing for teachers, staff, students, and their families for the 2021-2022 school year. Refer to the [DHS website](#) for details about services offered through the program and for instructions on how to request testing support and/or supplies.

If the school is not tracking the COVID-19 vaccination status of students, teachers, and staff, screening testing is encouraged. Testing in low-prevalence settings might produce false positive results, but testing can provide an important prevention strategy and safety net to support in-person education.

Table 1. Screening Testing Recommendations for K-12 Schools by Level of [Community Transmission](#) (Source: [CDC Guidance for COVID-19 Prevention in K-12 Schools](#))

	Low Transmission Blue	Moderate Transmission Yellow	Substantial Transmission Orange	High Transmission Red
New cases per 100,000 persons in the past 7 days	<10	10-49	50-99	≥100
Percentage of positive tests in the past 7 days	<5%	5.0%-7.9%	8.0%-9.9%	≥10%
Students	Do not need to screen students.	Offer screening testing for students who are not fully vaccinated at least once per week.		
Teachers and staff	Offer screening testing for teachers and staff who are not fully vaccinated at least once per week.			
High risk sports and activities	Recommend screening testing for high-risk sports¹ and extracurricular activities² at least once per week for participants who are not fully vaccinated.		Recommend screening testing for high-risk sports and extracurricular activities twice per week for participants who are not fully vaccinated.	Cancel or hold high-risk sports and extracurricular activities virtually to protect in-person learning, unless all participants are fully vaccinated.
Low- and intermediate-risk sports	Do not need to screen students participating in low- and intermediate-risk sports. ¹	Recommend screening testing for low- and intermediate-risk sports at least once per week for participants who are not fully vaccinated.		

¹ The NCAA has developed a risk stratification for sports. See https://ncaaorg.s3.amazonaws.com/ssi/COVID/SSI_ResocializationDevelopingStandardsSecondEdition.pdf. Examples of low-risk sports are diving and golf; intermediate-risk sport examples are baseball and cross country; high-risk sport examples are football and wrestling.

² High-risk extracurricular activities are those in which increased exhalation occurs, such as activities that involve singing, shouting, band, or exercise, especially when conducted indoors.

Staying Home When Sick and Getting Tested

Anyone experiencing symptoms of illness should stay home from school. If experiencing [symptoms of COVID-19](#), they should also get tested for COVID-19, regardless of vaccination status. Schools should not allow staff or students to work or study in-person while sick. Additionally, anyone who is not fully vaccinated and is a close contact of a confirmed case should be quarantined. All close contacts of a case should get tested for COVID-19 regardless of vaccination status. See the [Identifying Close Contacts](#) section of this guidance for help determining who must be considered a close contact. Requiring two negative test results before allowing a student to return to school is **not** recommended.

Recommendations

- Students (or parents/guardians of young students), teachers, and staff should monitor themselves (or their children) [for symptoms of infectious illness](#) every day before attending school.
- Anyone experiencing symptoms of illness should stay home. If experiencing [symptoms of COVID-19](#), they should also get tested for COVID-19, regardless of vaccination status.
- Students, teachers, and staff who are not fully vaccinated should stay home to quarantine after exposure to someone with COVID-19.
Fully vaccinated people who do not have COVID-19 symptoms do not need to quarantine, but should get tested 3-5 days after an exposure to someone with COVID-19 and wear a mask in all public indoor settings for 14 days after exposure or until a negative test result.
- Teachers and staff should self-monitor for signs of illness and, if ill, immediately notify their employer and remain home (or return home if at school and they develop symptoms). Refer to the [Exclusion from In-person Instruction](#) section for next steps, and how and when to safely return to work.
- Allow flexible, non-punitive, and supportive paid sick leave policies and practices that encourage sick workers to stay home without fear of retaliation, loss of pay, or loss of employment level and provide excused absences for students who are sick.
- Schools should educate teachers, staff, and families about when they and their children should stay home and when they can return to school.

Schools should reinforce the message that students should not attend school when they are sick, and that when a student can return to school will depend on the duration of illness, type of symptoms, laboratory testing for COVID-19 or other illnesses, and whether or not the student has been in close contact with an individual with COVID-19 (if the student is not fully vaccinated). Teachers and staff can help by monitoring students for overt symptoms of illness during the school

day, and following the steps outlined in the [Exclusion from In-person Instruction](#) section of this guidance.

Getting tested for COVID-19 when experiencing symptoms of illness or as part of screening testing will help with rapid contact tracing and prevent possible spread at schools.

Ventilation

[Ventilation](#) is one component of maintaining healthy environments, and it can reduce the number of COVID-19 virus particles in the air. Schools should implement as many strategies as possible to maximize ventilation in the school. Improving ventilation should not be a stand-alone prevention measure, but rather layered with other prevention measures (e.g., vaccination, masking, physical distancing).

Recommendations

- Bring in as much outdoor air as safely possible.
 - Open windows and doors.
 - Use child-safe fans in open windows, blowing outward to exhaust indoor air and draw outdoor air into the room via other open windows and doors.
 - Consider having activities, classes, or lunches outdoors.
- Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation.
 - Make sure HVAC systems are serviced regularly.
 - Set HVAC systems to bring in as much outdoor air as your system will safely allow.
 - Increase the HVAC system's total airflow supply to occupied spaces.
 - Consider running the HVAC system at maximum outside airflow for 2 hours before and after the building is occupied.
- Filter and/or clean the air in your school.
 - Improve the level of air filtration as much as possible without significantly reducing airflow.
 - Make sure the filters are sized, installed, and replaced according to manufacturer's instructions.
 - Consider portable air cleaners that use high-efficiency particulate air (HEPA) filters, especially in higher-risk areas (e.g., nurse's office).
 - Consider using ultraviolet germicidal irradiation (UVGI), especially where options for increasing ventilation and filtration are limited.
- Use exhaust fans in restrooms and kitchens.
- Open or crack windows in buses and other transportation.

Hand Hygiene and Respiratory Etiquette

People should practice proper handwashing and respiratory etiquette to keep from getting and spreading infectious illnesses including COVID-19. Schools can monitor and reinforce these behaviors and ensure that handwashing and hand-sanitizer supplies are readily available throughout the school for staff and student use. Review the [CDC](#) and [DPI](#) guidance for more specific guidance.

Recommendations

- Teach and reinforce handwashing with soap and water for at least 20 seconds.
- Remind everyone in the facility to wash hands frequently and assist young children with handwashing.
- When handwashing is not possible, use hand sanitizer containing at least 60% alcohol (for teachers, staff, and older students who can safely use hand sanitizer). Hand sanitizers should be stored up, away, and out of sight of young children and should be used only with adult supervision for children under 6 years of age.
- Teachers should teach and remind students how and when to properly wash their hands, how to wear a mask or face covering, and how to cover coughs and sneezes to minimize droplet and aerosol particle spread.

Cleaning and Disinfection

Cleaning with products containing soap or detergent reduces germs on surfaces by removing contaminants and decreases risk of infection from surfaces. When no people with confirmed or suspected COVID-19 are known to have been in a space, cleaning once a day is usually enough to sufficiently remove virus that may be on surfaces.

Disinfecting (using [U.S. Environmental Protection Agency \(EPA\)'s List N disinfectants](#)) kills any remaining germs on surfaces, which further reduces the risk of spreading infection.

Recommendations

- Clean the school daily.
- If the facility has had someone who tested positive for COVID-19 within the last 24 hours, clean AND disinfect the space.
- Consider more frequent cleaning or choose to disinfect shared spaces under the following circumstances:
 - High transmission of COVID-19 in the community.
 - Low vaccination rates in the community.
 - Infrequent use of other prevention measures.
 - The space is occupied by people at increased risk for severe illness.

Signage and Communication

Post clear messages about COVID-19 signs, symptoms, and prevention throughout the school in highly visible places. Use regular social media posts, parent and guardian emails and letters, and school-wide announcements on the PA system to share COVID-19 updates and reminders. See the [CDC](#) and [DHS](#) websites for communications resources (e.g., posters, fact sheets, signs, toolkits, images, videos). Instruct students and staff how to notify the school if they are staying home due to illness or public health's direction to isolate or quarantine, so they are not penalized.

C. Detecting Cases and Outbreaks in Schools (K-12)

Outbreak Investigation and Mitigation: An Overview

COVID-19 outbreak investigations in any setting involve the same basic public health principles: detection of cases, isolation of ill persons, contact tracing, quarantine of cases and close contacts, laboratory testing, and institution of control measures at the facility to prevent additional transmission.

Local COVID-19 transmission levels and public health capacity will vary across state jurisdictions. Therefore, outbreak response measures should be adaptable, and LTHDs should evaluate each outbreak on a case-by-case basis. LTHDs are encouraged to adapt these recommendations according to local conditions both when responding to outbreaks and in developing local policies to prevent outbreaks.

Outbreak Definitions and Roles

Both suspected and confirmed outbreaks of COVID-19 in a school must be reported to the LTHD by law as soon as they are recognized (see Wisconsin Administrative Code Ch. s. [DHS 145.04 \(1\)](#)). For reporting purposes, a **suspected outbreak** of COVID-19 in a school is defined as the presence of at least two laboratory-confirmed cases of COVID-19 in the same school building, with onset dates within 14 days of each other.

If two or more laboratory-confirmed cases of COVID-19 are identified in the facility with onset dates within 14 days of each other, and the public health investigation identifies an epidemiologic link between the illnesses and the school (e.g., close contact occurred at school, multiple illnesses in the same room, shared staff member among cases), the outbreak is then a **confirmed COVID-19 outbreak** associated with the school.

In coordination with the school, public health staff should investigate suspected and confirmed outbreaks to determine if the illnesses are related, how they may have been acquired, and if they are part of a larger outbreak. Specific infection control measures should be implemented at a facility where an outbreak occurs to prevent further transmission and keep children and staff safe. The following sections provide an overview of those outbreak prevention and control measures.

Parents, teachers and staff, school-based health care providers, and LTHDs all play a role in detecting cases of COVID-19 and identifying close contacts of cases in the school setting. Roles include:

Parents:

Detect cases among students

- Notify the school when a student has had close contact with a confirmed case of COVID-19. Parents will likely be notified by their LTHD if their child has been named as a close contact to a COVID-19 case.
- Use the parental screening tool and monitor the student's temperature for symptoms daily. See the [Resources](#) section for a template.
- Follow all local and state public health orders and recommendations.

Teachers and Staff:

Detect cases and identify close contacts among students

- Be alert to any students experiencing COVID-19-like symptoms and send them to the school-based health care provider. Ensure the school-based health care provider knows the students' symptoms so they can properly isolate them and wear the proper personal protective equipment (PPE).
- Systematically collect information on absenteeism so that increases in absences due to respiratory illness are detected early. Refer to the [Resources](#) section for a template or the [DPI COVID-19 Absence Tracking Sheet](#).
- Assist LTHD staff to identify close contacts of cases in the classroom and other school-based activities. Depending on the age of the student, school staff may be more informed as to the contacts and activities of the student at school than the student or their families.

School-based health care providers:

Detect cases and suspect outbreaks among students and staff

- Use the [symptom screening questions](#) to identify illnesses consistent with COVID-19 infection when referred to the school-based health care provider.
- Conduct temperature checks on ill students presenting to the school health office or clinic. Refer to the [Exclusion from In-person Instruction](#) section for specific guidance on symptom evaluation, isolation, and PPE use.
- Keep a detailed daily log of student and staff absences, including:
 - Date
 - Full student name
 - Student's date of birth
 - Reason for absence (symptoms)
 - Date symptoms first experienced (onset date)
 - Date(s) of COVID-19 vaccination, if applicable
 - Grade level, student cohort name, teacher name, or classroom
 - Contact information (phone number, full address) of parent or guardian
 - See the [Illness Log/Line List](#) or [DPI COVID-19 Absence Tracking Sheet](#)
- Review absence lists at least daily for increased absenteeism, multiple cases of similar illnesses, or illnesses occurring within the same population (e.g., a classroom, a cohort, a grade level).
- Report to LTHD any three or more acute respiratory absences among students, teachers, and staff with symptom onset within 72 hours of one another.
- Report to LTHD any single [confirmed or probable case](#) of COVID-19 among students, teachers, or staff. Refer to [the DPI FAQ on information privacy](#) of students for important considerations.
- Refer students to their health care provider or to the school-based COVID-19 testing program to get tested for COVID-19.
- Assist LTHD to conduct contact tracing efforts in the school.
- Assist with school-based surveillance screening testing program.

Local and Tribal Health Departments:

Detect additional cases and suspect outbreaks

- Notify school administration and school-based health care provider(s) when any single confirmed case attending their school (i.e., student, teacher, or staff) is reported.
- Work with school-based health care providers, teachers, staff, and students to identify close contacts of cases within the school setting (note that in addition to cohort or classroom contacts, after-school programs, sports, and volunteering in the school setting should also be considered).
- Work with parents, guardians, and students to identify close contacts of cases outside the school setting.
- Conduct case and contact interviews.
- Refer to additional DHS guidance for LTHDs on the PCA portal as needed.
- Assist with school-based surveillance screening testing program.

Detect outbreak cases in other public health jurisdictions

Students, teachers, and staff from a single school may reside in more than one local public health jurisdiction. When investigating school outbreaks, remember to ask colleagues in neighboring jurisdictions about additional cases. Frequent and open communication between health departments may improve the timeliness of outbreak detection and response, make coordination of efforts easier and less redundant, and improve data accuracy in WEDSS by ensuring that all cases and contacts are linked to the same outbreak record.

D. Case and Outbreak Investigations in Schools (for LTHDs)

Whenever a probable or confirmed case of COVID-19 is identified among students, teachers, or staff, the local health department should **begin case investigation with the school as soon as possible**. Case and outbreak investigations include a number of necessary steps, although these steps are not always sequential and may need to be revisited more than once during the course of an outbreak. Below is a brief description of essential activities that should happen in response to a COVID-19 case or outbreak investigation in a school. This is not an exhaustive list, and additional steps may be needed depending on the specifics of a particular case or outbreak. For determining whether a case is probable or confirmed, refer to the DHS [guidance for health care providers](#). For assistance with case or outbreak investigations, you can always reach out to the DPH Bureau of Communicable Diseases.

Establish Contact with the School

Hold an initial conference call or meeting with the school and members of your investigation team. The goals of this initial call are to:

- Communicate important information about the disease, including communicability, mode of transmission, incubation period, and exclusion recommendations.
- Gather information about the school:
 - Full name and address of the school

- Number of students and staff
- Names and phone numbers of key contacts at the school (e.g., administrators, school-based health care providers)
- COVID-19 prevention measures already in place (e.g., cohorting, physical distancing, barriers, routine disinfection)
- Vaccination coverage among students and staff
- Information about the school-based testing program, if applicable
- Gather information about each case or outbreak:
 - Number and types of confirmed COVID-19 cases (e.g., students, staff)
 - How the case was detected or reported
 - Symptoms
 - Onset date(s)
 - Date(s) of COVID-19 vaccination
 - Date of last exposure at the facility (date last attended while symptomatic)
 - Number of any other absent students or staff and their symptoms
 - Known exposures or close contacts at the school
 - Known location(s) in the facility where case patient(s) spent time (e.g., auditorium, room 301 and 302)
 - Contact information of case(s) and their parent(s) or guardian(s)
 - Contact information for any other absent (ill) students or staff
- Determine next steps, specific action items, and responsibilities of each person in the meeting.
- Schedule the next time and venue for sharing updates and information.

Make a Line List

An organized system of data collection and management is essential to coordinate contact tracing, calculate dates of isolation and quarantine release, and document case status and test results for each person under investigation. A line list, or a log of all illnesses occurring in a facility, should be initiated as soon as possible, and should be updated in real time. At the beginning of each investigation, decide who will maintain the line list, and how information that may be personally identifiable will be shared confidentially. A line list template is available in the **Resources** section of this document, but if you create your own, a line list should capture, at a minimum, the following information for each student, teacher, staff person, or other household or close contact:

- Name
- Date of birth (or age)
- Sex
- Room and grade level
- Teacher(s) (if a student)
- Onset date and time
- Date(s) of COVID-19 vaccination
- Date when person was well following illness

- Symptoms
- Any relevant hospitalization data
- Laboratory results (and dates of testing)
- Dates of attendance during the infectious period (two days before symptom onset to last date case attended/worked)
- Fatality data (if applicable)
- During outbreak investigations, additional information on rooms, areas, bathrooms, and equipment used by ill persons will also be helpful to help recognize commonalities between cases.

Contact Tracing

As explained in the [Detecting Cases and Outbreaks in Schools \(K-12\)](#) section above, cases can be identified in a number of ways. Here are a few examples:

- During contact tracing efforts, the LTHD identifies a close contact of a confirmed case who works at the school, and who now has COVID-like symptoms (probable case).
- The school receives a call from a parent or guardian who reports that their child had close contact with a confirmed COVID-19 case three days ago, and who now has COVID-like symptoms (probable case).
- The school receives a call from a parent or guardian who reports that their child tested positive for COVID-19 (confirmed case).
- An asymptomatic teacher calls to notify the school that they tested positive for COVID-19 at a community-based testing site (confirmed case).

Regardless of how a confirmed or probable COVID-19 case is detected in the school, **contact tracing should begin as soon as possible** to quickly identify anyone who may have been exposed on school grounds or during school-sponsored events. Students, teachers, or staff who have been exposed should be informed of the exposure and quarantined (if not fully vaccinated and asymptomatic) to prevent further transmission. LTHD staff should work closely with school-based health care providers and teachers to identify anyone who had close contact with the case patient during school hours, or while attending school events or activities.

Case and Contact Interviews

As soon as possible, the LTHD should establish who had close contact with the confirmed case during their infectious period. School-based health care providers, teachers, and/or staff can help to determine which students and staff may have had contact with the case patient. For interviews with students under the age of 16, first speak to and offer to conduct the interview through a parent or guardian. Children whose parents give consent to conduct the interview directly with their child should generally be age 12 or older (old enough to understand the questions and provide the necessary information). All responses should remain confidential, and should be shared only with public health and health care personnel.

Goals of the Case Interview

- If applicable, determine the dates of:
 - Symptom onset
 - Resolution of fever (measured or perceived)
 - Improvement of other symptoms
 - Vaccination, if applicable
- Calculate the infectious period:
 - **Symptomatic case:** The start of the infectious period is two days prior to symptom onset and the end of the infectious period is 24 hours after fever resolution without the use of fever-reducing medication AND improvement in other symptoms AND 10 days after symptom onset.
 - **Asymptomatic case:** The start of the infectious period is two days prior to laboratory sample collection of the positive test and the end of the infectious period is 10 days after laboratory sample collection of the positive test.
- Identify potential exposures (close contact with ill or positive persons) in the 14 days prior to illness onset. Consider:
 - Travel
 - Contact with ill persons
 - Attendance at events and gatherings
 - Participation in group activities, both within and outside school hours
 - Contact with social groups, both within and outside school hours
 - After-school employment or volunteering
- Identify potential for transmission to others (close contacts) during the infectious period, both within and outside school hours. Consider:
 - Cohort groups
 - Shared activities such as lunchtime, gym class, and recess
 - Extracurricular activities, clubs, and lessons (e.g., swimming, horseback riding, karate)
 - Social groups
 - Household or family contacts
 - After-school employment or volunteering
- Determine if case was correctly and consistently wearing a well-fitted mask at the time of close contact.
- Provide initial [self-isolation guidance](#).
- Give an estimated date for returning to school.
- Answer any questions they may have.
- Collect the best contact information to reach them.
- Depending on the specific circumstances, let them know what to expect next (e.g., a call from the LTHD or school-based health care provider, an email with specific instructions).
- Identify whom they can contact with additional questions.

- Send additional information via email or mail. Refer to the [Notification of Families and Staff](#) section of this guidance for details.

Goals of the Contact Interview

- Confirm the exposure reported during the case interview.
- Determine if student was correctly and consistently wearing a well-fitted mask at the time of exposure.
- Ask if anyone else was present when or where he/she was potentially exposed.
- Gather contact information for others with shared exposure (i.e., full name, phone number, email address).
- Ask about symptoms and date of symptom onset, if applicable.
- Ask about vaccination status and dates, if applicable.
- Refer to health care provider or school-based testing program for testing and evaluation.
- Provide [self-quarantine guidance \(if not fully vaccinated\)](#).
- [Recommend self-monitoring for symptoms, testing, and masking for 14 days \(if fully vaccinated\)](#)
- Answer any questions they have.
- Collect the best contact information to reach them.
- Depending on the specific circumstances, let them know what to expect next (e.g., a call from the LTHD or school-based health care provider, an email with specific instructions).
- Identify whom they can contact with additional questions.
- Send additional information via email or mail. Refer to the [Notification of Families and Staff](#) section of this guidance for details.

Identifying Close Contacts

When a close contact is identified, it should trigger a specific set of public health recommendations for symptom monitoring, quarantine, and testing (if close contact is not fully vaccinated).

Close contact has occurred if **any** of the following situations happened while an individual (student, teacher, or staff person) spent time with the person with a confirmed or probable case of COVID-19, even if they did not have symptoms during their infectious period:

- Had **direct physical contact** with the person (e.g., a hug, kiss, or handshake).
- Had **contact with the person's respiratory secretions** (e.g., coughed or sneezed on; contact with a dirty tissue; shared a drinking glass, food, towels, or other personal items).
- **Lives with or stayed overnight** for at least one night in a household with the person, unless strict separation was maintained. This includes no shared bathroom, bedrooms, or spaces.
- Were **within 6 feet of the person for more than 15 minutes**. This includes single encounters of more than 15 minutes OR multiple encounters within a single day adding up to more than 15 minutes.

Exception: In the K–12 indoor classroom setting, the close contact definition excludes students who were **within 3 to 6 feet** of an infected student if:

- o Both students were engaged in consistent and correct use of well-fitting masks; and
- o **NOTE:** Exception **DOES NOT** apply to teachers, staff or other adults in classroom setting

Table 2. Determining close contacts in a school setting

Exposed person(s)	Distance		
	Less than 3 feet	3 to 6 feet	More than 6 feet
Student contact <u>and</u> case were wearing a well-fitted mask, consistently and correctly	Close contact	Is <u>NOT</u> a close contact	Not a close contact
	Close contact	Close contact	Not a close contact
Student contact <u>or</u> case were not wearing a well-fitted mask or were inconsistently masked during exposure	Close contact		Not a close contact
Adult contact (regardless of mask use)	Close contact		Not a close contact

In a community setting, the [definition of a close contact](#) is someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period. The exception to exclude students as close contacts who were within 3 to 6 feet of another infected student when both students were consistently and correctly wearing well-fitting masks only applies to indoor school settings and does not apply to adults.

A **household contact** includes anyone who lives, or lived temporarily, with the COVID-19 case patient for at least one night in the same room or household during his or her infectious period. Because of the amount of time and space shared between household contacts, they are at greater risk of infection. Therefore, household contacts have different considerations for quarantine and release from quarantine measures, compared to close contacts. Refer to the [Isolation and Quarantine](#) section of this document for additional guidance.

Exceptions for School-based Health care Professionals

School-based health care professionals licensed by the Department of Safety and Professional Services (RNs/LPNs/PT/OT/SLP) may not need to quarantine when considered a close contact of an individual that tested positive for COVID-19. This can be considered when the health care professional was fully vaccinated against COVID-19 or was wearing full PPE (fluid resistant surgical mask or higher and a face shield or goggles) during the exposure incident and followed the other steps outlined in the [CDC guidance for health care providers](#).

Non-health care licensed school support staff working full time as health aides in schools without other assignments, and trained and supervised by a licensed health care professional such as a school nurse in the proper use of PPE, may also be considered a school health care professional.

Decisions to allow exposed, health care workers who are not fully vaccinated to continue to work while asymptomatic should be made after a systematic review of the school's staffing and other resources. Schools are encouraged to continue to exclude exposed staff who are not fully vaccinated when possible. Communication and coordination with the LTHD is important.

Special Considerations for Identifying Close Contacts

Classroom Setup and Masking

Determine if the classroom was arranged such that students were able to maintain at least 3 feet of distancing between themselves at all times and teachers were able to maintain 6 feet of distancing at all times.

- If desks are placed **6 feet apart**, students remain at their desks throughout the duration of class, and the teacher remains at the front of the class at least 6 feet away from any students, there would be no close contacts identified in the classroom.
- If desks are placed **at least 3 feet apart, students are universally masked**, remain at their desks throughout the duration of class, the teacher remains at the front of the class at least 6 feet away from any students, and other school prevention strategies are in place, there would be no close contacts identified in the classroom.
- If the classroom is arranged such that students are **moving freely throughout the classroom without maintaining at least a 3-foot distance and interacting with the teacher**, all students and the teacher would be considered close contacts.

Student Age

A student's ability to maintain physical distance in a classroom and avoid other forms of close contact with students, teachers, and staff will vary considerably with age. Elementary-aged children may not be able to maintain strict physical distancing, and case interviews may not reliably identify close contacts. In these circumstances, the LTHD may decide to quarantine classrooms/cohorts instead of individual students. In contrast, middle or high school-aged youth are better able to maintain some level of physical distancing. If a case is identified in this age group, a more refined approach to contact tracing would be warranted as not all individuals in the classroom may meet the definition of a close contact.

Level of Cohorting

Cohorting can limit the number of students, teachers, and staff who need to quarantine following the identification of a case of COVID-19 in the school. When working to identify close contacts, consider whether students were kept in a single cohort during classes (including art, music, etc.), lunch periods, recess, parent pick-up and drop-off, bus stops and busing, carpools, sports teams, extracurricular activities, and social groups outside of school.

Public Health Follow Up

Once confirmed and probable cases have been identified and contacted, public health staff should recommend quarantine for any close contacts and household contacts of the case(s) who are not fully vaccinated. Public health staff should **recommend self-monitoring for all close contacts and household contacts of the case(s), regardless of vaccination status**. They should

explain and provide information on how to self-quarantine and self-isolate using the DHS [Next Steps: close contacts with someone with COVID-19 flyer](#). For detailed guidance on quarantine, refer to the [Isolation and Quarantine](#) section of this document. Public health staff should follow contacts throughout the quarantine period to make sure they are self-monitoring, have not developed symptoms, and have questions or concerns addressed. During quarantine, contacts should:

- Stay home for 14 days from last exposure. This period may be shortened or waived if certain [conditions are met](#).
- Monitor for symptoms and check temperature twice daily for 14 days. Public health staff can offer a [symptom monitoring log](#) or use the email-based monitoring system in WEDSS.
- Notify the LTHD or school-based health care provider if symptoms of COVID-19 develop.
- Promptly isolate in the home and seek medical evaluation if symptoms of COVID-19 present.
- Get tested for COVID-19.
- Maintain contact with the LTHD and school staff for advice on when to return safely to in-person instruction.

Contact Tracing Roles and Responsibilities

The roles and responsibilities for conducting contact tracing in schools may be assigned by LTHD jurisdiction or school district. However, any approach should include input from both school district administration and LTHD staff. When planning school-based contact tracing, we encourage LTHDs to consider local resources, existing working relationships within their jurisdiction, and the interest, resources, and skill level of all partners. Several options can be considered when assigning contact tracing roles and responsibilities, and ideas can also be found on the [CDC's website](#). These outbreak response roles and responsibilities should be determined before cases have been identified in the school.

Options include:

- The LTHD works directly with teachers, staff, and the case patient(s) (or their parent/guardian) to identify close contacts of the case(s) both within and outside of the school. The LTHD conducts all interviews and follow up.
- The LTHD trains school-based health care providers to identify school-based close contacts of case patients. School-based health care providers work with teachers and staff to identify the close contacts of the case(s) in the school. Contact information for each case and close contact is securely shared with the LTHD, who then conducts interviews and follow up. The LTHD conducts interviews with the case patient(s) (or their parent/guardian) to identify, contact, interview, and follow close contacts outside the school.
- The LTHD trains school-based health care providers to conduct contact tracing independently. School-based health care providers identify, contact, interview, and follow the close contacts of the case(s) in the school — including symptom monitoring — with regular input from the LTHD. The LTHD conducts interviews with the case patient(s) (or their parent/guardian) to identify, contact, interview, and follow close contacts outside the school.

Contact Tracing Support (for LTHDs)

As the local health department, if the number of cases or contacts surpasses local capacity, please contact the Department of Health Services Contact Tracing Team (CTT) for assistance.

- Cases and contacts assigned to the DHS CTT are addressed in the order they are received.
- Cases and contacts with a preferred language other than English are assigned to a bilingual team member or interviewed through a translator.
- The team will attempt to connect with each contact within 48 hours. If they have not reached somebody after seven attempts over a week-long period, they will flag the record and return it to the LTHD for additional follow up.
- The CTT is not able to tailor interviews to specific outbreaks. Therefore, LTHDs may wish to conduct contact tracing on outbreak-associated cases, referring sporadic cases to the CTT instead.

Notification of Families and Staff

School administration should notify the families of students and all teachers and staff whenever a [confirmed or suspect](#) outbreak of COVID-19 is identified in the school. The LTHD should work with the school to draft a notification letter that provides actionable information in plain language. The letter should:

- Outline the current situation at the school.
- Describe the signs and symptoms of COVID-19, and when to seek medical attention.
- Describe what interventions are already in place, and what the school (in coordination with LTHD) is doing to identify new cases, potentially exposed persons, and to prevent additional cases.
- Remind students (and their parents/guardians), teachers, and staff to stay home when they are sick, and to notify the school if they are sick or if they are diagnosed with COVID-19.
- Remind students (and their parents/guardians), teachers, and staff to notify the school if they have contact with a person with COVID-19.
- Recommend that staff and parents/guardians of children at increased risk for severe illness discuss with school administration potential options for how to safely continue instruction.
- If temporary closure (classroom or school wide) is required, notify families and staff of this decision and explain the reasons.
- If changes are being made or new interventions or policies are being enacted in response to the case(s), describe these, and explain their purpose.
- Ask that students, parents/guardians, and staff remain in contact with, and follow the recommendations of, the school and LTHD.
- Provide a point of contact at the school and/or LTHD for questions.
- IMPORTANTLY, the letter **should not** include the names of the people who are ill. Confidentiality is required by the Americans with Disabilities Act (ADA), the Family Education Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).

Template notification letters are available in the [Resources](#) section for the following situations:

- Notification to parents/guardians of confirmed or probable COVID-19 cases in a school.
- Notification letter to parents/guardians that their child has been identified as a close contact of a confirmed or probable case.

E. Case and Outbreak Mitigation Measures

Exclusion from In-person Instruction

In children, symptoms of COVID-19 infection may be nonspecific, and illness may mimic a number of other childhood viral infections. The most common COVID-19 symptoms for children are fever and cough. However, children are less likely than adults to present with a fever, and are more likely to have mild or even sub-clinical infection. Teachers and school-based health care providers are encouraged to send a child home when they appear ill and consider that if a child is displaying mild symptoms, it may be best to send them home in case it is the beginning of a COVID-19 infection. This decision-making can reduce the risk of the virus transmitting to one or more students or staff in the school. Clear communication between parents, teachers, staff, and school-based health care providers can encourage acceptance of this approach. Schools should create plans ahead of time to ensure continuity of instruction in the case of a student's extended absence during their isolation and/or quarantine period. School-based health care providers or teachers should **send students home if:**

- They have tested positive for COVID-19, with or without having symptoms, and have not yet finished their isolation period per public health recommendations.
- They have been diagnosed with COVID-19 by a health care provider, and have not yet finished their isolation period per public health recommendations.
- They are not fully vaccinated and were in close contact with someone who had COVID-19 in the past two weeks.

OR within the last 24 hours, they have experienced the follow symptoms above their baseline:

- Either cough, shortness of breath, difficulty breathing, new loss of smell or taste OR
- At least **two** of the following symptoms:
 - Fever (measured or subjective), or chills or rigors
 - Myalgia (muscle aches)
 - Headache
 - Sore throat
 - Fatigue
 - Muscle or body aches
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

These symptom criteria apply to COVID-19-related exclusion. Other symptoms may also require exclusion for a different communicable disease. Refer to the [childhood communicable diseases](#) wall chart for additional information. Generally, children with fever, diarrhea, or vomiting alone should be sent home for at least 24 hours, even if it is unrelated to COVID-19 infection.

If a student develops symptoms (described above) consistent with COVID-19 infection during the school day, the school-based health care provider or staff should take the following steps:

- Immediately put a mask on the ill student and isolate them to a predesignated room or assigned area away from others.
- Call the student's parent or guardian to inform them their child is ill, and will need to go home or be picked up as soon as possible.
- Provide the student or parent/guardian a short handout in their primary language that includes the following information:
 - Signs and symptoms of COVID-19 infection
 - School policy on exclusion and return to in-person instruction
 - [Instructions on in-home isolation measures](#) (offered in multiple languages)
 - Information regarding quarantine recommendations for siblings and household contacts
 - Recommendation to seek medical evaluation and/or testing for COVID-19, influenza, and other childhood infections
 - Instructions on what to do if serious symptoms appear
 - Contact information for the school and the LTHD
 - The DHS [COVID-19 fact sheet](#) can be used to share some of this information with the student or parent/guardian. Besides English, this fact sheet is also available in [Chinese](#), [Hindi](#), [Hmong](#), [Somali](#), and [Spanish](#).
- Be prepared to answer questions that the student or parent/guardian may have.
- Clean and disinfect the isolation area, student's desk, locker or other areas and surfaces following [CDC guidance. A one-page flyer is available.](#)
- Consult with the LTHD for next steps.

Adults with COVID-19 infection are more likely than children to have a fever, cough, and shortness of breath. However, not all adult cases of COVID-19 include these symptoms. In the case of increasing community transmission, teachers and other school staff should be vigilant in self-monitoring for symptoms of COVID-19.

If a teacher or staff member develops symptoms during the school day consistent with COVID-19 infection described above, they should:

- Report their illness to their supervisor(s) and leave work as soon as possible.
- Clean the space according to the [cleaning and disinfection](#) instructions above.
- Maintain at least a 6-foot physical distance from others.
- Continue to wear a mask or face covering, if medically possible.
- Perform hand hygiene and disinfect frequently touched surfaces.
- Seek medical evaluation, including COVID-19 or other relevant testing.
- Contact their medical care provider and/or the LTHD with any questions.
- Refer to relevant [DHS](#), [CDC](#), and health care provider resources for next steps.
- Be prepared to provide a list of activities and close contacts to the LTHD.

Isolation and Quarantine

One of the most effective measures for halting respiratory transmission in an indoor, shared space is to identify and isolate sick persons and quarantine any household contacts and close contacts who are not fully vaccinated. In the school setting, **isolation and quarantine should be the primary strategy** for COVID-19 outbreak mitigation. The following information is summarized in the [COVID-19: Return to School](#) table. The [CDC recommends](#) that public health staff use symptom improvement, rather than two negative test results collected at least 24 hours apart, to determine when to return to school safely.

This guidance recognizes there will be multiple viruses circulating throughout the school year in addition to COVID-19, and uses testing as a way to help determine if illness is due to SARS-CoV-2 or infection with another respiratory pathogen.

This guidance also recognizes that local prevalence of COVID-19 and other respiratory diseases will vary across the state. The implementation of this exclusion and isolation guidance may vary between local and tribal health departments based on local prevalence of COVID-19 and other respiratory diseases.

In December 2020, the CDC revised guidelines, and provided an **option to shorten the standard quarantine period** from 14 days to 10 days for people who are not fully vaccinated and who remain asymptomatic, provided that daily symptom monitoring continues for the full 14 day period. The duration of quarantine may be further shortened to 7 days if the result of a diagnostic COVID-19 test collected on day 6 or 7 is negative and if no symptoms were reported during daily monitoring. Note that quarantine for 14 full days after the time of exposure remains the safest strategy for preventing asymptomatic transmission of COVID-19. For shortened quarantine periods to be acceptable, the following conditions must be met:

- The quarantined person monitors for and reports symptoms twice daily for 14 days.
- The quarantined person does not experience any symptoms of COVID-19.
- The quarantined person agrees to immediately self-isolate and contact the local public health authority and/or a health care provider if symptoms develop.
- The quarantined person adheres strictly to all recommended COVID-19 prevention measures (i.e., consistent mask use, physical distancing, and avoiding crowds) for 14 days.
- The quarantined person should not participate in any activities such as classroom instruction, athletics, busing, before school or after school programs, and other extracurricular activities where proper physical distancing of at least 3 feet between students cannot be maintained for 14 days.
- Students and staff who are unable to safely and consistently wear masks or maintain physical distancing of at least 3 feet for students and 6 feet for staff, should quarantine for a full 14 days.

In response to [new evidence](#) that fully vaccinated people may still get infected and transmit COVID-19, the CDC recently revised recommendations for those who have been fully vaccinated against

COVID-19. Those who have been **fully vaccinated** against COVID-19 and were in close contact with someone with COVID-19 do not have to quarantine, but should:

- Get tested 3-5 days after an exposure to someone with COVID-19.
- Wear a mask indoors for 14 days after exposure or until a negative test result.

Not a Close Contact to a COVID-19 Case

The following isolation and quarantine periods apply to students and staff who are **not close contacts to a COVID-19 case**. School-based health care providers should use these criteria, in consultation with the local health department to determine when students and staff can return to in-person instruction:

Students and staff who are **not tested** for COVID-19 infection but **meet the symptom** criteria described above in the [Exclusion from In-person Instruction section](#):

- The individual must remain home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms.
- Siblings and household members should be sent home and follow the [Close Contact to a COVID-19 Case](#) below.
- If diagnosed with another condition that explains the symptoms, such as influenza or strep throat, no isolation is needed for the symptomatic person and siblings and household members do not need to quarantine. Follow guidance from the health care provider and exclusion period of the diagnosed disease as listed on the [Wisconsin Childhood Communicable Diseases Wall Chart](#).

Students and staff who **test negative** for COVID-19 infection by PCR* and **have symptoms**:

- The individual has been fever-free for 24 hours without the use of fever-reducing medications.
- If diagnosed with another condition, the individual must complete the exclusion period for the diagnosed disease as listed on the Wisconsin Childhood Communicable Diseases Wall Chart. An alternative diagnosis is not required.
- Siblings and household members do not need to quarantine.

*A negative antigen test result from a symptomatic student or staff member should be confirmed with a PCR test, collected within 48 hours of the initial test. The student or staff member should isolate and siblings and household members should quarantine while waiting for the PCR results.

Students and staff who **test positive** for COVID-19 infection by antigen or PCR and **have symptoms**:

- The individual must isolate at home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Repeat testing is NOT recommended for making decisions about when people can return to work or school.
- Siblings, household members, and other close contacts should be sent home and follow the [Close Contact to a COVID-19 Case](#) below.

Students and staff who **test positive** for COVID-19 infection by antigen* or PCR **but have no symptoms** (are asymptomatic):

- The individual must isolate at home for 10 days after the day the sample was collected.
- Siblings, household members, and other close contacts should be sent home and follow the [Close Contact to a COVID-19 Case](#) below.

*A positive antigen test from an asymptomatic student or staff member should be confirmed with a PCR test, collected within 48 hours of the initial test. The student or staff member should isolate and close contacts should quarantine while waiting for the PCR results. If the PCR test is negative the case may be released for isolation and close contacts released from quarantine.

These criteria should be used when the symptomatic person is a teacher or child in school. The criteria used is more conservative compared to the public. There is a higher index of suspicion that symptomatic individuals in schools may have COVID because of the high potential of asymptomatic spread in school-aged children. Since students and teachers have greater potential exposure to asymptomatic individuals, and thus are more likely to have been exposed but not know it, we are asking their household contacts who are not fully vaccinated to quarantine.

Close Contacts to a COVID-19 Case:

The following **isolation and quarantine** periods apply to students and staff who are **close contacts of a [confirmed or probable](#) COVID-19 case**. School-based health care providers should use these criteria, in consultation with the LTHD, to determine when students can return to in-person instruction:

Students and staff who are **not fully vaccinated** and **remain asymptomatic** during their quarantine period and are either **not tested or test negative for COVID-19** infection by PCR or antigen test:

- Must quarantine for 14 days from the date of last exposure before returning to school or day care. Quarantine may be shortened to 10 days after the date of last exposure, provided people still monitor for symptoms, wear a mask, and physical distance for the full 14 days. Quarantine may be shortened further to 7 days if they meet the [shortened quarantine criteria](#).
- If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.

Students and staff who are **not fully vaccinated** who **remain asymptomatic** during their quarantine period and **test positive for COVID-19** infection by antigen or PCR:

- Must isolate at home for 10 days from the day the sample was collected.
- Siblings, household members, and other close contacts should be sent home and also follow the [Close Contact to a COVID-19 Case](#) to determine quarantine length.

Students and staff who are **not fully vaccinated** who **develop COVID-19 symptoms** during quarantine and are **not tested** for COVID-19 infection:

- The individual must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.

- The individual must also remain home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms.
- **The criteria in both of the above bullets must be met before returning to school.**
- Siblings, household members, and other close contacts should be sent home and also follow the [Close Contact to a COVID-19 Case](#) to determine quarantine length.

Students and staff who are **not fully vaccinated** who **develop COVID-19 symptoms** during quarantine and **test negative** for COVID-19 infection while symptomatic:

- The individual must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.
- If the individual tested negative on a PCR test, they must also be fever-free for 24 hours without the use of fever-reducing medications AND if diagnosed with another condition, they must complete the exclusion period for the diagnosed disease as listed on the [Wisconsin Childhood Communicable Diseases Wall Chart](#). An alternative diagnosis is not required.
- If the individuals tested negative on an antigen test, they must also isolate at home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Follow-up PCR testing is recommended for these individuals within 48 hours of the negative antigen test.
- **The criteria in both the first bullet AND either the second or third bullet above must be met before returning to school.**

Students and staff who are **not fully vaccinated** who **develop COVID-19 symptoms** during quarantine and **test positive** for COVID-19 infection while symptomatic can return to in-person instruction and school activities after meeting the following:

- The individual must isolate at home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Repeat testing is NOT recommended for making decisions about when people can return to work or school.
- Siblings, household members, and other close contacts should also follow the [Close Contact to a COVID-19 Case](#) to determine quarantine length.

Close contacts who previously had a positive COVID-19 PCR test, or who had a positive antigen test while symptomatic, within the last 90 days and do not have symptoms, do not need to quarantine. If symptoms develop, they should follow the COVID-19 isolation procedures and consult with a medical provider.

Fully vaccinated students and staff who **remain asymptomatic** for 14 days after an exposure to someone with a confirmed or probable case:

- Do not need to quarantine.
- Should monitor for symptoms for 14 days.
- Should get tested 3-5 days following exposure and wear a mask in all public indoor settings for 14 days or until they receive a negative test result.
- Can continue to attend in-person school.

- Should follow all other measures for COVID-19 prevention, including masking and physical distancing.

Fully vaccinated students and staff who **develop COVID-19 symptoms** within 14 days of last close contact and who **test positive or who are not tested** for COVID-19 infection while symptomatic can return to in-person instruction and school activities after meeting the following:

- The individual must also remain home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms.
- Siblings, household members, and other close contacts should be sent home and also follow the [Close Contact to a COVID-19 Case](#) to determine quarantine length.

Fully vaccinated students and staff who **develop COVID-19 symptoms** within 14 days of last close contact and who **test negative** for COVID-19 infection while symptomatic can return to in-person instruction and school activities after meeting the following:

- If the individual tested negative on a PCR test OR an antigen test, they must also be fever-free for 24 hours without the use of fever-reducing medications AND if diagnosed with another condition, they must complete the exclusion period for the diagnosed disease as listed on the [Wisconsin Childhood Communicable Diseases Wall Chart](#). An alternative diagnosis is not required.
- Siblings and household contacts do not need to quarantine.

Enhanced Cleaning and Disinfection

In general, the risk of COVID-19 infection from touching a surface is low. When no one with COVID-19 was known to be in a space, cleaning once a day is usually sufficient to remove potential virus that may be on surfaces in the school facility. However, if someone who was sick or tested positive for COVID-19 was in the school facility within the past 24 hours, the school should clean AND disinfect the space using a disinfectant from the [U.S. Environmental Protection Agency \(EPA\)'s List N disinfectants](#). Refer to the [CDC guidance](#) for detailed instructions.

In response to any case of COVID-19 in the school, all rooms/areas that the case(s) visited should be thoroughly cleaned and disinfected.

- Close off areas used by the case(s), if possible.
- Open outside doors and windows and use fans or HVAC settings to increase air circulation.
- Wait as long as possible before you clean or disinfect to allow respiratory droplets to settle and aerosol particles to be diluted or filtered out.
- Clean and disinfect all the areas visited by the case(s), such as school buses, classrooms, bathrooms, offices, and common areas.
- Start with areas of a lower likelihood of contamination, moving to areas with highly contaminated surfaces (e.g., frequently handled items). This includes cleaning rooms of unaffected areas of the school before rooms where the case(s) were present.
- Focus on objects that are frequently touched, such as doorknobs, light switches, bathroom sink and flush handles, desks, chairs, lockers, and playground structures.

Cleaning and disinfection measures will differ depending on the length of time that has passed since the person who was sick or diagnosed with COVID-19 was in the space.

- If **less than 24 hours**, clean and disinfect the space.
- If **more than 24 hours**, cleaning is enough. You may choose to also disinfect depending on [certain conditions](#) or everyday practices required by your facility.
- If **more than 3 days**, no additional cleaning (beyond regular cleaning practices) is needed.

In response to a school outbreak, increase the frequency of cleaning and disinfection in the entire facility, including bathrooms and common areas. Continue this enhanced cleaning and disinfection schedule until the outbreak is over.

Screening Testing in Response to a Case or an Outbreak

Generally, school and district administrators should consider **expanded screening testing, adding or reinforcing prevention measures, and conducting contact tracing, isolation and quarantine** for students and staff when an outbreak is [suspected or confirmed](#) at the school.

School and district administrators should work closely with their LTHD to determine the appropriate number and type and of prevention layers to implement in order to stop transmission. In-person instruction should continue as long as safely feasible, and additional measures should be removed one at a time once the outbreak is over.

LTHDs can use the following framework for decisions on outbreak response. However, this is not an exhaustive list, and does not include all factors needing consideration in any given situation. For complex outbreaks, or inquiries on specific situations, LTHDs can contact the DPH Bureau of Communicable Diseases for guidance.

Table 3. Screening testing recommendations in response to a case(s).

Extent of exposure / transmission	Exposure scenario		
	One case who had minimal close contact with students or staff.	More than one case or one case with many close contacts in a single classroom.	More than one case or one case with close contacts in multiple classrooms/cohorts.
Examples	Case had only a few close contacts and those close contacts were limited to a single classroom.	<ul style="list-style-type: none"> • Multiple cases are identified in a single classroom or cohort; cases did not move between cohorts. • Case had multiple close contacts within a single classroom or cohort. 	<ul style="list-style-type: none"> • Cases identified in multiple classrooms or cohorts. • Case(s) moved between multiple classrooms or cohorts during their infectious period.
Recommended testing strategy	Identify and test close contacts who are not fully vaccinated or who are symptomatic.	<ul style="list-style-type: none"> • Test all students and staff who are not fully vaccinated in the affected classroom and • Follow screening testing schedule for moderate community transmission. 	<ul style="list-style-type: none"> • Test all students and staff in the school who are not fully vaccinated and • Follow positive tests with isolation, quarantine, and contact tracing and • Follow screening testing schedule for substantial or high community transmission.

If a school adds additional prevention measures, but continues to see new cases, school administrators should implement universal masking, 6-foot physical distancing between students and staff, screening testing as described above for high community transmission, and all additional prevention measures. None of these prevention measures should be lifted until testing results in no new cases for 14 days. If, when the outbreak is over, prevention measures are relaxed, they should be changed one at a time. Should cases continue, school administrators are urged to consult with their LTHD for further guidance.

Public schools are required to provide special education services under state and federal law to special education students. Health departments should be aware of this requirement when making recommendations to school districts and reach out to Julia Hartwig, Director, Special Education Team, DPI at julia.hartwig@dpi.wi.gov if they have questions about special education requirements.

F. References

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G. Resources

Centers for Disease Control and Prevention:

- [Guidance for COVID-19 Prevention in K-12 Schools](#)
- [Communication Resources](#)
- [Catch Up on Well-Child Visits and Recommended Vaccinations](#)
- [Guidance for Wearing Masks](#)
- [People at Increased Risk](#)
- [What to Do If You Are Sick](#)
- [Interim Guidance on Ending Isolation and Precautions for Adults with COVID-19](#)
- [Cleaning and Disinfecting Your Facility](#)
- [COVID Data Tracker](#)
- [Vaccines for COVID-19](#)
- [Contact Tracing for COVID-19: Close Contact](#)
- [Interim Public Health Recommendations for Fully Vaccinated People](#)
- [Science Brief: Options to Reduce Quarantine for Contacts of Persons with SARS-CoV-2 Infection Using Symptom Monitoring and Diagnostic Testing](#)
- [Contact Tracing](#)
- [Science Brief: Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs – Updated](#)

Wisconsin Department of Public Instruction:

[COVID-19 Infection Control and Mitigation Measures for Wisconsin Schools 2021/2022](#)

[Confidentiality, Privacy, and Student Records](#) Wisconsin Department of Health Services, Division of Public Health:

- [COVID-19: Language, Graphic and Print Resources](#)
- [COVID-19: Get Tested](#)
- [COVID-19: Health Care Providers](#)
- [COVID-19: K-12 School Testing Program](#)
- [Cloth Face Coverings in Schools Frequently Asked Questions and Considerations for Use](#)
- [Next Steps: close contacts with someone with COVID-19](#)

- [Next Steps: after you are diagnosed with COVID-19](#)
- [Next Steps: while you wait for your COVID-19 test results](#)
- [COVID-19 factsheet](#)
- [Wisconsin Childhood Communicable Diseases wall chart](#)
- [Cleaning and Disinfecting after a confirmed COVID-19 case](#)
- [COVID-19: Vaccine](#)

Other:

- [American Academy of Pediatrics COVID-19 Guidance for Safe Schools](#)
- [American Academy of Pediatrics \(AAP\): Immunizations](#)

Public Health Investigation Checklist

<input type="checkbox"/>	When notified of a suspected outbreak, obtain all school details, contact information, and outbreak details and report the outbreak using the WEDSS outbreak module.
<input type="checkbox"/>	<p>Hold an initial conference call or meeting with the school and members of your investigation team. The goals:</p> <ul style="list-style-type: none"> • Communicate important information about the disease, including communicability, mode of transmission, incubation period, and exclusion recommendations. • Gather information about the school: <ul style="list-style-type: none"> ○ Full name and address of the school ○ Number of students and staff ○ Names and phone numbers of key contacts at the school ○ COVID-19 prevention measures already in place ○ Vaccination coverage among students and staff ○ Information about the school-based testing program, if applicable • Gather information about each case or outbreak: <ul style="list-style-type: none"> ○ Number and types of confirmed COVID-19 cases (e.g., students, staff) ○ How the case was detected or reported ○ Symptoms ○ Onset date(s) ○ Date(s) of COVID-19 vaccination ○ Date of last exposure at the facility (date last attended while symptomatic) ○ Number of any other absent students or staff and their symptoms ○ Known exposures or close contacts at the school ○ Known location(s) in the facility where case patient(s) spent time ○ Contact information of case(s) and their parent(s)/guardian(s) ○ Contact information for any additional absent (ill) students or staff • Determine next steps, specific action items, and responsibilities of each person. • Schedule the next time/venue for sharing updates and information.
<input type="checkbox"/>	Explain the contact tracing process to the school administrator, the definition of close contact, and the need to work with the school to identify and exclude any close contacts ASAP.
<input type="checkbox"/>	Obtain information about known exposures and contacts and begin public health follow-up.
<input type="checkbox"/>	Ask school to review best practices for COVID-19 prevention and help to identify any areas for improvement.
<input type="checkbox"/>	Review immediate infection prevention and control recommendations with the school.
<input type="checkbox"/>	Encourage notification of students, families, teachers, and staff.

<input type="checkbox"/>	Establish communications and set a check-in schedule with the facility.
<input type="checkbox"/>	Start a line list with the help of the school administrator or school-based health care provider.
<input type="checkbox"/>	Manage outbreak data.
<input type="checkbox"/>	Begin the contact tracing process in collaboration with the school (see Contact Tracing section) and quarantine any household and close contacts who are not fully vaccinated.
<input type="checkbox"/>	Recommend testing of all ill individuals and exposed contacts.
<input type="checkbox"/>	Isolate confirmed cases. Quarantine close contacts and household contacts who are not fully vaccinated. Conduct routine interview and contact tracing interview. Provide public health education.
<input type="checkbox"/>	Calculate release from isolation dates and release from quarantine dates for students, teachers, and staff according to current DHS guidelines.
<input type="checkbox"/>	Continue to monitor for new illnesses, review and improve school policies/practices as necessary, evaluate efficacy of control measures put in place and revise as necessary.

COVID-19: When a student, or faculty/staff member can return to school or child care

Purpose: The purpose of this document is to assist school health care staff, child care staff and public health officials in determining when a student, or faculty/staff member needs to be excluded from the facility for COVID-19 quarantine or isolation. The chart uses three criteria to determine this: close contact, symptoms, and COVID-19 test status.

How to use: The first step is to determine if the individual was a close contact to a person with COVID-19 based on the definition below and then selecting the appropriate chart on the next page. The second step is to determine if the individual is showing symptoms of COVID-19 (symptomatic) or not. Finally, determine if they were tested for COVID-19 and the result of the test. Key definitions are provided below. When an individual's symptom, contact, or test status changes, their quarantine or isolation requirements should be reassessed.

Definitions:

Isolation means keeping sick people away from healthy ones. This usually means that the sick person rests in their own bedroom or area of your home and stays away from others. This includes staying home from school.

Quarantine means separating people who were around someone who was sick, just in case they get sick. Since people who were around other sick people are more likely to get sick themselves, quarantine prevents them from accidentally spreading the virus to other people even before they realize they are sick. Usually people who are in quarantine stay at home and avoid going out or being around other people. This includes staying home from school.

It is safest if you quarantine for 14 days after your last exposure. No test is required to end quarantine. **You do have other options for quarantine. These options are to:**

- Quarantine for 10 days after your last exposure. No test is required to end quarantine. Monitor yourself for symptoms, wear a mask, and physical distance for the full 14 days from last exposure.
- Quarantine and get tested for COVID-19 6 or 7 days after last exposure. If your test is negative, you could end quarantine after 7 days of quarantine. You must have your negative test result before ending quarantine and the test cannot be before day 6. Monitor yourself for symptoms, wear a mask, and physical distance for the full 14 days from last exposure.

Close contact: An individual is considered a close contact if **any** of following is true. If they:

- Had direct physical contact with the person.
- Had contact with the person's respiratory secretions.
- Live with or stayed overnight for at least one night in a household with the person, unless strict separation was maintained (e.g., no shared bathroom, bedrooms, or spaces).
- Were within 6 feet of the case for more than 15 minutes. This includes single encounters of more than 15 minutes OR multiple encounters within a single day adding up to more than 15 minutes.

Exceptions:

- In the K–12 indoor classroom setting only, the close contact definition excludes students who were within 3 to 6 feet of an infected student if both students were engaged in consistent and correct use of well-fitting masks. This exception DOES NOT apply to teachers, staff or other adults in classroom settings.
- A health care worker is wearing the proper personal protective equipment and/or is fully vaccinated.

Close contacts who were diagnosed with COVID in the 90 days before the exposure do not need to quarantine or get tested for COVID-19, but should monitor for symptoms and consult with a health care provider if symptoms develop. Close contacts who are fully vaccinated and remain asymptomatic do not need to quarantine, but should get tested for COVID-19 3-5 days after exposure and wear a mask in public indoor settings for 14 days or until they receive a negative test result. They should isolate if they test positive.

Symptoms

Symptoms are considered consistent with COVID-19 when one of the symptoms marked with a (^) or two of the other symptoms are present above baseline for that individual.

Cough[^] Shortness of breath or difficulty breathing[^] New loss of taste or smell[^] Congestion or runny nose
Fever or chills* Nausea or vomiting* Diarrhea* Headache Fatigue Muscle or body aches Sore throat

*Note: Vomiting, diarrhea, and fever – alone or together – should exclude a person from school or child care.

Individual is NOT a known close contact to a COVID-19 case*:

Symptoms?	Test Result	Recommendations for isolation or quarantine and when individuals can return to school
YES	POSITIVE (PCR or Antigen)	Must isolate at home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Repeat testing is NOT recommended for deciding when people can return to work or school. Siblings, household members, and other close contacts should follow the close contact chart below.
YES	Negative (PCR, not antigen**)	Must be fever-free for 24 hours without the use of fever-reducing medications if negative by PCR . If diagnosed with another condition, the individual must complete the exclusion period for the diagnosed disease as listed on the Wisconsin Childhood Communicable Diseases Wall Chart . An alternative diagnosis is not required. Siblings and household contacts do not need to quarantine. **A negative antigen test result from a symptomatic student or staff member should be confirmed with a PCR test, collected within 48 hours of the initial test. The student or staff member should isolate and siblings and household members should quarantine while waiting for the PCR results.
YES	Not tested	The individual must remain home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms. Siblings and household members should follow the close contact chart below for exclusion. If diagnosed with another condition that explains the symptoms, such as influenza or strep throat, the symptomatic person does not need to isolate and household members do not need to quarantine. Follow guidance from the health care provider and exclusion period of the diagnosed disease as listed on the Wisconsin Childhood Communicable Diseases Wall Chart
No	POSITIVE (PCR or Antigen**)	Must isolate at home for 10 days after the day the sample was collected. Siblings, household members, and other close contacts should follow the close contact chart below. *A positive antigen test from an asymptomatic student or staff member should be confirmed with a PCR test, collected within 48 hours of the initial test. The student or staff member should isolate and close contacts should quarantine while waiting for the PCR results. If the PCR test is negative the case may be released for isolation and close contacts released from quarantine.
No	Negative (PCR or Antigen)	May attend school or child care.
No	Not tested	May attend school or child care.

*Follow this decision table for students and staff who are NOT fully vaccinated. Refer to the Isolation and Quarantine section of the full guidance document for those who are fully vaccinated.

Individual IS a known close contact to a COVID-19 case*:

Symptoms?	Test Result	Recommendation for isolation/quarantine and when can return to school
YES	POSITIVE (PCR or Antigen)	Must isolate at home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Repeat testing is NOT recommended for deciding when people can return to work or school. Siblings, household members, and other close contacts should also follow this chart to determine quarantine length.
YES	Negative (PCR or Antigen)	<ul style="list-style-type: none"> • Must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case. • If tested by PCR test, the individual must also be fever-free for 24 hours without the use of fever-reducing medications AND if diagnosed with another condition, they must complete the exclusion period for the diagnosed disease as listed on the Wisconsin Childhood Communicable Diseases Wall Chart. An alternative diagnosis is not required. • If tested by antigen test, the individual must also isolate at home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Follow-up PCR testing is recommended for these individuals within 48 hours of the negative antigen test. <p>The criteria in the first bullet AND either the second or third bullet above must be met before returning to school.</p>
YES	Not tested	<ul style="list-style-type: none"> • Must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case. • The individual must also remain home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms. <p>The criteria in both of the above bullets must be met before returning to school.</p>
No	POSITIVE (PCR or Antigen)	Must isolate at home for 10 days from the day the sample was collected. Siblings, household members, and other close contacts should also follow this chart to determine quarantine length.
No	Negative (PCR or Antigen)	If the individual's test result was collected on or after day 6 of quarantine, quarantine may end after day 7. The individual must continue to monitor for symptoms, wear a mask, and physical distance for the full 14 days from last exposure before returning to school or child care. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.
No	Not tested	<ul style="list-style-type: none"> • Must quarantine for 14 days from the date of last exposure before returning to school or day care. Quarantine may be shortened to 10 days after the date of last exposure, provided people still monitor for symptoms, wear a mask, and physical distance for the full 14 days from last exposure. Quarantine may be shortened further to 7 days after the date of last exposure if a person receives a negative test result (PCR or antigen) that was collected on or after day 6 provided people still monitor for symptoms, wear a mask, and physical distance for the full 14 days. • If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.

*Follow this decision table for students and staff who are NOT fully vaccinated. Refer to the Isolation and Quarantine section of the full guidance document for those who are fully vaccinated.

Illness Log/Line List

Illness Log / Line List of Ill for Absent Students and Staff

School Name: _____ School Address: _____ Date: _____

First name	Last name	Street address	City	Parent/Guardian name(s)	Staff or Parent/Guardian phone number(s)	DOB	Sex (M/F)	Symptom onset date	SYMPTOMS Fe=Fever; C=Cough; SOB=Shortness of breath; MA=Muscle/body aches; HA=Headache; Ch=Chills; ST=Sore throat; Fa=Fatigue	Student (Sd) or Staff (Sf)	Last date attended/ worked in school	Areas in facility attended/ visited/ worked in 2 days before symptom onset until the time they left facility	Contact tracing category (C=Case, CC=Close contact, HC=Household contact)
<i>Example: John</i>	<i>Doe</i>	<i>123 Main St</i>	<i>City</i>	<i>Donna Doe</i>	<i>123-456-7890</i>	<i>1/1/2010</i>	<i>M</i>	<i>6/10/2020</i>	<i>C, Fe (100.4); ST, Fa</i>	<i>Sd</i>	<i>6/10/20</i>	<i>2nd grade - room 203, health office, lunch room</i>	<i>HC</i>

Template Letter to Parents/Guardians: COVID-19 Case(s) in the School

[date]

Dear [Insert parent/guardian names],

This letter is to notify you that [a] student[s] or staff member[s] at [Insert school name] has tested positive for COVID-19. We are actively working with the [insert county/city] Health Department to quickly identify, notify, and quarantine any students or staff who may have come into close contact with them and who may be at risk of getting sick. We are also cleaning and disinfecting the school to control the spread of illness.

About COVID-19

COVID-19 is an illness caused by a coronavirus. It spreads from person to person through droplets created when we cough, sneeze, talk, sing or laugh. Most people—especially young people—who get COVID-19 have mild illness, similar to having a cold or the flu. However, in others it can cause severe illness, such as pneumonia. Symptoms of COVID-19 include:

- Fever (temperature 100.4°F or higher)
- Cough
- Trouble breathing
- Chills
- Muscle/body aches
- Loss of taste or smell
- Runny nose or nasal congestion
- Fatigue
- Nausea, vomiting, or diarrhea

The CDC's website has good information about COVID-19: www.cdc.gov/coronavirus.

What to Expect

If your child had close contact with a person with COVID-19, you will receive a separate letter with special instructions about monitoring symptoms, testing, and how to keep others in your home from getting sick. If your child did not have close contact with a person with COVID-19 in our school, you will not receive another letter.

Someone from the [insert tribal/county/city] Health Department may reach out to you with questions. Please assist with them as they work to investigate and control COVID-19 in our school.

Prevent Further Spread

The following guidelines will help to prevent further spread of illness at our school:

- Notify the school if your child is diagnosed with COVID-19.
- Notify the school if your child had contact with someone who you know was diagnosed with COVID-19.
- Keep students home from school if they are sick.

- Get yourself and your child vaccinated as soon as you are able to do so.
- Encourage good habits: Frequent handwashing, covering coughs and sneezes, use of face coverings in public.

If you have any questions, please call [Full name and position] at [phone #].

Sincerely,

[Print name]

[Title]

Template Letter to Parents/Guardians: Close Contact to a COVID-19 Case in the School

[date]

Dear [Insert parent/guardian names],

This letter is to notify you that your son/daughter [insert child's name] has been in close contact with a person at our school who has COVID-19. This means that your child is at higher risk of becoming ill from the virus. **[Insert child's name] must stay home from school (self-quarantine) for:**

14 days

10 days

For 14 days starting today, please monitor [insert child's name] for any symptoms of COVID-19 and notify your health care provider and the [insert county/city] Health Department at [insert phone number] right away if your child becomes sick. Household members may continue to attend school and work as long as no one in the household develops symptoms or tests positive for COVID-19. If this happens, please stay home and contact your LTHD.

If your child is fully vaccinated, please contact the school to provide proof of vaccination. They may not need to quarantine. Instead, fully vaccinated students should wear a mask indoors in public spaces for 14 days or until they test negative. They can still attend school as long as they do not have symptoms.

The Wisconsin Department of Health Services and the CDC recommend that anyone who has had close contact with someone with COVID-19 be tested, whether or not they have symptoms. The test for COVID-19 involves a quick swab of the inside of the nose. Your child can be tested at your regular health care provider, a local clinic, school-based testing program, or a community testing site.

If your child will be tested, remember to call your health care provider before you go to the clinic. Tell the clinic about your child's symptoms (if any) and that they had close contact to someone with COVID-19. Take this letter with you to show to the doctor.

Alternately, you can look for a community testing site near you at: www.dhs.wisconsin.gov/covid-19/community-testing.htm. Keep in mind that some community testing sites will not test children under a certain age. Call ahead to be sure your child can be tested.

About COVID-19

COVID-19 is an illness caused by a coronavirus. It spreads from person to person through droplets created when we cough, sneeze, talk, sing or laugh. Most people—especially young people—who get COVID-19 have mild illness, similar to having a cold or the flu. However, in others it can cause severe illness, such as pneumonia. Symptoms of COVID-19 include:

- Fever (temperature 100.4°F or higher)
- Cough
- Trouble breathing
- Chills
- Muscle/body aches
- Loss of taste or smell
- Runny nose or nasal congestion
- Fatigue
- Nausea, vomiting, or diarrhea

The CDC's website has good information about COVID-19: www.cdc.gov/coronavirus.

Symptom Monitoring and Self-Quarantine

Twice a day, from today until [insert quarantine end date], please take your child's temperature and write down any signs of illness using the form on page 3 of "Next Steps: Close Contacts of Someone with COVID-19" (www.dhs.wisconsin.gov/publications/p02598a.pdf). If your child becomes sick with any COVID-19 symptoms, please call the [insert tribal/county/city] Health Department at [insert phone number].

Get medical attention immediately if your son/daughter has any of these warning signs*:

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion or inability to be woken up
- Bluish lips or face

Prevent Further Spread

The following guidelines will help to prevent further spread of illness at our school:

- Follow the steps in the provided flier: "Next Steps: Close Contacts of Someone with COVID-19."
- Monitor your child for symptoms.
- Contact your health care provider and the LTHD if your child becomes sick.
- Keep your child self-quarantined if they are not fully vaccinated.
- Encourage your child to wear a mask indoors if they are fully vaccinated.
- Get yourself and your child vaccinated as soon as you are able to do so.

- Encourage good habits: Wash hands frequently, cover coughs and sneezes, and use face coverings when in public.

We will work with the [insert tribal/county/city] Health Department to notify you of the date when your child can return to school. In the meantime, if you have any questions, please call [Full name and position] at [phone #].

Sincerely,

[Print name]

[Title]

Template Letter: Sending sick child home

[Date]

Dear [Insert parent/guardian names],

[Insert child's name] was sent home from school today because they were experiencing the following symptoms (check all that apply):

- Cough
- Shortness of breath/trouble breathing
- Fatigue
- New loss of sense of taste or smell
- Fever or chills
- Headache
- Sore throat
- Nausea or vomiting
- Runny nose or nasal congestion
- Diarrhea
- Muscle or body ache

Based on these symptoms and under the guidance of the Wisconsin Department of Health Services and [insert tribal/county/city] Health Department, your child has symptoms consistent with novel coronavirus disease, or COVID-19.

Instructions for Your Sick Child

Please keep your child home and work with the school to continue instruction while they are out. He/she can return to in-person instruction on _____ [release from isolation date] **as long as** their symptoms have improved (gotten better), **and** they have not had a fever for 24 hours prior to the listed date.

Having your child tested for COVID-19 may allow them to return to in-person instruction earlier than this date. The test for COVID-19 involves a quick swab of the inside of the nose. Your child can be tested at your regular health care provider, a local clinic, school-based testing program, or a community testing site. If your child will be tested, remember to call your health care provider before you go to the clinic. Tell the clinic about your child's symptoms and if they had close contact to someone who has COVID-19. Take this letter with you to show to the doctor. Alternately, you can look for a community testing site near you at: www.dhs.wisconsin.gov/covid-19/community-testing.htm. Keep in mind that some community testing sites will not test children under a certain age. Call ahead to be sure your child can be tested.

If your child is tested, and the test result is **positive** for COVID-19, please contact your LTHD and school for next steps. If your child is tested, and the result is **negative** for COVID-19, they can return to school (in-person instruction) when their symptoms have improved (gotten better), **and** they have not had a fever for 24 hours without the use of fever-reducing medications like Tylenol or Ibuprofen. Please call the school ahead of time to be sure it's okay for them to return to class.

If you seek medical care, and your child is diagnosed with something other than COVID-19, please follow your doctor's advice and **provide a doctor's note** to the school indicating the date when your child can safely return to school. Your doctor may use the DPH childhood diseases wall chart guidelines to determine this date (www.dhs.wisconsin.gov/publications/p4/p44397.pdf).

Instructions for Others in the Household

Current scientific research shows that both children and adults can have COVID-19 and spread it to others without showing symptoms or feeling sick. To prevent spread to others in the school, unless they are fully vaccinated, please keep all school-aged children in your household home until _____ [release from household contact quarantine date]. All persons in your household who are not fully vaccinated are strongly encouraged to self-quarantine following the CDC's guidance (<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>). Self-quarantine includes staying home, leaving the house only when necessary, wearing a mask in public, washing hands frequently, not having visitors, not sharing personal items, and staying 6 feet from others in your home as much as possible. If you have children at home who are fully vaccinated, they should still get tested and wear a mask indoors in public spaces for 14 days or until they test negative. They can continue to attend school **as long as they do not have symptoms**. Monitor yourself and the others in your household for symptoms and see a doctor if you become sick, **even if you are fully vaccinated**.

If your child who was sent home with symptoms is tested for COVID-19 and the test result is **negative**, any school-age children in your household can return to school **the next day**, as long as they are still feeling well, and other members of the household would no longer need to self-quarantine.

We realize the burden this may place on your family, and we want to do what we can to keep you, your family, and others at the school safe and well. If anyone in your household has needs that cannot be met during this isolation and self-quarantine period, please reach out to your local health department for guidance. Thank you for your cooperation.

Sincerely,

[Print name, Title]

Template Press Release: Keeping Schools Safe against Outbreak

Background: This press release has been written for health departments to provide **general information** to the public about how they are working with schools to keep students, teachers, staff, and their families healthy during the COVID-19 pandemic. To keep your press release timely and accurate, please visit www.dhs.wisconsin.gov/covid-19/index.htm for the latest COVID-19 updates. Please use the other template press release to report an outbreak or investigation at a school.

FOR IMMEDIATE RELEASE

[Date]

[Contact]

[Phone number]

Working to Keep Students, Teachers, and School Staff Healthy during the COVID-19 Pandemic

[City, state] – The COVID-19 pandemic continues to have a significant impact on childhood education since schools across Wisconsin and the country closed during the spring of 2020. Managing the start of a school year is challenging in the best of times, and is especially stressful for students, parents, teachers, and school staff during a global pandemic. As the new school year begins, school districts, local health departments, community partners, and individuals are all working together to keep students, teachers, staff, and their families safe in a number of ways.

COVID-19 is easily transmitted from person-to-person while in close contact through respiratory droplets and aerosol particles released by infected persons when coughing, sneezing, singing, talking, and breathing. The illness is particularly dangerous for older adults and people of all ages with underlying health conditions and/or compromised immune systems.

The Wisconsin Department of Public Instruction (DPI) has collaborated with the Department of Health Services and other stakeholders to develop guidance and resources to support school planning efforts to control the spread of infection in schools, which can be found on the [DPI website](#). In addition, DHS has also released [guidelines](#) for the prevention, investigation, and control of COVID-19 outbreaks in K-12 schools. In addition to these resources, [insert school district, health department, or jurisdiction name] is utilizing data about the COVID-19

transmission level in our community to make informed decisions about any changes needed in school settings, including masking, physical distancing, screening testing, and other layered prevention strategies. [Insert information about current local school plans.]

“The [name of local/tribal health department] recognizes the importance of in-person attendance and is working with area schools to make sure that schools are a safe environment for everyone,” said [name of health officer/director/spokesperson, title, name of health department]. “This includes [insert work and activities health department is taking—see suggested prevention measures described in the DHS School Outbreak Guidance].”

If a probable or confirmed case of COVID-19 is identified among students, teachers, or staff, the local/tribal health department will begin a case investigation with the school as soon as possible. This includes a number of necessary steps including the detection of cases, isolation of sick persons, contact tracing, quarantine of close contacts, laboratory testing, and infection control measures to prevent additional transmission. Parents or guardians will be notified about any investigations at school and what to do if their child has had contact with someone with COVID-19.

In order to safely maintain in-person instruction, [name of local/tribal health department] reminds parents, students, and community members to take the following precautions to slow the spread of COVID-19:

- Get vaccinated as soon as you are able;
- Stay home when sick and do not send students to school if sick;
- Watch for symptoms of COVID-19, which include fever and chills, cough, shortness of breath, loss of taste or smell, sore throat, fatigue and body/muscle aches, diarrhea, vomiting, and nausea;
- Seek testing from a provider if symptoms of COVID-19 occur or you were exposed to someone with COVID-19;
- Keep physical distance of at least 6 feet from anyone not part of your household if you are not fully vaccinated;
- Wear a mask or cloth face covering indoors in public spaces if you are not fully vaccinated and indoors with others not in your household if you are in an area of substantial or high transmission; and
- Frequently wash your hands and cover coughs and sneezes with a tissue or sleeve.

[School district administrators/leaders/etc] can reach out to the local/tribal health department name to get advice on how to keep their students and faculty safe. [Insert contact information.]

We encourage the public to frequently monitor the [local/tribal health department social media or website], the [DHS website for updates](#), and to follow @DHSWI on [Facebook](#) and [Twitter](#), or dhs.wi on [Instagram](#). Additional information can be found on the [CDC website](#).

(END)

Template Press Release: Releasing Information about Outbreak/Investigation at Local School

Background: This press release has been written for health departments to provide information about a public health investigation/outbreak at a school (K-12, college, or university) in the county/jurisdiction. To keep your press release timely and accurate, please visit www.dhs.wisconsin.gov/covid-19/index.htm for the latest COVID-19 updates.

FOR IMMEDIATE RELEASE

[Date]

[Contact]

[Phone number]

[Health Department Name] Reports COVID-19 Investigation at [school name or type]

[City, state] – [Name of local/tribal health department] today is reporting that [a student or staff, or a # of students or staff] of [name of school with investigation/outbreak] [have/has] tested positive for COVID-19. [Insert any information about the outbreak that can be shared publicly.]

“The [local/tribal health department name] is working with [name of school] leadership and staff to conduct a thorough investigation to track, trace, and contain the virus,” said [name of health officer/director/spokesperson, title, name of health department]. “We want to assure the community, students and staff of school name, and their family members that extra steps are being taken to protect students and staff to minimize the spread of COVID-19. These extra safety precautions include [describe specific steps being taken, which could include improved ventilation; change in policies; wearing of cloth face coverings; increased access to hand-washing and hand sanitizing stations; offering school-based diagnostic and/or screening testing; educating and training teachers/faculty, staff, and students; etc.]. This includes [insert number of schools with investigations] in the [county or region].

[Adapt for current contact tracing protocol.] If you have been in contact with someone who is a confirmed case of COVID-19, staff from your local/tribal health department or the state health department will be in touch to notify you of potential exposure. When they call you, they will ask if you are experiencing symptoms, if you are a health care worker, if you have been fully vaccinated, and will provide information about getting tested, quarantine and isolation. If you have symptoms, they will provide instructions on how to self-isolate and can help you understand when and how to seek medical help, how to get tested, and options if you have concerns about being able to safely isolate for the required time.

“COVID-19 can be spread by asymptomatic people, meaning people who are not experiencing symptoms such as fever, cough, and shortness of breath,” continued [health officer/director/spokesperson last name]. “*[adapt if local order is more strict]* Everyone over the

age of two should wear a mask or cloth face covering when they are at school or in other public indoor settings in areas of substantial or high community transmission.”

In order to [maintain in-person instruction (include what is applicable in the community, but avoid open/reopen language)], [name of local/tribal health department] reminds parents, students, and community members to take the following precautions to slow the spread of COVID-19:

- Get vaccinated as soon as you are able;
- Stay home when sick and do not send students to school if sick;
- Watch for symptoms of COVID-19, which include fever and chills, cough, shortness of breath, loss of taste or smell, sore throat, fatigue and body/muscle aches, diarrhea, vomiting, and nausea;
- Seek testing from a provider if symptoms of COVID-19 occur or you were exposed to someone with COVID-19;
- Keep physical distance of at least 6 feet from anyone not part of your household if you are not fully vaccinated;
- Wear a mask or cloth face covering in public if you are not fully vaccinated and indoors with others not in your household if you are in an area of [substantial or high transmission](#); and
- Frequently wash your hands and cover coughs and sneezes with a tissue or sleeve.

The [local/tribal health department name], Wisconsin Department of Health Services (DHS), and [insert name of school] are working around the clock to try to help everyone remain safe. [Health officer/director/spokesperson last name] says families, school districts, administrators, boards, etc. can reach out to the [local/tribal health department name] to get advice on how to keep themselves and others safe. Insert contact information

We encourage the public to frequently monitor the [local/tribal health department website or social media], the [DHS website for updates](#), and to follow @DHSWI on [Facebook](#) and [Twitter](#), or dhs.wi on [Instagram](#). Additional information can be found on the [CDC website](#).

(END)

COVID-19 Health Screening Checklist for CHILDREN

Person conducting screening should maintain 6 feet of distance from child while asking questions. Questions should be posed to parents of small children; children old enough to understand and answer for themselves may be asked directly. Tool intended to assist programs to screen for COVID-19, but should not replace other communicable disease screening tools or protocols for school programs.

Part 1

	YES	NO
Has your child been in close contact with anyone who tested positive for COVID-19 or was diagnosed with COVID-19 in last 14 days?	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been diagnosed with COVID-19 by a health care provider in the last 10 days?	<input type="checkbox"/>	<input type="checkbox"/>
Has your child developed any of the following symptoms within the past 24 hours?		
➤ Cough	<input type="checkbox"/>	<input type="checkbox"/>
➤ Shortness of breath/trouble breathing	<input type="checkbox"/>	<input type="checkbox"/>
➤ New loss or sense of taste or smell	<input type="checkbox"/>	<input type="checkbox"/>
➤ Has your child taken medication in past 24 hours to lower temperature (Tylenol, ibuprofen)?	<input type="checkbox"/>	<input type="checkbox"/>



If YES to any question in Part 1, the child should be sent home.
If NO to all questions in Part 1, proceed to Part 2.

Part 2

Has your child developed any of the following symptoms within the last 24 hours?

	YES	NO		YES	NO
Sore throat	<input type="checkbox"/>	<input type="checkbox"/>	Headache	<input type="checkbox"/>	<input type="checkbox"/>
Unusual fatigue	<input type="checkbox"/>	<input type="checkbox"/>	Muscle or body aches	<input type="checkbox"/>	<input type="checkbox"/>
Nausea (<i>sick to stomach</i>) or vomiting▲	<input type="checkbox"/>	<input type="checkbox"/>	Fever ($\geq 100.4^{\circ}\text{F}$) or chills (<i>would indicate fever</i>) ▲	<input type="checkbox"/>	<input type="checkbox"/>
Runny nose or nasal congestion	<input type="checkbox"/>	<input type="checkbox"/>	Diarrhea▲	<input type="checkbox"/>	<input type="checkbox"/>



If YES to 2 or MORE questions in Part 2, child should be sent home.

If YES to 0 or 1 question(s) in Part 2, child may remain at facility.

Child to be sent home

- Record child's name, symptoms, and the date symptoms started in your illness log/line list.
- Child should be **immediately sent home** to isolate and should be tested for COVID-19.

Child may remain at facility

Child should wash (or sanitize) hands before having contact with other children or staff.

▲Vomiting, diarrhea, and fever—alone or together—should exclude a child from school.

COVID-19 Health Screening FAQ and At-Home COVID-19 Health Screening Instructions for Parents and Guardians

This handout provides information to parents/guardians on how to conduct a “pre-screen” of your child at home before heading out the door. Screening children for symptoms of COVID-19 and sending home people who are sick lowers the chances of other children and staff in the school from getting COVID-19 and spreading it. We want to provide your child with the safest possible environment, and we appreciate your help in making it safe.

We are asking parents/guardians to do an at-home health screening of their child each morning prior to going to school, including taking their temperature, if possible. *You know best when your child is sick or is getting sick.* If your child is showing symptoms or seems “off,” you should keep them home from school. Keeping ill children home helps prevent others from getting sick.

Go through the steps outlined here to decide if your child should go to school each day.

STEP 1: SCREENING QUESTIONS

- Has your child tested positive for or been diagnosed with COVID-19 by a health care provider in the last 10 days?
- Is your child not fully vaccinated and been in close contact* with anyone who tested positive for COVID-19 or was diagnosed with COVID-19 in last 14 days? (*Find more information about what “close contact” means on the next page*)



If answered YES to any of these questions, child should NOT attend school.

STEP 2: SYMPTOM CHECK (Part 1)

In the past 24 hours, has your child had any of these symptoms, new or different from what they usually have*?

- Cough
- Shortness of breath/trouble breathing
- New loss of sense of taste or smell

* *Find more information about what “new and different from what they usually have” means on the next page.*



If child has 1 or more of these symptoms, child should NOT attend school.

STEP 3: SYMPTOM CHECK (Part 2)

Measure your child’s temperature with a thermometer, then answer the following question: In the past 24 hours, has your child had any of these symptoms, new or different from what they usually have*?

- Sore throat
- Unusual fatigue (*being very tired*)
- Nausea (*sick to stomach*) or vomiting[▲]
- Muscle or body aches
- Fever ($\geq 100.4^{\circ}\text{F}$) or chills (*would indicate fever*) or used fever reducing medications[▲]
- Runny nose or nasal congestion
- Headache
- Diarrhea[▲]

[▲] *Children with fever, vomiting, and diarrhea—alone or together—should never attend school. However, they do not necessarily indicate the need to test for COVID-19.*



If child has 2 or more of these symptoms, child should NOT attend school.



WHAT DOES “CLOSE CONTACT” MEAN?

A person is considered to be in close contact of a COVID-19 positive person if **any** of following is true:

- 1) They were within 6 feet of a positive person for more than 15 minutes total within a 24-hour period
- 2) They had physical contact with the person
- 3) They had direct contact with the respiratory secretions of the person (i.e., from coughing, sneezing, contact with dirty tissue, shared drinking glass, food, towels or other personal items)
- 4) They live with the person or stayed overnight for at least one night in a household with the person

Example #1: Your child was playing outside with a neighborhood friend on a hot day when he drank from the friend’s water bottle without thinking. The following day, the friend developed symptoms and subsequently tested positive for COVID-19. Your child is a close contact.

Example #2: Your child was visiting a grandparent and gave them a hug goodbye. Two days later, the grandparent tested positive for COVID-19 after developing symptoms. Your child is a close contact.



WHAT DOES “NEW AND DIFFERENT” MEAN?

When considering a child’s symptoms, ask yourself if they are “new and different” from how your child usually is, taking into account any “symptoms” your child normally has every day. If your child has a symptom they don’t normally have, ask yourself if there is an explanation for that symptom that day or not. If not, this would be a reason not to send them to child care. Trust your judgement, as you know how your child looks and acts when they are getting sick. Here are some examples:

- 1) Your child has asthma. They often cough with exercise or allergies.
 - If they have their usual cough → **NO**, this is not new or different
 - Their cough is worse than usual or sounds different than usual → **YES**
- 2) Your child complains that their muscles hurt all over.
 - They exercised harder yesterday and then helped with some yard work → **NO**, this is not new or different
 - They haven’t done any unusual physical activity and they look “off” → **YES**
- 3) Your child wakes up congested and has had to blow their nose several times that morning
 - Your child has seasonal allergies, and an allergy pill helped those symptoms yesterday → **NO**
 - Your child is congested for no clear reason and also has a headache → **YES**



IF YOUR CHILD HAS SYMPTOMS OF COVID-19

- 1) Your child cannot attend school that day. Your child should stay home until he/she feels better and meets the conditions to return to school.
- 2) Contact your child’s regular health care provider or clinic, tell them your child’s symptoms, and ask what your next steps should be. They may recommend that your child is tested for COVID-19 or you can ask that they be tested for COVID-19. Your child can be tested at a nearby community testing site. For a list, visit: www.dhs.wisconsin.gov/covid-19/community-testing.htm. (Keep in mind that some community testing sites will not test children under a certain age. Call ahead to be sure.)
- 3) Contact the school to notify them of the child’s absence. Share with them your child’s symptoms and date they started; this information will be helpful if your child (or any other children) tests positive for COVID-19.



School District of Manawa

To: Manawa Board of Education
From: Dr. Melanie J. Oppor
Date: August 6, 2021
Re: Free COVID-19 Testing Program for Schools

The School District of Manawa, like all Wisconsin school districts, has an opportunity to participate in a voluntary Wisconsin Department of Health Services program to offer free COVID-19 testing for students and staff. (See included flier for added information and related links.) A general survey for the SDM was completed in order to access more information about the program.

Why would the SDM want to consider the COVID-19 testing program:

- Testing is done at school so it is convenient for parents. (No need to make an appointment at a clinic or for families to incur a medical fee.)
- Results are generally available within 24 hours.
- Parent approval to administer the test to students is required.
- A Board of Education and community priority has been to maintain in-person instruction. Testing to determine if a student or staff member has COVID-19 would aid in determining who may need to quarantine and/or isolate. This could enable students and staff to miss fewer days of instruction/work.
- Positive test results could aid parents or staff in accessing focused medical care more readily if needed.

If the SDM chose to participate in this free program, the SDM would be partnered with NOAH Clinical Laboratories. Per a recent email from the Wisconsin DHS office, if approved by the Manawa Board of Education, the next steps would be as follows:

“Next up, you and your vendor will decide the details of the testing program that meets your needs. You can expect a request for a kickoff meeting for:

- Introductions
- Important information about your school, community, and testing needs
- Testing model(s) you will implement as school begins
- Note that DHS shared your initial survey response for testing models with your vendor.

School District of Manawa

800 Beech Street
Manawa, WI 54949

Phone: (920) 596-2525
Fax: (920) 596-5308

Little Wolf High School Manawa Middle School

515 E. Fourth St
Manawa, WI 54949

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

Manawa Elementary

800 Beech Street
Manawa, WI 54949

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

ManawaSchools.org



/ ManawaSchools



/ ManawaSchools



School District of Manawa

- o Consult with your local public health department will help you implement testing that meets your needs, considering local conditions.
- o Review the CDC Schools guidance: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>.
- Important details and processes for how to safely and effectively conduct testing, for example:
 - o Identify possible spaces where testing may occur at your school.
 - o The days/times when the vendor will have staff on site at your school for testing.
 - o How to facilitate consent.
- Additional questions and next steps”

Please do not hesitate to let me know if you have any questions. Thank you for your thoughtful consideration.

School District of Manawa

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ManawaSchools.org



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/ ManawaSchools

COVID-19 TESTING IN SCHOOLS

To assist public and private schools in operating safely, DHS has received federal funding to develop a program to support school based COVID-19 testing for teachers, staff, and students. Part of this program will provide interested schools and school districts with guidance and connections to COVID-19 testing vendors. Participation in the program is voluntary. Testing supplies, diagnostics, and specimen collection services will be provided free of cost.

This testing support is intended to complement other mitigation efforts in schools, such as universal and correct use of masks, maintaining adequate physical distance, and staying home when sick.

THREE KEY REASONS TO TEST IN SCHOOLS



Testing helps prevent in-school transmission.

Testing individuals who are symptomatic and/or their close contacts helps enable rapid detection of cases in the school community to reduce or prevent school outbreaks. By isolating these individuals before they have a chance to infect others, school COVID-19 testing programs reduce disruptions and enable more sustainable in-person learning.



Testing increases confidence in schools' ability to operate safely.

Students, parents/guardians, teachers, and staff may be anxious about returning to in-person learning without knowing whether they may be exposed to infection by others in the school community. Strong testing programs with regular and transparent data sharing can help build confidence in school safety.



Testing in schools helps ensure equitable access.

Schools can help make testing a trusted, convenient, and safe part of the community on a schedule that works for kids, teachers, staff and their families without requiring extra appointments or transportation.

LEARN MORE

Visit www.dhs.wisconsin.gov/covid-19/schools.htm to learn more about COVID-19 testing in schools. If you have questions about the program, email DHSK12CovidTesting@dhs.wisconsin.gov



Students choosing to excel; realizing their strengths.

To: Dr. Melanie J. Oppor
 From: Danni Brauer
 Date: 7/29/21
 Re: Gifted and Talented Handbook Changes 2021-2022

<i>Page #</i>	<i>Current Language (If applicable.)</i>	<i>Proposed Change or Addition</i>
Cover		Changed date
6	Lack of interest in or quality of written	Lack of interest in or quality of written work
7	Mentoring	Removed broken link
9	General Intellectual Ability; Identification: IQ >	IQ>115
9	F&P; 2 grade levels ahead	F&P running records; 2 grade levels ahead
9	Specific Academic Area; Options	Removed: Science and Social Studies
9	Creativity; Identification	Removed: Score on Rubrics
11	Students may be referred for services by teachers or parents. At the secondary level, students may also refer themselves by contacting either their school counselor.	Students may be referred for services by teachers or parents. At the secondary level, students may also refer themselves by contacting either their school counselor or principal.
11	Decision Process	Removed redundant information
11	This interview will be used to further understand the students' interests, learning style, and willingness to be challenged.	This interview will be used to further understand the student's interests, learning style, and willingness to be challenged.
15	Please submit completed form to the MES or LWJSHS office.	Please submit the completed form to the MES, MMS, LWHS or office.

School District of Manawa Gifted and Talented (G/T) Plan



Meeting the Needs of ALL Students

Approved by the Manawa Board of Education

August 2021

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Mission and Vision

Mission Statement:

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

Vision Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

What is Giftedness?

The concept of giftedness has varied over the course of educational, philosophical, and psychological history. Researchers such as Terman, Bloom, Renzulli, Feldman, Gardner, and Gagne have all contributed to our understanding and to the ensuing debate about the notion of gifts and talents. Historically, giftedness has been considered to be performance which is two standard deviations above the norm on a standardized test. This approach resulted in labeling individuals as "gifted" in intellectual and academic areas. Views, however, have changed over time so that we now have a much different conception of gifts and talents that includes multiple components of intelligence. Gardner¹ notes that intelligence is multifaceted, not a single entity. He posits that we think, learn, and create in many different ways. In Wisconsin, we translate this idea into five areas of identification: general intellectual, specific academic, creativity, leadership, and artistic.

Bright Child Versus Gifted Child






Some of the research by Janice Szabos helps distinguish between children who are bright versus children who are gifted. Bright children have educational strengths to be admired. Their strengths can be supported, and educational opportunities can be enhanced within the classroom. It is important for teachers to be able to differentiate instruction. Gifted students' needs can often be met within the regular classroom as well. Janice Szabos shared the following information in the *Gifted Child Quarterly*, as well as *Gifted Magazine*. It is important to note not all descriptors must be present to determine brightness or giftedness.

These distinctions can be used as a teacher checklist to identify gifted and talented students.

A Bright Child...	A Gifted Child...
Knows the answers.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally and physically involved.
Has good ideas.	Has wild, silly ideas.
Works hard.	Plays around, yet tests well.
Answers the questions.	Discusses in detail and elaborates.
Is in the top group.	Is beyond the group.
Listens with interest.	Shows strong feelings and opinions.
Learns with ease.	Already knows.
Needs 6-8 repetitions for mastery.	Needs 1-2 repetitions for mastery.
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults.
Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates new designs.
Enjoys school.	Enjoys learning.
Is a technician.	Is an inventor.
Absorbs information.	Manipulates information.
Good memorizer.	Good guesser.
Prefers straightforward tasks.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning.	Is highly self-critical.

Descriptions of Gifted & Talented Identification Areas

Giftedness is multidimensional. Students may be capable of superior performance or potential in one or more of the following areas.

	<p>General Intellectual Ability (GIA) Demonstrated excellence in most academic areas. Intellectually gifted children exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving in multiple areas. They may manipulate information in divergent ways when challenged by complex issues. Typically, these children are noted for being several years beyond their peers in their cognitive ability.</p>
	<p>Specific Academic Area (SAA) Exceptional ability and performance in a single academic area. Academically able students have unusual/advanced ability or capability in reading or math. These students often make connections within a discipline that transcends the obvious. They quickly grasp relationships among facts and see facts as parts of a more complex whole.</p>
	<p>Creativity Exceptional ability to use divergent and unconventional thinking in arriving at creative and unusual ideas or solutions to problems. Creativity may cross all areas (academic, arts, leadership) or may manifest itself in one specific area such as writing or math. Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity. Creativity is characterized by originality of thought, human behavior, and product.</p>
	<p>Artistic (Visual/Music) Ability to create or perform in music in a way that suggests exceptional talent or an ability to paint, sculpt, photograph or arrange media in a way that suggests exceptional talent. Students can demonstrate unusual adeptness or skill in the fields of music or visual arts. Since this is a performance-based talent, identification centers around nominations, portfolios and expert assessment.</p>
	<p>Leadership Exceptional ability to relate to and motivate others. Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for self and others, demonstrating or delegating responsibility, and internalizing concepts of right and wrong.</p>

Identification of Students

Grades K-2—Students in kindergarten, first, and second grades who display gifts/talents will generally not be formally identified but placed on a watch list. These students will work with the classroom teacher in their area of academic talent and their work will be used as additional evidence for formal identification when entering third grade. Exceptions may be made for young students requiring Tier 3 G/T intervention.

Grades 3-12—Students who are formally identified will have a G/T Intervention Plan and will be flagged in the student information system. This plan will identify the student’s strengths and weaknesses, provide for the type and level of opportunity to be provided, and be updated, at a minimum, annually. Formal identification can occur at any grade level above second, and at any time of the school year.

Twice Exceptional Children

These students are gifted children of above average abilities who also have special educational needs—ADHD, learning disabilities, autism spectrum disorders, etc. Because their giftedness can mask their special needs and their special needs can hide their giftedness, SDM recognizes the importance of identifying and servicing this often under-represented group.

The following list should be viewed as characteristics which are *typical* of many children who are gifted and who also have a disability, rather than characteristics which *all* such children possess. These twice exceptional children do not form a simple, homogeneous group; they are a highly diverse group of learners.

STRENGTHS	CHALLENGES
Superior vocabulary	Easily frustrated
Highly creative	Stubborn
Resourceful	Manipulative
Curious	Opinionated
Imaginative	Argumentative
Questioning	Lack of interest in or quality of written work
Problem-solving ability	Highly sensitive to criticism
Sophisticated sense of humor	Inconsistent academic performance
Wide range of interests	Lack of organization and study skills
Advanced ideas and opinions	Difficulty with social interactions
Special talent or consuming interest	

Identification of minority students (including students who are economically disadvantaged as determined by free/reduced lunch eligibility)—It is widely recognized that minority students continue to be underrepresented in gifted programs (from Sousa, D., *How the Gifted Brain Learns*, 2009). In order to close this gap, achievement scores will be used to compare students with similar backgrounds. Students who rank high on achievement relative to their ethnic or socioeconomic peers, will be considered for G/T services.

Service Delivery Model

Students may receive services in a variety of different ways in order to best address student learning needs. Services may include compacting, differentiation, acceleration, mentoring, shadowing and enrichment seminars. The district Response to Intervention (RtI) model is used as the foundation on which service delivery plans are based. These service delivery options will vary in duration, frequency, and intensity based on the student(s) for whom the service is being designed.

What is differentiation? (generally considered RtI Tier I)

Differentiation means providing students with different learning options, generally in the classroom, that best meet their learning needs. There are five elements of differentiation (Winebrenner, 2001) to include:

- Content—providing more advanced, complex instructional resources
- Process—defining higher order thinking methods for students to make sense of concepts or generalizations often in a more complex and abstract manner
- Product—offering choices in the ways in which a student demonstrates learning
- Environment—providing the setting that best suits the learning style and needs of the student
- Assessment—providing alternative means of documenting mastery of the curriculum

What is enrichment?

Enrichment refers to learning experiences either in the classroom or out of the classroom where the curriculum content is extended. One way in which enrichment is provided at the elementary level is the “seminar.” Students with a common interest or talent are placed together in a cluster group to participate in extension of the curriculum that may include one or more of the types of differentiation noted above. The classroom teacher facilitates many of the seminars at the elementary and junior high levels. Many departments offer independent study courses at the high school level which serve as seminars. Seminars cover the array of curricular areas and include the talent areas of leadership and fine arts as well. Flexible grouping structures are used so that enrichment opportunities may be provided to many learners over the course of the school year based on the students’ interests and areas of talent.

What is compacting?

Compacting begins with a student being pretested either for the unit of study or the course. The pretest identifies the specific knowledge or skills that need to be developed with the learner and those that have already been mastered. In this way, the unit of study or course is completed in a shorter period of time with a focus on the knowledge or skills needed further development. Compacting can also be used in situations where the student is able to learn the material more quickly than peers as the student needs less repetition or practice to accomplish mastery. Compacting can be done with individuals or with flexible groupings of students.

What is mentoring?

Mentors are individuals who have expertise with a certain skill set or knowledge base and are willing to share this expertise with students who have interests in that area. G/T personnel may seek mentors for individuals or small groups of students to extend the school experience beyond the grade-level curriculum and expectations. Adults, college students, and high school students may serve as mentors following completion of the district’s police background check process. “Mentor relationships with dedicated scholars, artists, scientists, or businesspeople are highly suitable for gifted adolescents” and provide an opportunity to network with individuals who share a common set of interests.

What is shadowing?

School personnel may arrange for students to shadow a person on the job site or in post-secondary institution to gain experience in an area of high interest for the able learner as another means of extending the school experience beyond the grade-level curriculum and expectations. Generally, an area business or educational institution provides this type of service.

What is acceleration?

Acceleration generally refers to students attending a class with older students. This option is used more frequently with students in grades 6-12 but includes full grade acceleration which may be used at any grade level. For example, a student may complete first grade in the spring of one school year and be enrolled in third grade for the following school year. A student might also be placed in an advanced grade-level for a single course. The more common application of acceleration is to have a middle school or high school student attend an upper level course. In this way, acceleration is course or subject specific and offers students the opportunity for learning options that provide acceleration in the needed areas while also enabling the student to participate in other courses and activities with age mates. Students may travel between the middle school and high school to access such course opportunities.

Seminar examples may include (but are not limited to):

- Everyday Leadership
- Junior Great Books
- Caesar's English
- Math Investigations
- Writer's Workshop
- Visiting Artist
- Physics Phun
- Inquiry Projects

Co-curricular opportunities may include (but are not limited to):

- Noetic Math Competitions – Grade 2 and up.
- Fox Valley Junior Math League—Grades 5-8
- Scripps National Spelling Bee—Grades 3-8
- National Geographic Geography Bee—Grades 4-8
- Destination Imagination—K-12+
- Student Council—Grades 3-12

Record of Services:

Currently, information about student participation in G/T services is documented in the student's cumulative file. All faculty that work with a student will have ready access to information about the learner in one location. Documents such as students' intervention plans, and seminar participation records are included in the cumulative file. All students identified as G/T will be flagged in the SDM student information system software.

Gifted & Talented Identification and Options

Area	Identification	Options
General Intellectual Ability	Recommendation based on the following observables: <ul style="list-style-type: none"> ● STAR scores of >90 percentile rank in both reading and math ● F&P running records; 2 grade levels ahead ● Statewide assessment scores at advanced/exceeding/>26 (ACT) in all areas ● SBG scoring at a 4 early in the year in all subjects ● IQ >115 	<ul style="list-style-type: none"> ● Quiz Bowl ● Battle of the Books ● Debate Team ● Advance a grade level ● Enrichment projects ● Forensics
Specific Academic Area	Recommendation based on the following observables: <ul style="list-style-type: none"> ● STAR scores of >90 percentile rank in either math or reading ● F&P running records; 2 grade levels ahead ● Statewide assessment scores at advanced/exceeding/>26 (ACT) in one area ● SBG scoring at a 4 early in the year in one subject ● Classroom data/grades 	Math <ul style="list-style-type: none"> ● Prodigy, Khan Academy, Accelerated Math, Moby Max ● Enrichment Projects ● Project Boxes ● Math Olympics or other competitions ● AP classes ● Accelerated reading class Reading <ul style="list-style-type: none"> ● Book bins filled with books at reading level ● Partner conversations with different grade level peers ● Enrichment projects ● Attend other grade's IR time ● Accelerated reading class ● Moby Max ● Battle of the Books Writing <ul style="list-style-type: none"> ● Accelerated writing class ● Enrichment projects ● Forensics
Creativity	Teacher recommendation based on the following observables: <ul style="list-style-type: none"> ● Divergent and unconventional thinking ● Unusual ideas or solutions to problems ● Original ideas and products ● Flexible and original thinking ● Tend to reject one-answer solutions ● Strongly independent ● Resist conformity ● The originality of thought, human behavior, and product 	<ul style="list-style-type: none"> ● UWSP STEAM Days ● Enrichment Projects ● Student Council ● Drama/One-Act Play ● Forensics

Artistic Visual/Music	Teacher recommendation based on the following observables: <ul style="list-style-type: none"> ● Ability to create or perform in music in a way that suggests exceptional talent ● Unusual adeptness or skill in the fields of music or visual arts 	<ul style="list-style-type: none"> ● Enrichment Activities ● Choir/Band/Art Club ● Drama/One-Act Play ● Forensics ● Advanced Classes ● Independent Study ● Solo and Ensemble ● Pep Band/Jazz Band
Leadership	Teacher recommendation based on the following observables: <ul style="list-style-type: none"> ● Influences peers ● Is sought out by others to accomplish a task ● Addresses the needs of others ● Holds high expectations for self and others ● Demonstrates or delegates responsibility ● Internalizes concepts of right and wrong 	<ul style="list-style-type: none"> ● Student Council ● FOR Club ● FFA ● FBLA ● Peer Mentor/Tutor

Decision Process

Identification can occur at any time during the school year. Servicing decisions are made based on the learning needs of the individual through the Building Consultation Team (BCT) process using the following data:

- Standardized test scores
- Interest inventories
- Performance data (classroom-based evidence like discussion, projects, written work, etc.)
- Subject or course specific assessments
- Teacher observation

Students may be referred for services by teachers or parents. At the secondary level, students may also refer themselves by contacting either their school counselor or principal.

1. Upon receiving a referral form, the principal or designee will notify the student's parent/guardian and request any information for inclusion on the form. If the referral is initiated by the parent, the counselor will request that the student's classroom teacher (and other teachers if applicable) add school-related information to the referral form.
2. Counselors will collect other evidence of high-performance capability. This evidence may include but is not limited to: district or statewide test scores, (**local norm referenced test scores will be used for inclusionary purposes only; student whose performance in class work exceeds their standardized test scores will not be excluded from opportunities) classroom observation, classwork and portfolios, and audio or video evidence of performance in the arts. Multiple measures will be used to identify students and no single measure will be used to exclude students from G/T opportunities.
3. After evidence is collected, counselors may interview prospective student. This interview will be used to further understand the student's interests, learning style, and willingness to be challenged.
4. The BCT will meet using the BCT meeting format to determine the Intervention Plan. Principals will designate a person to contact parents to inform them of their child will be receiving G/T services. All records related to the intervention plan will be maintained by the principal or designee. The principal or designee will add a note in the student information system to indicate the student is identified as a G/T student. Since giftedness is a fluid and dynamic trait, students may at times be best served within their regular classroom and at times via pullout or accelerated opportunities.
5. Based on the intervention plan, the team will evaluate the effectiveness of current interventions through progress monitoring at regular intervals. Follow-up with parents will be communicated as necessary.
6. Steps four and five of this decision process are repeated until the student is at a level that precipitates a change in intervention.

Referral for Gifted & Talented Services

1. Complete the Gifted and Talented Referral form found on the school district website under District Programs.



2. Click on the Gifted and Talented link on the left-hand side.



3. Choose the Parent/Student Gifted & Talented Referral form or Teacher Gifted & Talented referral form under Resources on the right-hand side of the page.



Giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures. Even within schools you will find a range of beliefs about the word "gifted," which has become a term with multiple meanings.



4. Fill out form and return to building office where the student attends.



Parent/Guardian/Student Gifted & Talented Referral Form

Parents/guardians/student should complete this form if they believe the nominee is performing well above grade level or demonstrating exceptional strengths or talents and would like the nominee's performance and achievement to be reviewed to determine eligibility for gifted education services. Please review the Bright child vs. Gifted Child chart in the SDM Gifted & Talented Handbook.

Student Name:
Nominated by:

D.O.B.:
School:

Grade:

AREAS OF GIFTEDNESS	SPECIFIC EXAMPLES
<input type="checkbox"/> General Intellectual Ability Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.	
<input type="checkbox"/> Specific Academic Ability Shows unusual/advanced ability in: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language Arts	
<input type="checkbox"/> Creativity Has a vivid imagination, a keen aesthetic sense, unique ideas in problem-solving situations, may be a risk-taker, adventurous, non-conforming, often asks "why" or sees the unusual.	
<input type="checkbox"/> Artistic Selects art media for free time, shows originality and creativity in the use of art media, keenly observes his/her environment, sees the unusual, easily remembers melodies and can produce them accurately, enjoys performing for others. Shows a heightened interest in: <input type="checkbox"/> music <input type="checkbox"/> art	
<input type="checkbox"/> Leadership Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self-confidence, or may be overbearing at times.	

Briefly describe the nominee's major interests, hobbies, and other creative endeavors.

Please add or attach any other information which you believe is relevant and would assist us in getting to know the nominee's interests and abilities.

Parent/Guardian Signature:

Date:

Student Signature: (if self-nominating)

Date:

Please submit the completed form to the MES, MMS, or LWHS office.

<input type="checkbox"/> Identified as G/T	<input type="checkbox"/> Placed on Watch list	<input type="checkbox"/> Not recommended for G/T at this time
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G/T Signature	Date
Principal Signature	Date

If applicable:

Meeting to write G/T plan will take place on:

School Year:



Teacher Gifted & Talented Referral Form

Teachers should complete this form if they believe the student is performing well above grade level or demonstrating exceptional strengths or talents and would like the student's performance and achievement to be reviewed to determine eligibility for gifted education services. Please review the Bright child vs. Gifted Child chart in the SDM Gifted & Talented Handbook.

Student Name:

D.O.B.:

Grade:

Referred by:

School:

AREAS OF GIFTEDNESS	CHARACTERISTICS
<p style="text-align: center;"><u>General Intellectual Ability</u></p> <p>Comments:</p> <hr/> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> understands complex concepts <input type="checkbox"/> draws inferences between content areas <input type="checkbox"/> sees beyond the obvious <input type="checkbox"/> thrives on new or complex ideas <input type="checkbox"/> enjoys hypothesizing <input type="checkbox"/> intuitively knows before taught <input type="checkbox"/> uses an extensive vocabulary <input type="checkbox"/> does in-depth investigations <input type="checkbox"/> learns rapidly in comparison to peers <input type="checkbox"/> 1-2 repetitions for mastery <input type="checkbox"/> manipulates information
<p style="text-align: center;"><u>Specific Academic Ability</u></p> <p>Comments:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> strong memorization ability <input type="checkbox"/> advanced comprehension <input type="checkbox"/> intense interest in a specific academic area <input type="checkbox"/> high academic capacity in special-interest area <input type="checkbox"/> pursues special interests with enthusiasm <input type="checkbox"/> operates at a higher level of abstraction than peers <input type="checkbox"/> asks poignant questions <input type="checkbox"/> discusses and elaborates in detail
<p style="text-align: center;"><u>Creativity</u></p> <p>Comments:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> independent and/or flexible thinker <input type="checkbox"/> exhibits original thinking in oral/written expression <input type="checkbox"/> generates many ideas to solve a given problem <input type="checkbox"/> possesses a keen sense of humor <input type="checkbox"/> creates and invents <input type="checkbox"/> intrigued by creative tasks <input type="checkbox"/> improvises and sees unique possibilities <input type="checkbox"/> risk taker <input type="checkbox"/> resists conformity
<p style="text-align: center;"><u>Artistic: Visual Arts/Music</u></p> <p>Comments:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> communicates his/her vision in visual/performing arts <input type="checkbox"/> unusual ability for aesthetic expression <input type="checkbox"/> compelled to perform/produce <input type="checkbox"/> exhibits creative expression <input type="checkbox"/> desire for creating original product <input type="checkbox"/> keenly observant <input type="checkbox"/> continues experimentation with preferred medium <input type="checkbox"/> excels in demonstrating the visual/performing arts
<p style="text-align: center;"><u>Leadership</u></p> <p>Comments:</p> <hr/> <hr/> <hr/>	<ul style="list-style-type: none"> <input type="checkbox"/> takes an active role in decision making <input type="checkbox"/> high expectations for self and others <input type="checkbox"/> expresses self with confidence <input type="checkbox"/> foresees consequences & implications of decisions <input type="checkbox"/> follows through on a plan <input type="checkbox"/> appears to be well liked by peers <input type="checkbox"/> ideas expressed accepted by others <input type="checkbox"/> sought out by others to accomplish a task

School Year:

Please include any other information you feel will help the team in making a decision about the needs of this student.

Please submit completed form to your building principal.

<input type="checkbox"/> Identified as G/T	<input type="checkbox"/> Placed on Watch list	<input type="checkbox"/> Not recommended for G/T at this time
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G/T Signature	Date
Principal Signature	Date

If applicable:

Meeting to write G/T plan will take place on:



Gifted & Talented Learning Plan

There are four ways to provide an appropriate education for gifted students in a regular classroom: change what is taught; change how it is taught; change the setting; change the assignment (what you require the student to do).

Date:

Student Name:

D.O.B.:

Grade:

Nominated by:

School:

Team Members:

Background Information-What We Know:

Summary of Results of Previous Plan(s):

Student Need(s):

Overall Goal for Student:

Differentiated Learning Plan:

Gift/Talent Identification Area:

- General Intellectual Ability
- Specific Academic Area
 - Reading
 - Writing
 - Math
 - Social Studies
 - Science
- Creativity
- Artistic
 - Visual
 - Musical
- Leadership

Begin Date:

End Date:

Provider:

Differentiation Strategies:

BCT Check-In Meeting Frequency:

Options:

Area	Options
General Intellectual Ability	<input type="checkbox"/> Quiz Bowl <input type="checkbox"/> Battle of the Books <input type="checkbox"/> Debate Team <input type="checkbox"/> Advance a grade level <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____
Specific Academic Area	Math <input type="checkbox"/> Prodigy, Khan Academy, Accelerated Math, Moby Max <input type="checkbox"/> Enrichment Projects <input type="checkbox"/> Project Boxes <input type="checkbox"/> Math Olympics or other competitions <input type="checkbox"/> AP classes <input type="checkbox"/> Accelerated reading class

	<input type="checkbox"/> Other _____ Reading <input type="checkbox"/> Book bins filled with books at reading level <input type="checkbox"/> Partner conversations with different grade level peers <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Attend other grade's IR time <input type="checkbox"/> Accelerated reading class <input type="checkbox"/> Moby Max <input type="checkbox"/> Battle of the Books <input type="checkbox"/> Other _____ Writing <input type="checkbox"/> Accelerated writing class <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____ Science <input type="checkbox"/> Crystal Growing Competition <input type="checkbox"/> UWSP STEAM Days <input type="checkbox"/> AP Classes <input type="checkbox"/> Other _____ Social Studies <input type="checkbox"/> AP Classes <input type="checkbox"/> Other _____
Creativity	<input type="checkbox"/> UWSP STEAM Days <input type="checkbox"/> Enrichment Projects <input type="checkbox"/> Student Council <input type="checkbox"/> Drama/One-Act Play <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____
Artistic Visual/Music	<input type="checkbox"/> Enrichment Activities <input type="checkbox"/> Choir/Band/Art Club <input type="checkbox"/> Drama/One-Act Play <input type="checkbox"/> Forensics <input type="checkbox"/> Advanced Classes/Independent Study <input type="checkbox"/> Solo and Ensemble <input type="checkbox"/> Pep Band/Jazz Band <input type="checkbox"/> Other _____
Leadership	<input type="checkbox"/> Student Council <input type="checkbox"/> FOR Club <input type="checkbox"/> FFA

	<input type="checkbox"/> FBLA <input type="checkbox"/> Peer Mentor/Tutor <input type="checkbox"/> Other _____
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Responsibilities:

Student:

Classroom Teacher:

Parents:

School Administration:

Review Date:

Additional meetings may be held if the need arises.

In Attendance	Signature
Administration	
G/T Representative	
Teacher	
Teacher	
Counselor	
Student	
Parent/Guardian	
Parent/Guardian	
Other	

Curriculum Writing Process

This document is intended to provide a systemic process guide but also needs to allow for professional flexibility.

Process:

1. Each year identified in the Curriculum Writing Long-Range Plan, write course curriculum using backward design and the district template. Draft curriculum maps are due to the Curriculum Director on or before August 15th.
2. In August or September, a K-12 department team meets to review the curriculum maps to look for vertical alignment and ensure standards are covered.
3. At the October meeting, the School Board Curriculum Committee reviews all curriculum maps from the group identified for curriculum writing when all members of the group have completed their work and recommends changes or for the full Board to consider approval.
4. Upon approval from the School Board, teacher stipends are paid to the entire group of teachers assigned to curriculum writing.
5. Teachers research and select materials needed to teach the curriculum for recommendation to School Board Curriculum Committee by January 15.
6. School Board Curriculum Committee reviews material recommendations and recommends changes or recommends to the full Board for approval.
7. Budget is created for the new materials.
8. Materials are ordered July 1.
9. Teachers attend New Curriculum Day in August or the designated summer training date for training on the implementation of the new materials.
10. New materials and curriculum are taught. Teachers take note of any needed changes to the curriculum.
11. Curriculum is updated based on teacher notes.
12. Ongoing teacher training needs are assessed in March for District Summer Sponsored Workshops or instructional coaching.
13. The need for any supplemental materials is assessed for inclusion in the budget.

Curriculum Writing Rotation

	Departments/Subjects	Stipend
Summer 2017	Special Ed - Life/Transition Skills Social Studies HS English CTE - 1 course articulated, teacher TBD	Special Ed. - \$700 Elem - \$525, MS - \$700, HS - \$1050 CTE - \$525 per course
Summer 2018	Special Ed - Sci/Soc St/Social Skills Science/Physical Education CTE - 1 course articulated, teacher TBD	Special Ed. - \$525 Elem. - \$525, Jr. High - \$700, HS & Elem. P.E. \$1050 CTE - \$525 per course

Summer 2019	Special Ed. - Math K-12 Math, At-Risk CTE - 1 course articulated, teacher TBD	Special Ed. - \$700 Elem. - \$525, Jr. High - \$700, HS - \$1050 CTE - \$575 per course
Summer 2020	Special Ed - ELA K-8 ELA K-12 Fine Arts CTE - 1 course articulated, teacher TBD	Special Ed - \$700 Elem. & Jr High - \$700, HS - \$1050 CTE - \$525 per course
Summer 2021	Cont. K-12 ELA (with CESA #6 trainer)	No payment until work is complete and Board approved.
Summer 2022	Complete K-12 ELA <ul style="list-style-type: none"> • K-8 (new) • 9-12 (revise & refine) CTE – one credit per teacher minimum K-12 Special Ed. – Essential Elements/DLM ½ K-12 Fine Arts Courses	*
Summer 2023	K-12 Math (revise & refine) ½ K-12 Fine Arts Courses K-12 Health/Nutrition CTE – one credit per teacher minimum until complete	*
Summer 2024	K-12 Social Studies (revise & refine) CTE – one credit per teacher minimum until complete	*

Curriculum Writing left to be done includes:

- CTE (selected courses)
- Spanish (all courses)
- Fine Arts (all courses for music and art)

*The curriculum writing stipend is:

- \$750 for 1.0 credit or a year-long course
- \$375 for .5 credit or a half-year course

The curriculum writing formula for calculation is based on a one credit or full-year course taking about 30 hours of work to complete at \$25 an hour.

Course Name:			
Credits:			
Prerequisites:			
Description:			
Academic Standards:			
Units:	Unit Length:	Unit Standards:	Unit Outcomes:

Unit Name: Carpet Time	Length:
Standards:	Outcomes:
Essential Questions:	Learning Targets:
Topic 1:	Length:
Standard(s):	Academic Vocabulary:
Lesson Frame:	I can
Lesson Frame:	I can
Lesson Frame:	I can
Performance Tasks:	Notes:
Topic 1:	Length:
Standard(s):	Academic Vocabulary:
Lesson Frame:	I can
Lesson Frame:	I can
Lesson Frame:	I can
Performance Tasks:	Notes:

Unit Name:	Length:
Standards:	Outcomes:
Essential Questions:	Learning Targets:
Topic 1:	Length:
Standard(s):	Academic Vocabulary:
Lesson Frame:	I can
Lesson Frame:	I can
Lesson Frame:	I can
Performance Tasks:	Notes:
Topic 1:	Length:
Standard(s):	Academic Vocabulary:
Lesson Frame:	I can
Lesson Frame:	I can
Lesson Frame:	I can
Performance Tasks:	Notes:

Unit Name:	Length:
Standards:	Outcomes:
Essential Questions:	Learning Targets:
Topic 1:	Length:
Standard(s):	Academic Vocabulary:
Lesson Frame:	I can
Lesson Frame:	I can
Lesson Frame:	I can
Performance Tasks:	Notes:
Topic 1:	Length:
Standard(s):	Academic Vocabulary:
Lesson Frame:	I can
Lesson Frame:	I can
Lesson Frame:	I can
Performance Tasks:	Notes:

September

October

November

December

January

February

March

April

May

June



Book	Policy Manual
Section	2000 Program
Title	Copy of NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	po2260
Status	
Adopted	October 17, 2016
Last Revised	April 27, 2020

2260 - **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

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

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

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

- A. Curriculum Content

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

B. Staff Training

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

C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

D. District Support

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

E. Student Evaluation

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

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive a public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

Reporting Procedures

Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

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

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

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

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

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

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

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

Investigation and Complaint Procedure

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

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

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the Complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Principal or District Administrator if the principal is the compliance officer prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

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

The investigation will include:

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

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the

basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

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

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

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding the complaint or request further investigation. A copy of the District Administrator's final decision will be delivered to the Complainant. The District Administrator may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation process. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction, Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.

Any person, including the Respondent in a complaint, who is subject to disciplinary action up to and including termination as a result of a complaint may choose to file a Grievance utilizing the District's grievance procedure as outlined in Policy 3430 or Policy 4430.

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

Additional School District Action

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

Confidentiality

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

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

Retention of Public Records, Student Records, and Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;

- D. any written documentation of actions taken by District personnel;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts related to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
- M. documentation of all actions, both individual and systemic, taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

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

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

Revised 12/18/17

Revised 7/22/19

Revised 11/18/19

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Legal	118.13 Wis. Stats. P.I. 9, Wis. Adm. Code P.I. 41, Wis. Adm. Code Fourteenth Amendment, U.S. Constitution 20 U.S.C. Section 1681, Title IX of Education Amendments Act 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974 20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act 29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended 42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964 42 U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
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Last Modified by Melanie Oppor on August 3, 2021



Book	Policy Manual
Section	5000 Students
Title	Copy of BULLYING
Code	po5517.01
Status	
Adopted	June 20, 2016
Last Revised	March 15, 2021

5517.01 - **BULLYING**

The Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

Definitions

"Bullying"

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. ""Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to

support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

1. cyberbullies more easily hide behind the anonymity that the Internet provides;
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. cyberbullies do not have to own their own actions, or fear punishment for their actions, as it is usually very difficult to identify cyberbullies;
4. Furthermore, the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased with cyberbullying;
5. Cyberbullies can impersonate others with the intent to embarrass or harm them or hacking into, or otherwise gaining access to, another's others' electronic accounts (emails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy [5517](#) – Student Anti-Harassment.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of hazing and instances that could possibly be construed as hazing, consult Policy [5516](#).

Complaint Procedures

Any student who believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or ~~designee assistant principal~~, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Complaints against a Board member shall be filed with the Board President unless the complaint is against the President in which case the complaint shall be filed with the Board Vice President, who is authorized to contact District legal counsel for assistance in handling the complaint.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or ~~designee assistant principal~~, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this Policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment, discrimination, and/or may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment or Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. Additionally, complaints alleging sexual harassment on the basis of sex are also covered by and subject to the investigation procedures in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. If the investigation under Policy 5517 - Student Anti-harassment, Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity or Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities does not substantiate harassment based on one or more of the Protected Classes, the complaint of bullying shall still be investigated under this Policy.

With regard to complaints received against the District Administrator (or a member of the Board), the investigation shall be referred to the Board attorney who shall conduct a prompt investigation. The Board attorney is authorized to designate an outside third party to conduct the investigation. The Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The Board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to, reprimand, suspension, or possible expulsion. Furthermore, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, of the remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation/False Reports

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying incidents. Making intentionally false reports about bullying ~~for the purpose of getting someone in trouble~~ is similarly prohibited and will not be tolerated. Retaliating and intentionally making a false report may result in disciplinary action.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

Notification

Notice of this policy will be annually distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

Records and Reports

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the Board, that includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

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Legal

Wis. Stat. 118.46

Last Modified by Melanie Oppor on August 3, 2021



Book	Policy Manual
Section	7000 Property
Title	Copy of STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.03
Status	
Adopted	August 20, 2018
Last Revised	November 16, 2020

7540.03 - **STUDENT 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 of Education provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. 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 resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

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 use of bandwidth, storage space, and printers.

Users have no right or expectation to 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).

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 the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources,

if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students 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 as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Technology Director 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 measure. The determination of whether 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 measure.

The Technology Director may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

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

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

Building Principals are responsible for providing training so that Internet 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 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 in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to confirm their agreement to abide by the terms and conditions of this policy and its accompanying guidelines by signing a written agreement or during the annual student registration.

~~Beginning in grade three (3)~~ students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers,

they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

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 resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District technology resources.

Revised 4/27/2020

T.C. 11/16/2020

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Legal
H.R. 4577, 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
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246
47 C.F.R. 54.500 – 54.523

Last Modified by Melanie Oppor on August 3, 2021



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: July 29, 2021
Re: Legal Counsel Opinion Regarding Handbook Parent Sign-off Verbiage

At a recent Board of Education committee meeting, concern was raised regarding the verbiage on the student/parent handbook sign-off pages regarding the medical emergency section. Mr. Renning, District Legal Counsel offered the following opinion on the handbook excerpt:

In the event of a medical emergency, during my absence, I hereby give consent for treatment, administration of anesthesia, and surgical intervention for my (son / daughter) _____ as deemed necessary by the attending physician. This consent is extended to the physician, nursing staff, and hospital and will remain in effect until revoked in writing by the undersigned. The parent's recommendation will be respected as far as possible unless extenuating circumstances dictate otherwise (e.g., where lifesaving measures must immediately be taken and a parent cannot be contacted). I understand that in the final disposition of an emergency, the judgment of school authorities and medical staff will prevail. Anytime the above information changes, I will notify the school. Completed information is to be confidentially shared with school staff as medically indicated.

My signature at the bottom of this form gives consent as stated above.

Please let me know if you have any questions with regard to this recommended change in wording. Thank you for your thoughtful consideration.



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: July 29, 2021
Re: Legal Counsel Opinion Regarding Student Transportation via Snowmobiles/ATVs

At a recent Board of Education committee meeting, an inquiry was made as to whether students driving snowmobiles or ATVs to schools should be required to provide the District with some sort of permit much like they would if they were using car. Mr. Renning, District Legal Counsel, provides the following legal opinion:

“Similar to cars, the District may want to consider requiring students to secure a permit for their snowmobile/ATV (if they drive such to school). As part of the permit process, the District should require the student present proof of a permit to operate the snowmobile/ATV (the District may want to consider doing this when students request a permit for their car too (if the District is not already doing so) – require them to present a driver’s license). At least this way the District knows, at least initially, the student has a permit (driver’s license). I am sure the District has rules related to the operation of cars on school property (no speeding, etc.) and the same should be true for operation of snowmobiles and ATVs – Rules to ensure safety. That being said, the District is generally not the entity charged with enforcing these rules (nor should it be) – For example, if someone is speeding in the parking lot or driving recklessly, the District reports it to law enforcement. The same should be true for reckless operation of snowmobiles or ATVs. However, possession of the permit (whether it be for a car or snowmobile/ATV) is a privilege, not a right. As a result, the District may revoke the permit at any time (and, thereby, the student’s ability to operate the car, snowmobile/ATV on school property) if a student does not adhere to the rules. The same is true if the District suspects that someone is operating without a license/permit – report that to law enforcement and/or require proof of a license/permit (and base upon the results, potentially revoke the permit).”

Board Policies, Administrative Guidelines, and/or handbooks would be adjusted accordingly when the Board of Education makes a decision as to how this matter should be handled. Please do not hesitate to contact me with any questions. Thank you for your thoughtful consideration.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie J. Oppor
 From: Danni Brauer
 Date: 6/17/2020
 Re: 2021-22 SDM Special Education Handbook Revisions

<i>Page #</i>	<i>Current Language (If applicable.)</i>	<i>Proposed Change or Addition</i>
78	When the responsible School District of Manawa receives a notice from a county or a state agency that a child will be placed in a residential care center, the School District of Manawa does all of the following:	When the School District of Manawa receives a notice from a county or a state agency that a child will be placed in a residential care center, the School District of Manawa does all of the following:
78	When the responsible local educational agency offers an educational placement in a residential care center, the responsible local educational agency:	When the School District of Manawa offers an educational placement in a residential care center, the School District of Manawa:
79	while the child resides at the residential care center, the School District of Manawa refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the responsible local educational agency determines that the child's special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and	while the child resides at the residential care center, the School District of Manawa refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the School District of Manawa determines that the child's special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and

As a condition of funding under the Individuals with Disabilities Education Act (IDEA) and Wisconsin law, local educational agencies (LEAs) are required to

establish written policies and procedures for implementing federal special education laws. The Model Local Educational Agency Special Education Policies and Procedures, Model Policies for 2r Charter Schools, and Sample Special Education Forms are available to help LEAs meet their obligation to establish and implement special education requirements.

Each year, LEAs submit an assurance to DPI that the LEA adopted model special education policies and procedures and forms developed by DPI or submitted its own locally developed special education policies, procedures, and forms for DPI review. This annual certification is built into the assurances in the WISEgrants application.

If your LEA has substantive modifications to your policies, procedures, or forms, you must submit those to DPI for review. Substantive modifications include rewording, elimination, or addition of content. Changes to demographic information, reformatting, changes to the public agency, or logos do not count as substantive changes. We have streamlined the process for submitting substantive modifications to DPI using the WISEgrants application. Please see the Special Education - Model Policies and Procedures / Sample Forms Guidance to assist with this new process.



School District of Manawa

Special Education
Policies and Procedures

Approved by the Manawa Board of Education on

August 2021

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School District of Manawa Special Education Policies and Procedures

Preface

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

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

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

Definitions

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

- "Assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

34 CFR § 300.5.

- "Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:
 - evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
 - purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
 - selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
 - coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
 - training or technical assistance for a child with a disability or, if appropriate, the child's family; and
 - training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ or are otherwise substantially involved in the major life functions of that child.

34 CFR § 300.6

- "Business day" means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day.

34 CFR § 300.11

- "Charter school" means a school under contract with a school board under Wis. Stat. § 118.40, or with one of the entities under Wis. Stat. § 118.40(2)(2r)(b), or a school established and operated by one of the entities under Wis. Stat. §§ 118.40(2r)(b), 115.001(1).
- "Child" means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school, and includes a child who is homeless, a

child who is a ward of the state, county, or child welfare agency, and a child who is attending a private school.

Wis. Stat. § 115.76(3)

- "Child with a disability" means a child who, by reason of any of the following, needs special education and related services:
 - intellectual disabilities;
 - hearing impairments;
 - speech or language impairments;
 - visual impairments;
 - emotional behavioral disability;
 - orthopedic impairments;
 - autism;
 - traumatic brain injury;
 - other health impairments; and/or
 - specific learning disabilities.

If the School District of Manawa determines through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. "Child with a disability" may, at the discretion of the School District of Manawa and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services.

34 CFR § 300.8; Wis. Stat. § 115.76(5)

- "Consent" means:
 - the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
 - the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
 - the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e. it does not negate an action that has occurred after the consent was given and before the consent was revoked).

34 CFR § 300.9

- "Controlled substance" means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act

[21 U.S.C. 812(c)].

34 CFR § 300.530(i)(1)

- “Core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography.

34 CFR § 300.10

- "Day" means calendar day unless otherwise indicated as business day or school day.

34 CFR § 300.11

- "Destruction," as used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable.

34 CFR § 300.611(a)

- "Division" means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction.

Wis. Stat. § 115.76(6)

- "Education records" means the type of records covered under the definition of "education records" set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974. See Appendix.

34 CFR § 300.611(b)

- “Elementary school” means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law. State law defines elementary grades as including K4-8th grade.

34 CFR § 300.13; Wis. Stat. § 115.01(2)

- “Equipment” means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents; and other related materials.

34 CFR § 300.14

- "Evaluation" means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

34 CFR § 300.15

- "Extended school year services" means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the School District of Manawa, in accordance with the individualized education program (IEP), and at no cost to the parents of the child.

30 CFR § 300.106(b)

- "Free appropriate public education" means special education and related services that are provided at public expense and under public supervision and direction, and without charge, meet the standards of the Department of Public Instruction, include an appropriate preschool, elementary or secondary school education; and are provided in conformity with an IEP.

30 CFR § 300.17; Wis. Stat. § 115.76(7)

- "General curriculum" means the same curriculum as for nondisabled children.

34 CFR § 300.320(a)(1)(i)

- "Hearing officer" means an independent examiner appointed to conduct due process hearings under Wis. Stat. § 115.80.

Wis. Stat. § 115.76(8).

- "Highly Qualified Teacher" means that a person has met the Department of Public Instruction's approved or recognized certification, licensing, registration in which he/she is providing special education or related services, consistent with provision 34 CFR § 300.18.
- "Homeless children" has the meaning given the term *homeless children and youths* in section 725 (42 U.S.C. 11434(a)) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431 *et seq.* See Appendix.

34 CFR § 300.19

- "Illegal drug" means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under

federal law.

34 CFR § 300.530(i)(2)

- "Include" means that the items named are not all of the possible items that are covered whether like or unlike the ones named.

34 CFR § 300.20

- "Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.

34 CFR § 300.502

- "Individualized education program" (IEP) means a written statement for a child with a disability that is developed, reviewed and revised in accordance with Wis. Stat. § 115.787, and 34 CFR §§ 330.320 through 300.324.

34 CFR § 300.22; Wis. Stat. § 115.76(9)

- "IEP Team" means a group of individuals described in Wis. Stat. § 115.78 that is responsible for evaluating the child to determine the child's eligibility or continued eligibility for special education and related services and the educational needs of the child; developing, reviewing, or revising an IEP for the child; and determining the special education placement for the child.

34 CFR § 300.23; Wis. Stat. § 115.78

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

Wis. Stat. § 115.76(10)

- "Native language," for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

34 CFR § 300.29; Wis. Stat. §. 115.76(11)

- "Nonacademic and extracurricular services and activities" may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.

34 CFR § 300.107

- "Parent" means any of the following:
 - a biological parent;
 - a husband who has consented to the artificial insemination of his wife under Wis. Stat. § 891.40;
 - a male who is presumed to be the child's father under Wis. Stat. § 891.41;
 - a male who has been adjudicated the child's father under subch. VIII of ch. 48, under subch. IIX of ch. 767, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state;
 - an adoptive parent;
 - a legal guardian;
 - a person acting as a parent of a child with whom the child lives;
 - a person appointed as a sustaining parent under Wis. Stat. § 48.428;
 - a person assigned as a surrogate parent under Wis. Stat. § 115.792(1)(a)2; and
 - a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

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

34 CFR § 300.30(b)

"Parent" does not include any person whose parental rights have been terminated; the state, county, or a child welfare agency if a child was made a ward of the state, county, or child welfare agency under ch. 54 or 880 or if a child has been placed in the legal custody or guardianship of the state, county, or a child welfare agency under ch. 48 or ch. 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency.

34 CFR § 300.30; Wis. Stat. § 115.76(12)

"Person acting as a parent of a child" means a relative of the child or a private individual allowed to act as a parent of a child by the child's biological or adoptive parents or guardian, and includes the child's grandparent, neighbor, friend or private individual caring for the child with the explicit or tacit approval of the child's biological or adoptive parents or guardian. "Person acting as a parent of a child" does not include any person that receives public funds to care for the child if such funds exceed the cost of such care.

34 CFR § 300.30(a)(4); Wis. Stat. § 115.76(13)

- "Participating agency," as used in the section on *Confidentiality of Information* in these policies, means any agency or institution that collects, maintains or uses personally-identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act.

34 CFR § 300.611(c)

- "Personally identifiable" means information that includes the name of the child, the child's parent or other family member; the address of the child; a personal identifier such as the child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

34 CFR § 300.32

- "Parentally-placed private school children with disabilities" are children with disabilities enrolled by their parents in private schools or facilities, including religious schools or facilities that meet the definition of elementary school or secondary school, other than children with disabilities placed or referred to private schools by public agencies.

34 CFR § 300.130

- "Public Agency" includes the State Educational Agency, Local Educational Agency, Cooperative Educational Service Agency (CESA), charter schools operating under Wis. Stat. § 118.40(2r), county children with disabilities education board, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.

34 CFR § 300.33

- “Pupil Records” means all records relating to individual pupils maintained by a school but does not include:
 - notes or records maintained for personal use by a teacher or other person to be licensed if such records or notes are not available to others;
 - records necessary for, and available only to persons involved in, the psychological treatment of a pupil; and
 - law enforcement unit records.

Wis. Stat. § 118.125(1)(d)

- “Record” means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.

Wis. Stat. § 118.125(1)(e)

- "Related services" means transportation and such developmental, corrective and other supportive services (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school health services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child's IEP; parent counseling and training; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluative purposes only; and the early identification and assessment of disabilities in children) as may be required to assist a child with a disability to benefit from special education. “Related services” does not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device, or the replacement of such a device. Nothing in this definition limits the rights of a child with a surgically implanted device to receive related services as determined by the IEP Team to be necessary, limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.

34 CFR § 300.34; Wis. Stat. § 115.76(14)

In this definition:

- "Audiology" includes:
 - identification of children with hearing loss;

- determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
 - provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
 - creation and administration of programs for prevention of hearing loss;
 - counseling and guidance of pupils, parents and teachers regarding hearing loss; and
 - determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.
- "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.
 - "Early identification and assessment of disabilities in children" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.
 - "Interpreting services," as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and special interpreting services for children who are deaf-blind.
 - "Medical services" means services provided by a licensed physician to determine a child's medically-related disability that results in the child's need for special education and related services.
 - "Occupational therapy" means services provided by a qualified occupational therapist, and includes:
 - improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
 - improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - preventing, through early intervention, initial or further impairment or loss of function.
 - "Orientation and mobility services" means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following as appropriate:
 - spatial and environmental concepts and use of information received by

the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);

- to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
- to understand and use remaining vision and distance low vision aids, as appropriate; and
- other concepts, techniques, and tools.

- "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.
- "Physical therapy" means services provided by a qualified physical therapist.
- "Psychological services" includes:
 - administering psychological and educational tests, and other assessment procedures;
 - interpreting assessment results;
 - obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
 - consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
 - planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - assisting in developing positive behavioral intervention strategies.
- "Recreation" includes:
 - assessment of leisure function;
 - therapeutic recreation services;
 - recreation programs in schools and community agencies; and
 - leisure education.
- "Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

- "School health services" means health services provided by a qualified school nurse or other qualified person that are designed to enable a child with a disability to receive FAPE as described in the child's IEP.
- "School nurse services" mean health services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child's IEP.
- "Social work services in schools" includes:
 - preparing a social or developmental history on a child with a disability;
 - group and individual counseling with the child and family;
 - working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
 - mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
 - assisting in developing positive behavioral intervention strategies.
- "Speech-language pathology services" include:
 - identification of children with speech or language impairments;
 - diagnosis and appraisal of specific speech or language impairments;
 - referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
 - provision of speech and language services for the habilitation or prevention of communicative impairments; and
 - counseling and guidance of parents, children, and teachers regarding speech and language impairments.
- "Transportation" includes:
 - travel to and from school and between schools;
 - travel in and around school buildings; and
 - specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

34 CFR § 300.34

- "Residential care center for children and youth" means a facility operated by a child welfare agency licensed under Wis. Stat. § 48.60 for the care and maintenance of children residing in that facility.

Wis. Stat. § 115.76(14g)

- “Responsible Local Educational Agency:” as used in the section on children in residential care centers means the local educational agency that was responsible for providing a free, appropriate public education to the child before the placement of the child in a residential care center for children and youth.

Except “responsible local educational agency” means the school district in which the residential care center for children and youth is located if before the placement of the child in a residential care center for children and youth, the children resided in an: institute or facility operated by the department of health and family services; a Type 1 juvenile correctional facility; or a Type 1 prison.

Wis. Stat. § 115.81

- "School day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

34 CFR § 300.11

- “Scientifically-based research” has the meaning given the term in section 9101(37) of the ESEA. See Appendix.

34 CFR § 300.35

- "Secondary school" means a nonprofit institutional day or residential school including a public secondary charter school that provides secondary education for grades 9-12.

34 CFR § 300.36

- “Serious bodily injury” has the meaning given the term “serious bodily injury’ under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

34 CFR § 300.530(i)(3). See Appendix.

- “Services plan” means a written statement that describes the special education and related services the school district will provide to a parentally-placed child with a disability enrolled in a private school located in the district, including the location of the services and any transportation necessary, consistent with 34 CFR §§ 300.132, 300.137-139.

34 CFR § 300.37

- "Special education" means specially-designed instruction, regardless of where

the instruction is conducted, that is provided at no cost to the child or the child's parents, to meet the unique needs of a child with a disability, including:

- instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
- instruction in physical education;
- speech-language pathology services, or any other related service, if the service consists of specially-designed instruction and is considered special education rather than a related service under Wisconsin standards;
- travel training; and
- vocational education.

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

- "At no cost" means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
- "Physical education" means the development of:
 - physical and motor fitness;
 - fundamental motor skills and patterns; and
 - skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

The term includes special physical education, adaptive physical education, movement education, and motor development.

- "Specially-designed instruction" means adapting content, methodology or delivery of instruction:
 - to address the unique needs of an eligible child that result from the child's disability; and
 - to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the School District of Manawa that apply to all children.
- "Travel training" means providing instruction, as appropriate, to children with significant intellectual disabilities and any other children with disabilities who require this instruction to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- "Vocational education" means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

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

- "Supplementary aids and services" mean aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate.

34 CFR § 300.42, 115.76(16)

- A "transfer pupil with a disability" means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state.

Wis. Admin. Code § PI 11.07

- "Transition services" means a coordinated set of activities for a child with a disability that:
 - is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:
 - postsecondary education,
 - vocational education,
 - integrated employment (including supported employment)
 - continuing and adult education
 - adult services
 - independent living, or
 - community participation
 - is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:
 - instruction;
 - related services;
 - community experiences;
 - the development of employment and other post-school adult living objectives; and
 - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR § 300.43

- "Universal Design" has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

34 CFR § 300.44 See Appendix.

- "Weapon" has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

34 CFR § 300.530(i)(4) See Appendix.

Full Educational Opportunity Goal

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

34 CFR §§ 300.107, 300.109; 300.110; 300.201

Free Appropriate Public Education

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

34 CFR § 300.101(a); 34 CFR § 300.102(a)(3)(iv); 34 CFR § 300.156; Wis. Stat. § 115.76(3)

The School District of Manawa provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma. Additionally, for those students who graduate from high school with a regular diploma as well as students who exceed the age of eligibility,

the School District of Manawa provides a summary of their academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.

34 CFR § 300.102(a)(3)(iii); 300.305(e)(3)

The School District of Manawa ensures that an IEP is in effect for each eligible child no later than the child's third birthday. If the child's third birthday occurs during the summer, the child's IEP team determines when the IEP services will begin.

34 CFR § 300.101(b)

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

34 CFR § 300.104

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

Wis. Stat. § 115.82

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

34 CFR § 300.530(d)

HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES.

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

34 CFR § 300.113

PHYSICAL EDUCATION. Physical education services, specially designed if necessary, are

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

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

34 CFR § 300.108

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

34 CFR § 300.105

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

34 CFR § 300.106

PARTICIPATION IN ASSESSMENTS. Children with disabilities attending the School District of Manawa are included in all state-wide and district-wide assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or district-wide assessments participate in alternate assessments. Needed accommodations or alternate assessments are identified by the IEP team and are specified in the child's IEP.

20 U.S.C 1412(a)(16); Wis. Stat. § 115.77(1m)(bg)

METHODS OF ENSURING A FREE APPROPRIATE PUBLIC EDUCATION. If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring

a free appropriate public education to a child, the School District of Manawa provides or pays for these services to the child in a timely manner.

34 CFR § 300.154(b)(2)

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

Furthermore, the School District of Manawa does not:

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

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

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

34 CFR § 300.154

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

34 CFR § 300.210

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

Wis. Stat. § 115.79(1)(b)

Public Information

The School District of Manawa regularly publicizes information about its special education procedures and services. Further, the School District of Manawa makes available to any person, upon request, all documents relating to the School District of Manawa's eligibility for state and federal special education funds.

34 CFR § 300.212; Wis. Stat. § 115.77(1m)(g) and (h)

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

34 CFR § 300.222(b)

Child Find

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

34 CFR § 300.111; Wis. Stat. § 115.77(1m)(a)

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

Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral. If the School District of Manawa receives a referral for

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

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

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

The School District of Manawa provides information and inservice opportunities for its licensed staff to familiarize them with the School District of Manawa's referral procedures.

Wis. Stat. § 115.777

IEP Team

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

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

- the parents of the child;
- at least one regular education teacher of the child if the child is, or may be, participating in a regular education environment;
- at least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;
- a representative of the School District of Manawa:
 - who is qualified to provide or supervise the provision of special education,
 - who is knowledgeable about the general education curriculum, and
 - who is knowledgeable about and authorized to commit the available resources of the School District of Manawa (who may be another member of the IEP team if the criteria are met);

- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team member;
- an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both.

Wis. Admin. Code § PI 11.24

- a department-licensed speech or language pathologist when documenting a speech or language impairment and the need for speech or language services.

Wis. Admin. Code § PI 11.36(5)(e)

- at the discretion of the parent or School District of Manawa, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or public local educational agency) who invited the individual to be a member of the IEP team;
- whenever appropriate, the child;
- at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child when the student is attending a public school in a nonresident school district under Full-Time Open Enrollment Law, or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4),

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

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

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

IEP TEAM ATTENDANCE

An IEP Team member is not required to attend an IEP Team meeting, in whole, or in

part, if the parent of a child with a disability and the School District of Manawa agree, in writing, the attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

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

34 CFR § 300.321(e); Wis. Stat. § 115.78(5)

PARENT PARTICIPATION IN IEP TEAM MEETINGS. The School District of Manawa takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

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

The notice required in this policy:

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

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

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

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

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

- detailed records of telephone calls made or attempted and the results of those

calls;

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

The School District of Manawa takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. Subject to the timeline requirements contained in this policy, if the parents of the child or the School District of Manawa staff determine at any meeting during the process of the evaluation, development of the IEP or placement of the child that additional time is needed to permit meaningful parental participation, the School District of Manawa provides it. Upon request, the School District of Manawa provides a copy of the most recent evaluation report to the child's parents at any meeting of the IEP team.

The School District of Manawa gives the parent a copy of the child's IEP at no cost to the parent.

34 CFR § 300.322; Wis. Stat. §§ 115.787(2)(g) and 115.78(3)(d)

IEP TEAM DUTIES. The IEP team does all of the following:

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

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

TIMELINE. Within 15 business days of receiving a referral, the School District of Manawa sends to the child's parents a request for consent to evaluate the child except that if the School District of Manawa determines that no additional data are necessary, the School District of Manawa notifies the child's parent of that determination within 15 business days of receiving the referral. The School District of Manawa determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed. The 60-day period does not apply:

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

extended by mutual written agreement of the child's parents and IEP team.

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

If the parents of the child or School District of Manawa staff determine at any meeting during the process of evaluation, development of the IEP, or determination of placement, that additional time is needed to permit meaningful parent participation, the School District of Manawa provides it.

34 CFR §§ 300.301, 300.323, 300.309(c); Wis. Stat. §§ 115.777(3)(e), 115.78

Evaluation

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

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

a meeting.

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

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

34 CFR § 300.300(d)(1)

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

34 CFR § 300.302

The School District of Manawa provides the parents of the child with proper written notice, of any evaluation procedures the agency proposes to conduct, and the names of the individuals who will conduct the evaluation, if known.

34 CFR § 300.304(a); Wis. Stat. § 115.782(1)(a)

INITIAL EVALUATIONS

The School District of Manawa obtains informed consent from the child's parent before administering assessments or other evaluation materials to the child. Parental consent for the evaluation does not constitute consent for placement for receipt of special education and related services.

34 CFR § 300.300(a); Wis. Stat. § 115.782(1)(b)

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

34 CFR § 300.300(a)(2)

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

34 CFR § 300.300(a)(3)

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

34 CFR § 300.300(d)(4)

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

34 CFR § 300.300(d)(3)

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

34 CFR § 300.306

REEVALUATION. In conducting reevaluations, the IEP team:

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

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

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

34 CFR § 300.305(e)(2) and (3); Wis. Stat. § 115.782(4)

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

If a parent of a child who is home schooled or parentally placed in a private school refuses or fails to respond to a request for consent for a reevaluation, the School District of Manawa cannot use mediation or due process, and is not required to consider the child as eligible for services.

34 CFR § 300.300(c) and (d); Wis. Stat. § 115.782(4)(b)

If the IEP team and other qualified professionals, as appropriate, finds no additional information is needed to determine whether a child continues to be a child with a disability, and to determine the child's educational needs, the School District of Manawa notifies the child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability, and to determine the child's educational needs. The School District of Manawa conducts such an assessment if the parent requests it.

34 CFR § 300.305(d); Wis. Stat. § 115.782(4)(c)

EVALUATION REPORT. When the IEP team determines a child's eligibility, the team prepares an evaluation report that includes documentation of the determination of eligibility. The School District of Manawa gives a copy of the evaluation report and the documentation of determination of eligibility at no cost to the child's parents.

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

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

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an

appropriate educational program for the child;

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

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

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

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified.

34 CFR § 300.304 (c)(6)-(7)

The School District of Manawa ensures assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

34 CFR § 300.304(c)(2)

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

34 CFR § 300.304(c)(3)

ADDITIONAL REQUIREMENTS FOR SPECIFIC LEARNING DISABILITIES.

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

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

PI 11.36(6)

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

- whether the child has a specific learning disability;
- the basis for making that determination, including an assurance that the eligibility determination was based on a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and that the information obtained from all of these sources is documented and carefully considered;

- the relevant behavior, if any, noted during observation of the child and the relationship of that behavior to the child's academic functioning in the area of potential specific learning disability;
- documentation that the intensive intervention was applied in a manner highly consistent with its design, was closely aligned to pupil need, and was culturally appropriate;
- the educationally relevant medical findings, if any;
- whether the child does not achieve adequately for the child's age or to meet state approved grade-level standards and the child does not make sufficient progress to meet age or State-approved grade-level standards; or until November 30, 2013, the child exhibits a significant discrepancy between the child's academic achievement in any of the eight areas of potential specific learning disabilities and intellectual ability.
- the determination of the team concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- if the child has participated in a process that assesses the child's response to scientific, research-based intervention, documentation that the child's parents were notified about the following:
 - the progress monitoring data collected;
 - strategies for increasing the child's rate of learning including the intensive interventions used, and
 - the parents' right to request an evaluation.

Each IEP team member certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the IEP team member's conclusions, the member submits a separate statement presenting his or her conclusions.

PI 11.36(6)

Determination of Eligibility

An evaluation conducted by an IEP team under Wis. Stat. § 115.782, shall focus on the consideration of information and activities that assist the IEP team in determining the educational needs of the child. Specifically, the IEP team shall meet the evaluation criteria specified under Wis. Stat. § 115.782(2)(a), when conducting tests and using other evaluation materials in determining a child's disability.

Wis. Admin. Code § PI 11.35(1)

A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under Wis. Stat. § 115.782, that the child has an impairment under Wis. Admin. Code § PI 11.36 that adversely affects the child's educational performance, and the child, as a result thereof, needs special education and related services. As part of an evaluation or reevaluation under Wis. Stat. § 115.782, conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

- The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.
- Modifications, if any, that can be made in the regular education program, such as adaptation of content, methodology or delivery of instruction to meet the child's needs identified by the IEP team that will allow the child to access the general education curriculum and meet the educational standards that apply to all children.
- Additions or modifications, if any, the child needs which are not provided through the general education curriculum, including replacement content, expanded core curriculum and other supports.

Wis. Admin. Code § PI 11.35

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

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

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

Areas of Impairment

All provisions in these policies shall be construed consistent with 20 USC 1400 et. Seq. and the regulations promulgated thereunder.

Wis. Admin. Code § PI 11.36

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

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

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

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.
3. The child exhibits delays, arrests, or regressions in motor, sensory, social or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in

abstract thinking, awareness and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.

5. The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.
6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

INTELLECTUAL DISABILITY. Wis. Admin. Code § PI 11.36(1)

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

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

- b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, and mathematics.

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

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

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

EMOTIONAL BEHAVIORAL DISABILITY. Wis. Admin. Code § PI 11.36(7)

Emotional behavioral disability, pursuant to Wis. Stat. § 115.76(5)(a)5, means social, emotional or behavioral functioning that so departs from the generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills. The IEP team may identify a child as having an emotional behavioral disability if the child meets the preceding definition and meets all of the following:

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

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

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

HEARING IMPAIRMENT. Wis. Admin. Code § PI 11.36(4)

Hearing impairment, including deafness, means a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. A current evaluation by an audiologist licensed under Wis. Stat. ch. 459 shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

SPECIFIC LEARNING DISABILITY. Wis. Admin. Code § PI 11.36(6)

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

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

1. Inadequate Classroom Achievement

Upon initial identification, the child does not achieve adequately for his or her age, or meet state-approved grade-level standards in one or more of the following eight areas of potential specific learning disabilities when provided with learning experiences and instruction appropriate for the child's age: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving.

A child's achievement is inadequate when the child's score, after intensive intervention, on one or more assessments of achievement is equal to or more than

1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities. Assessments shall be individually

administered, norm-referenced, valid, reliable, and diagnostic of impairment in the area of potential specific learning disabilities.

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

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

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

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

Rate of progress during intensive interventions is insufficient when any of the following areas are true: the rate of progress of the referred child is the same or less than that of his or her same-age peers; the referred child's rate of progress is greater than that of his or her same-age peers but will not result in the referred child reaching the average range of his or her same-age peers' achievement for that area of potential disability in a reasonable period of time; or the referred child's rate of progress is greater than that of his or her same-

age peers, but the intensity of the resources necessary to obtain this rate of progress cannot be maintained in general education.

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

- b. *Significant discrepancy or insufficient progress in achievement as compared to measured ability.* LEAs are permitted to use this option until November 30, 2013.

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

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

This regression procedure shall be used except when the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores, or the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age. If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimate cut-off for this

subdivision paragraph, the child's performance in any of the eight areas of potential specific learning disabilities is variable, and the IEP team determines that the child meets all other criteria, the IEP team may consider that a significant discrepancy exists.

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

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

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

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

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

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

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

ORTHOPEDIC IMPAIRMENT. Wis. Admin. Code § PI 11.36(2)

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

OTHER HEALTH IMPAIRMENT. 34 CFR § 300.8; Wis. Admin. Code § PI 11.36(10)

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

SIGNIFICANT DEVELOPMENTAL DELAY. Wis. Admin. Code § PI 11.36(11)

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

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

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

- Physical activity in gross motor skills such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils and other useful objects in the environment.
- Intellectual activity such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing and problem-solving skills often observed in a child's play.

- Communication activity in expressive language such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.
- Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers and sustaining bonds with family members and other significant adults.
- Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

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

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

SPEECH AND LANGUAGE IMPAIRMENT. Wis. Admin. Code § PI 11.36(5)

Speech or language impairment means an impairment of speech or sound production, voice, fluency, or language that significantly affects educational performance or social, emotional or vocational development. The IEP team may identify a child as having a speech or language impairment if the child meets the preceding definition and meets any of the following criteria:

- The child's conversational intelligibility is significantly affected and the child displays at least one of the following:
 - The child performs on a norm referenced test of articulation or phonology at least 1.75 standard deviations below the mean for his or her chronological age.
 - Demonstrates consistent errors in speech sound production beyond the time when 90% of typically developing children have acquired the sound.

- One or more of the child's phonological patterns of sound are at least 40% disordered or the child scores in the moderate to profound range of phonological process use in formal testing and the child's conversational intelligibility is significantly affected.
- The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse or puberty. The child exhibits atypical loudness, pitch, quality or resonance for his or her age and gender.
- The child exhibits behaviors characteristic of a fluency disorder.
- The child's oral communication or, for a child who cannot communicate orally, his or her primary mode of communication, is inadequate, as documented by all of the following:
 - Performance on norm referenced measures that is at least 1.75 standard deviations below the mean for chronological age.
 - Performance in activities is impaired as documented by informal assessment such as language sampling, observations in structured and unstructured settings, interviews, or checklists.
 - The child's receptive or expressive language interferes with oral communication or his or her primary mode of communication. When technically adequate norm referenced language measures are not appropriate as determined by the IEP team to provide evidence of a deficit of 1.75 standard deviations below the mean in the area of oral communication, then two measurement procedures shall be used to document a significant difference from what would be expected given consideration to chronological age, developmental level, and method of communication such as oral, manual, and augmentative. These procedures may include additional language samples, criterion referenced instruments, observations in natural environments and parent reports.

The IEP team may not identify a child who exhibits any of the following as having a speech or language impairment:

- Mild, transitory or developmentally appropriate speech or language difficulties that children experience at various times and to various degrees.
- Speech or language performance that is consistent with developmental levels as documented by formal and informal assessment data unless the child requires speech or language services in order to benefit from his or her educational programs in school, home, and community environments.
- Speech or language difficulties resulting from dialectical differences or from learning English as a second language, unless the child has a language impairment in his or her native language.

- Difficulties with auditory processing without a concomitant documented oral speech or language impairment.
- A tongue thrust which exists in the absence of a concomitant impairment in speech sound production.
- Elective or selective mutism or school phobia without a documented oral speech or language impairment.

The IEP team shall substantiate a speech or language impairment by considering all of the following:

- Formal measures using normative data or informal measures using criterion referenced data.
- Some form of speech or language measures such as developmental checklists, intelligibility ratio, language sample analysis, minimal core competency.
- Information about the child's oral communication in natural environments.
- Information about the child's augmentative or assistive communication needs.

An IEP team shall include a department-licensed speech or language pathologist and information from the most recent assessment to document a speech or language impairment and the need for speech or language services.

TRAUMATIC BRAIN INJURY. Wis. Admin. Code § PI 11.36(9)

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

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

The results of standardized and norm-referenced instruments used to evaluate and identify a child as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are considered to identify a child who exhibits total or partial functional

disability or psychosocial impairment in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician is considered.

VISUAL IMPAIRMENT. Wis. Admin. Code § PI 11.36(3)

Visual impairment means even after correction a child's visual functioning significantly adversely affects his or her educational performance. The IEP team may identify a child as having a visual impairment after all of the following events occur:

- A certified teacher of the visually impaired conducts a functional vision evaluation which includes a review of medical information, formal and informal tests of visual functioning and the determination of the implications of the visual impairment on the educational and curricular needs of the child.
- An ophthalmologist or optometrist finds at least one of the following:
 - Central visual acuity of 20/70 or less in the better eye after conventional correction.
 - Reduced visual field to 50° or less in the better eye.
 - Other ocular pathologies that are permanent and irremediable.
 - Cortical visual impairment.
 - A degenerative condition that is likely to result in a significant loss of vision in the future.

An orientation and mobility specialist, or teacher of the visually impaired in conjunction with an orientation and mobility specialist, evaluates the child to determine if there are related mobility needs in home, school, or community environments.

Developing, Reviewing and Revising IEPs

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

The School District of Manawa ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation. The School District of Manawa ensures each teacher and provider responsible for implementing a child's IEP is

informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. The School District of Manawa provides special education and related services to a child with a disability in accordance with the child's IEP and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

34 CFR 300.323(a),(c)-(d); Wis. Stat. §§ 115.787(1), 115.78(3)(c)

IEP Development

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

The IEP team considers the following special factors:

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

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

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

The School District of Manawa gives a copy of the IEP to the child's parents with the notice of placement.

34 CFR § 300.324(a); Wis. Stat. § 115.787(3)

IEP Review and Revision

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

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

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

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

If a participating agency, other than the School District of Manawa, fails to provide transition services described in the IEP, the School District of Manawa reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

34 CFR § 300.324(b) and (c); Wis. Stat. § 115.787(4)

Amendments to the IEP

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

Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending the IEP rather than redrafting the entire IEP. The School District of Manawa gives the child's parent a copy of the revised IEP with the amendments incorporated.

34 CFR § 300.324(a)(4)-(6); Wis. Stat. § 115.787(4)(c)

IEP Content

The IEP for each child with a disability includes:

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

- if the IEP team determines a child must take an alternate assessment instead of participating in a particular regular state-wide or district-wide assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;
- the projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, duration and location of those services and modifications;
- beginning not later than in the first IEP that will be in effect when the child is 14 and updated annually thereafter until the child is no longer eligible for special education and related services, a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;
- a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a description of how the child's progress toward attaining the annual goals will be measured; and
- a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

34 CFR § 300.320; Wis. Stat. § 115.787

Placement

The School District of Manawa ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's IEP. The IEP team makes placement decisions. The placement is based upon and implements the child's IEP, is determined at least annually, and in uniformity with the least restrictive environment provisions described below.

34 CFR §§ 300.301(a), 300.116(b); Wis. Stat. §§ 115.78(2), 115.79(1)(a) and (b)

LEAST RESTRICTIVE ENVIRONMENT. The School District of Manawa ensures the following:

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

34 CFR § 300.114-117

NOTICE OF PLACEMENT. Following the development of the IEP, a notice of placement and a copy of the child's IEP is given to the child's parent(s).

34 CFR § 300.503(b)(4); Wis. Stat. §§ 115.787(3)(e)

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

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

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

34 CFR § 300.300(b); Wis. Stat. § 115.79(2)

Parent Revocation of Consent:

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

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

34 CFR § 300.300

Related Services: Physical and Occupational Therapy

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team includes an appropriate therapist.

Wis. Admin. Code § PI 11.24(2)

PHYSICAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS. The School District of Manawa ensures the following:

- Physical therapists are licensed by the Department of Public Instruction as school physical therapists.
- Caseloads for full-time physical therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school physical therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.
- The school physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.
- The school physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's education, training and experience.
- The school physical therapist supervises the physical therapy provided by a school physical therapist assistant. The school physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school physical therapist assistant which includes either of the following levels of supervision:
 - the school physical therapist has daily, direct contact on the premises with the school physical therapist assistant; or
 - the school physical therapist has direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by telecommunication. The school physical therapist providing general supervision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate.

- A full-time school physical therapist supervises no more than two full-time equivalent physical therapist assistant positions which may include no more than three physical therapist assistants.
- Acts undertaken by a school physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.
- A school physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops physical therapy treatment plans for the child. A school physical therapist is not represented by a school physical therapist assistant on an IEP team.

Wis. Admin. Code § PI 11.24(7)

SCHOOL PHYSICAL THERAPIST ASSISTANTS' QUALIFICATIONS AND SUPERVISION OF PHYSICAL

THERAPY. The School District of Manawa ensures the following:

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

Wis. Admin. Code § PI 11.24(8)

OCCUPATIONAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS. The School District of Manawa ensures the following:

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

Wis. Admin. Code § PI 11.24(9)

DELEGATION AND SUPERVISION OF OCCUPATIONAL THERAPY. The School District of Manawa ensures the following:

- The school occupational therapist may delegate to a school occupational therapy assistant only those portions of a child's occupational therapy which are consistent with the school occupational therapy assistant's education, training and experience.
- The school occupational therapist supervises the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist develops a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school occupational therapist assistant which includes either of the following levels of supervision:
 - the school occupational therapist has daily, direct contact on the premises with the school occupational therapy assistant or
 - the school occupational therapist has direct, face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication. The school occupational therapist providing general supervision provides an onsite reevaluation of each child's occupational therapy a minimum of every two weeks, and adjusts the occupational therapy as appropriate.
- A full-time school occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
- An act undertaken by a school occupational therapy assistant is considered the act of the supervising occupational therapist who has delegated the act.

Wis. Admin. Code § PI 11.24(9)

RESPONSIBILITY OF A SCHOOL OCCUPATIONAL THERAPIST. The School District of Manawa ensures the following:

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

Wis. Admin. Code § PI 11.24(9)

SCHOOL OCCUPATIONAL THERAPY ASSISTANTS' QUALIFICATIONS AND SUPERVISION. The School District of Manawa ensures the following:

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

Wis. Admin. Code § PI 11.24(10)

Transition from Birth to Three Programs

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

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

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin.

34 CFR §§ 300.124, 300.101(b)

Transfer Pupils

In-State-Transfer Students

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

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

The School District of Manawa adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of the transfer pupil. The School District of Manawa does not adopt the evaluation and eligibility determination or the IEP of the sending local educational agency

if the evaluation and eligibility determination or the IEP do not meet state and federal requirements.

34 CFR § 300.323(e)

Out-of-State Transfer Students

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

- Conducts an evaluation and determines eligibility if determined to be necessary by the School District of Manawa; and
- Develops, adopts and implements a new IEP, if appropriate.

34 CFR § 300.323(f)

Transmittal of Records

When the School District of Manawa receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the School District of Manawa takes reasonable steps, including a written request, to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child from the previous public agency in which the child was enrolled. When the School District of Manawa receives such a written request for a transfer pupil, the School District of Manawa transfers the pupil's records to the requesting local educational agency within five working days of receipt of the written notice as required under Wis. Stat. § 118.125(4).

34 CFR § 300.323(g); Wis. Stat. § 118.125(4)

Charter Schools

Children with disabilities who attend the School District of Manawa's charter schools and their parents retain all rights under federal special education laws. The School District of Manawa ensures that the requirements of federal special education law are met.

Children with disabilities who attend Charter Schools under contract with the School District of Manawa, are served in the same manner as other children with disabilities in the School District of Manawa. This includes providing supplementary and related services on site at the charter school to the same extent to which the School District of Manawa provides such services on the site to its other public schools. Funds received under part B of the Individuals with Disabilities Education Act are provided to charter

schools in the same manner as they are provided to other schools in the School District of Manawa, including proportional distribution based on relative enrollment of children with disabilities and at the same time as the School District of Manawa distributes other Federal funds to the School District of Manawa's other public schools.

34 CFR § 300.209(a) and (b); Wis. Stat. § 115.77(8).

Due Process Procedures

OPPORTUNITY TO EXAMINE RECORDS AND PARENT PARTICIPATION IN MEETINGS. The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

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

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

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

34 CFR §§ 300.501, 300.322(e)

NOTICE. The School District of Manawa ensures a child's parents are provided prior written notice a reasonable time before the School District of Manawa proposes to initiate

or change or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains:

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

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

34 CFR § 300.503; Wis. Stat. § 115.792(2)

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

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

- upon request by a parent.

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

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:
 - the time period in which to file a complaint;
 - the opportunity for the agency to resolve the complaint; and
 - the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
- the child's placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 USC § 1415(k);
- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- availability of mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions, including the time period in which to file those actions; and
- attorney fees.

34 CFR § 300.504

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

If a parent requests an independent educational evaluation at public expense, the

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

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

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

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

34 CFR § 300.502

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

The School District of Manawa ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the School District of Manawa,

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

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

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

The School District of Manawa makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed.

34 CFR § 300.519; Wis. Stat. § 115.792(1)(a)2

MEDIATION. When a School District of Manawa participates in a mediation under Wis. Stat. § 115, the School District of Manawa:

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

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

signed by a representative of the School District of Manawa who has the authority to bind the School District of Manawa.

The Wisconsin Mediation System is voluntary on the part of the parties and the School District of Manawa does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under special education law.

34 CFR § 300.506; Wis. Stat. § 115.797

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

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

- inform the parent of any free or low cost legal and other relevant services available in the area;
- (unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;
- within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and
- (except when the parents and School District of Manawa agree in writing to waive a meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a meeting with the child's parents, a representative of the School District of Manawa who is authorized to make decisions on behalf of the agency, and the relevant members of the IEP team who have specific knowledge of the facts identified in the hearing request. If the meeting resolves any subject matter of the hearing request, the parents and the School District of Manawa will execute and sign a legally binding agreement.

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

- pays for the cost of the hearing;
- pays for the cost of an independent educational evaluation ordered by the hearing officer;

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

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

34 CFR §§ 300.507, 300.508, 300.510; Wis. Stat. § 115.80

TRANSFER OF RIGHTS AT AGE OF MAJORITY. When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the School District of Manawa transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The School District of Manawa provides any required notices to both the parents and the adult pupil. The School District of Manawa notifies both the parents and the individual pupil of the transfer of rights.

34 CFR § 300.520; Wis. Stat. § 115.807

Discipline Procedures

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

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

State law permits suspensions from school for up to five consecutive school days and

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

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

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

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

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

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

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

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

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

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

34 CFR § 300.530; 300.536

PLACEMENT IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS. School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

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

34 CFR § 300.530(g)

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

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

34 CFR §§ 300.530, 300.531

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

34 CFR § 300.530(h)

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

34 CFR § 300.532

MANIFESTATION DETERMINATION REVIEWS.

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

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

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

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

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

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in

an interim alternative educational setting or the parent and School District of Manawa agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

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

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

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

34 CFR § 300.530(d)(e) and (f)

PLACEMENT DURING APPEALS.

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

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

34 CFR § 300.532; 300.533

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES. The School District of Manawa provides the protections asserted for a child under the Individuals with Disabilities Education Act-Part B to a child who has not been

determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the School District of Manawa if the School District of Manawa had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

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

- the parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- the parent of the child requested an IEP team evaluation of the child; or
- the teacher of the child, or other personnel of the School District of Manawa, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

The School District of Manawa does not have knowledge that a child is a child with a disability if:

- the parent of the child has not allowed an IEP team evaluation of the child or has refused special education services; or
- the School District of Manawa conducted an IEP team evaluation and determined that the child was not a child with a disability.

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

34 CFR § 300.534

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

If the child is determined to be a child with a disability, taking into consideration information from the School District of Manawa's evaluation and information provided by the parents, the School District of Manawa provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and

state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities.

34 CFR § 300.534

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

34 CFR § 300.535

Confidentiality of Information

NOTICE TO PARENTS. The School District of Manawa notifies parents before any major child identification, location or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the School District of Manawa of the activity.

34 CFR § 300.612(b)

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

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

34 CFR § 300.612

ACCESS RIGHTS. The School District of Manawa permits parents to inspect and review any education records relating to their children that are collected, maintained or used by

the agency under the Individuals with Disabilities Education Act-Part B. The agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

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

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

34 CFR § 300.613

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

34 CFR § 300.614

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

34 CFR §§ 300.615, 300.616

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

34 CFR § 300.617

AMENDMENT OF RECORDS AT PARENT'S REQUEST. A parent who believes information in the education records collected, maintained or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the School District of Manawa to amend the information. The School District of Manawa decides whether to amend the information in accordance with the

request within a reasonable period of time of receipt of the request. If the School District of Manawa decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing pursuant to the School District of Manawa's policies.

34 CFR § 300.618

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

34 CFR § 300.619

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

34 CFR § 300.619-621

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party.

34 CFR § 300.620(c)(2)

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

- Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally-identifiable information is released to officials of participating agencies providing or paying for transition services.

- If a child is enrolled or is going to enroll in a private school that is not located in the local educational agency of the parent's residence, parental consent is obtained before any personally-identifiable information about the child is released between school officials in the local educational agency where the private school is located and officials in the local educational agency of the parent's residence.

34 CFR § 300.622

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

34 CFR § 300.623

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

34 CFR § 300.624

TRANSFER OF CONFIDENTIALITY RIGHTS AT AGE OF MAJORITY. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the School District of Manawa provides any notice required under the Individuals with Disabilities Education Act to the student and the parents.

34 CFR § 300.625(b) and (c)

Children with Disabilities Enrolled in Private Schools by Their Parents

CHILD FIND. This school district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private, including religious, elementary

schools and secondary schools located in the school district. The child find process is designed to ensure the equitable participation of parentally-placed private school children and an accurate count of those children. This school district undertakes child find activities similar to the activities undertaken for the agency's public school children. The child find process is completed in a time period comparable to that for students attending public schools in this school district. In carrying out the child find requirements for parentally-placed private school students, this school district includes parentally-placed private school children who reside in another state.

34 CFR § 300.131

Any due process complaint regarding child find requirements must be filed with the school district in which the private school is located and a copy must be forwarded to the Department of Public Instruction.

34 CFR § 300.140(b)(2)

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

A services plan is developed and implemented for each private school child with a disability designated by this school district to receive special education and related services under the Individuals with Disabilities Education Act. This school district maintains in its records, and provides to the Wisconsin Department of Public Instruction, the following information related to parentally-placed private school children: (1) the number of children evaluated; (2) the number of children determined to be children with disabilities; and (3) the number of children served.

34 CFR § 300.132

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

For parentally placed private school children aged 3 through 5, this school district spends an amount that is the same proportion of this school district's total preschool entitlement funds as the number of parentally placed private school children with disabilities aged 3

through 5 is to the total number of children with disabilities in its jurisdiction aged 3 through 5. This school district may provide services to private school children in excess of those required, consistent with the law and School District of Manawa policy.

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

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, this school district determines the number of parentally-placed private school children with disabilities attending private schools located in this school district; and ensures the count is conducted on October 1 of each year. The child count is used to determine the amount this school district must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

34 CFR § 300.133(c)(2)

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

34 CFR § 300.133(d)

The cost of carrying out child find requirements, including individual evaluations, is not considered in determining if this school district has met its obligation to expend a proportionate amount of Individuals with Disabilities Education Act funds to provide equitable services.

34 CFR § 300.131(d)

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

34 CFR § 300.133(a)(3)

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

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

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

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

34 CFR §§ 300.134, 300.135, and 300.136.

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

The final decisions regarding services to be provided to eligible private school children are made by this school district.

34 CFR § 300.137

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

34 CFR § 300.137(c)(2)

EQUITABLE SERVICES PROVIDED. The services provided to parentally-placed private school children with disabilities by this school district are provided by personnel meeting the same standards as personnel providing services in this school district, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.

34 CFR § 300.138(a)(2)

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

34 CFR § 300.138(b)(2)

Services to parentally-placed private school children with disabilities are provided by employees of this school district or through contract by the district with an individual, association, agency, organization, or other entity. The services, including materials and equipment, are secular, neutral, and non-ideological.

34 CFR § 300.138(c)

LOCATION OF SERVICES AND TRANSPORTATION. If this school district provides services to private school children with disabilities at the child's private school, including a religiously affiliated private school, it will do so to the extent consistent with state and federal law. If

necessary for the child to benefit from or participate in the services provided, this school district transports private school children with disabilities from the child's school or home to a site other than the child's private school and from the service site to the private school or the child's home, depending on the timing of the services. This school district may include the cost of such transportation in calculating whether it has met the requirement to expend a proportionate amount of Individuals with Disabilities Education Act funds on services to parentally-placed private school children with disabilities.

34 CFR § 300.139(b)(2)

REQUIREMENT THAT FUNDS NOT BENEFIT A PRIVATE SCHOOL. This school district does not use Individuals with Disabilities Education Act funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The funds are used to meet the special education and related services needs of parentally-placed private school children with disabilities, but not for meeting the needs of a private school or the general needs of the students enrolled in the private school.

34 CFR § 300.141

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

34 CFR § 300.142

SEPARATE CLASSES PROHIBITED. This school district does not use Individuals with Disabilities Education Act funds for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include both students enrolled in public schools and students enrolled in private schools.

34 CFR § 300.143

PROPERTY, EQUIPMENT, AND SUPPLIES. This school district controls and administers Individuals with Disabilities Education Act funds used to provide special education and related services to parentally-placed private school children with disabilities and holds title to and administer materials, equipment, and property purchased with those funds. Equipment and supplies are placed in a private school for the period of time needed for the Individuals with Disabilities Education Act program. Equipment and supplies placed in a private school are used only for Individuals with Disabilities Education Act purposes and can be removed from the private school without remodeling the private school facility. Equipment and supplies are removed from a private school if the equipment and supplies are no longer needed for Individuals with Disabilities Education Act purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for

other than Individuals with Disabilities Education Act purposes. Individuals with Disabilities Education Act funds are not used for repairs, minor remodeling, or construction of private school facilities.

34 CFR § 300.144

PARENTALLY PLACED CHILDREN IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE. The School District of Manawa is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the School District of Manawa made FAPE available to the child and the parents elected to place the child in a private school or facility. The child is considered a parentally placed private school child with a disability.

34 CFR § 300.148

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

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

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

34 CFR § 300.146

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

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the School District of Manawa. If the School District of Manawa

permits a private school or facility to initiate and conduct meetings to review and revise IEPs, the School District of Manawa ensures the parents and a School District of Manawa representative are involved in any decisions about the IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if a private school or facility implements a child's IEP, the School District of Manawa retains responsibility for compliance with the requirements of special education law.

34 CFR § 300.325

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

Wis. Stat. § 115.77(1m)(d)

Children in Residential Care Centers

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

- if the child is a child with a disability, as soon as reasonably possible and after consulting with the county or state agency, as appropriate, the School District of Manawa appoints an IEP team to review and revise, if necessary, the child's IEP and develop an educational placement offer;
- if the child has not been identified as a child with a disability, the School District of Manawa:
 - appoints staff to review the child's education records and develop a status report;
 - sends a copy of the status report to the county or state agency within 30 days after receiving the notice that the child will be placed in a residential care center;
 - appoints an IEP team to conduct an evaluation of the child if the School District of Manawa has reasonable cause to believe the child is a child with a disability;
 - ensures the IEP team conducts the evaluation; and
 - ensures the IEP team develops an IEP and an educational placement offer, in consultation with the county or state agency if the IEP team determines the child is a child with a disability.

Wis. Stat. § 115.81(3)(b)

When the School District of Manawa offers an educational placement in a residential care center, the School District of Manawa:

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

Wis. Stat. § 115.81(4)(a)

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

Wis. Stat. § 115.81(4)(c)

Placement Disputes; School Board Referrals; Interagency Cooperation

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

Annually, on or before August 15, the School District of Manawa reports to the county departments under Wis. Stat. §§ 51.42 & 51.437 the names of resident children who

are at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

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

Wis. Stat. § 115.812

School District of Manawa Reporting to State

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

34 CFR § 300.201; Wis. Stat. § 115.77(1m)(f)

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

34 CFR § 300.207

The School District of Manawa provides to the Department of Public Instruction information needed for the Department to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in School District of Manawa special education programs.

34 CFR § 300.211; Wis. Stat. § 115.77(2)

The School District of Manawa reports its plan for providing special education and related services to children with disabilities to the Department of Public Instruction on a schedule

and using instructions provided by the Department of Public Instruction. The plan includes:

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

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

When the School District of Manawa participates in a county child with disabilities education board program, annually by October 1, the School District of Manawa and the county children with disabilities education board submit a report to the state superintendent. The report includes the portion of each school day that each pupil enrolled in the county program, who is also enrolled in the School District of Manawa, spent in county program classes in the previous school year, and the portion of the school day that the pupil spent in the School District of Manawa classes in the previous school year.

Wis. Stat. § 115.817(5)(d)

**Appendix of federal law and regulations referenced in the
Model Policies and Procedures**

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

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

42 USC 11434a – McKinney-Vento Homeless Assistance Act, Definition of Homeless Children

(2) The term “homeless children and youths”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and

(B) includes—

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C) of this title);

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

18 USC 1365(h) – Definition of Serious Bodily Injury

(3) the term “serious bodily injury” means bodily injury which involves—

(A) a substantial risk of death;

(B) extreme physical pain;

(C) protracted and obvious disfigurement; or

(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and

(4) the term “bodily injury” means—

(A) a cut, abrasion, bruise, burn, or disfigurement;

(B) physical pain;

(C) illness;

(D) impairment of the function of a bodily member, organ, or mental faculty; or

(E) any other injury to the body, no matter how temporary.

29 USC 3002(19) - Definition of Universal Design

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

18 USC 930(g)(2) - Definition of Weapon

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

20 USC 7801(37) – Definition of Scientifically Based Research

The term "scientifically based research"--

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that--

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.



To: Dr. Melanie Oppor, Manawa Board of Education
 Fr: Dan Wolfgram, Danni Brauer
 Date: 7/27/2021
 Re: SDM Mentor Handbook Revisions 2021-2022

The purpose of this memo is to recommend changes to the SDM Mentor Handbook for 2021-2022

Page #	Current Language (If applicable)	Proposed Change or Addition
Cover		New Logo
Table of Contents		Updated 8/2021
2	The School District of Manawa defines an initial educator as a newly certified educator in accordance with PI34.	The School District of Manawa defines an initial educator as a newly certified educator per PI34. Chapter PI 34 Inserted
3	A mentor must have successfully completed the state approved mentoring class or equivalent. If a mentor is assigned an initial educator, mentor training is required.	A mentor must have successfully completed the state-approved mentoring class or equivalent. If a mentor is assigned an initial educator, mentor training is required. Wisconsin Standards for Teacher Development and Licensure (Hyperlink added)
3	Orient the new teacher to the district, to his/her school(s), and to building procedures.	Orient the new teacher to the district, to his/her school(s), and to building procedures.
3	Provide professional contacts as needed for the initial educator to meet content specific and teaching strategy needs.	Provide professional contacts as needed for the initial educator to meet content-specific and teaching strategy needs.

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3	Establish a system of on-going communication with the educator.	Establish a system of ongoing communication with the educator.
4	Offer guidance as the educator creates and implements the Professional Development Plan per PI-34.	Offer guidance as the educator creates and implements the Professional Practice Goal (PPG) per Educator Effectiveness.
4	Ensures that the mentor relationship and professional development plan process is separate from the formal employment evaluation process.	Ensures that the mentor relationship and professional development plan process are separate from the formal employment evaluation process.
4	15. Ensures that the mentor relationship and professional development plan process are separate from the formal employment evaluation process.	15. — Ensures that the mentor relationship and professional development plan process are separate from the formal employment evaluation process.
5	7. Reflect on the year and offer suggestions to improve the mentor program to the building principal.	7. Reflect on the year and offer suggestions to improve the mentor program. to the building principal.
5	8. Ensure that the evaluation process for new teachers is separate from the mentor relationship and professional development plan process.	8. Ensure that the evaluation process for new teachers is separate from the mentor relationship. and professional development plan process.
6	I understand and will fulfill my responsibilities as outlined in the School District of Manawa's Mentor Program. I hereby agree to keep all conversations and instructional feedback in regard to the mentor/mentee program confidential.	I understand and will fulfill my responsibilities as outlined in the School District of Manawa's Mentor Program. I hereby agree to keep all conversations and instructional feedback regarding the mentor/mentee program confidential.
9	Establish/log meeting times with new teacher Create personal Google calendar to contain applicable professional appointments Review age appropriate social media usage	Establish/log meeting times with the new teacher Update Google calendar to contain applicable professional appointments Review age-appropriate social media usage (teacher to

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	<p>(teacher to student)</p> <p>Review time schedule, expectations & activities for the first day with students</p> <p>Discuss organization of parent volunteers in the classroom</p>	<p>student)</p> <p>Review time schedule, expectations & activities for the first day with students</p> <p>Discuss the organization of parent volunteers in the classroom</p>
13	<p>Mentor and new teacher may need more than one meeting this month.</p> <p>Discuss importance of student behavior documentation, (i.e. date, behaviors, actions taken, personnel contacted)</p> <p>Acquaint new teacher with RtI (Response to Instruction/Intervention) teams</p> <p>Discuss importance of documenting each students' portfolio record/SIMS</p> <p>Acquaint new teacher with cumulative folders, test results, permanent records, confidential files & medical alerts</p> <p>Explain importance of accurate recordkeeping (gradebook, attendance)</p>	<p>Mentor and new teachers may need more than one meeting this month.</p> <p>Discuss the importance of student behavior documentation, (i.e. date, behaviors, actions taken, personnel contacted)</p> <p>Acquaint new teachers with RtI (Response to Instruction/Intervention) teams</p> <p>Discuss the importance of documenting each students' portfolio record/SIMS</p> <p>Acquaint new teachers with cumulative folders, test results, permanent records, confidential files & medical alerts</p> <p>Explain the importance of accurate recordkeeping (grade book, attendance)</p>
16	<p>Discuss procedures for parent-teacher conferences prior to scheduled dates</p> <p>Share information & process for professional development opportunities</p>	<p>Discuss procedures for parent-teacher conferences before scheduled dates</p> <p>Share information & processes for professional development opportunities</p>
19	<p>Staff/program change procedures for upcoming year</p>	<p>Staff/program change procedures for the upcoming year</p>

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20	<p>Check in on classroom management & discipline procedures</p> <p>Arrange for new teacher to observe one of you best lessons</p> <p>Discuss “snapshot observation” by new teacher, if one occurred</p>	<p>Check-in on classroom management & discipline procedures</p> <p>Arrange for the new teacher to observe one of your best lessons</p> <p>Discuss “snapshot observation” by a new teacher, if one occurred</p>
24	Encourage new teacher to contact parents in preparation for parent/teacher conferences	Encourage the new teacher to contact parents in preparation for parent/teacher conferences
24	Update personal Google calendar with new 2nd semester appointments	Update personal Google calendar with new 2nd semester appointments
25	Update personal Google calendar	Update personal Google calendar
30	Give suggestions for keeping momentum & interest at the end of year for students & teacher	Give suggestions for keeping momentum & interest at the end of the year for students & teacher
	Encourage new teacher to write thank-you notes to parents/staff who helped make this year successful	Encourage the new teacher to write thank-you notes to parents/staff who helped make this year successful
31	End-of year student activities	End-of-year student activities
33	End-of year checkout	End-of-year checkout
35	Provide feedback regarding intended lesson plan.	Provide feedback regarding the intended lesson plan.
38	<p>Provide collaborative analysis and problem solving strategies.</p> <p>Provide for continuation of effective teaching</p>	Provide collaborative analysis and problem-solving strategies.

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behavior through coaching.

Provide for the continuation of effective teaching behavior through coaching.

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Mentor Handbook



Approved by Manawa Board of Education on 8/2021

**School District of Manawa
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TEACHER MENTORING PROGRAM

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Updated 8/2021

MISSION STATEMENT

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

PROGRAM OVERVIEW

The School District of Manawa defines an initial educator as a newly certified educator per PI34. [Chapter PI 34](#)

Pre-Service Orientation

This program assists new teachers in learning about the district by attending an orientation program. Time will be provided for the teachers to meet with their mentors, building principals, and other administrative personnel as needed.

Educator/Mentor Meetings

The focus for each meeting is outlined within the Educator/Mentor monthly checklist.

Mentoring Program

All initial educators new to the district will be assigned a mentor for the first year of employment with the district. The purpose of the mentor will be to provide information, support, and encouragement for the success of all educators. A checklist of activities is located in this handbook.

ROLE OF THE MENTOR

A mentor is a teacher with at least three years of teaching experience and certified as a mentor in the School District of Manawa.

QUALIFICATIONS

1. A mentor must possess a valid Wisconsin Teacher Certificate License.
2. A mentor must have completed the state-approved mentoring class or equivalent. If a mentor is assigned an initial educator, mentor training is required.
3. A mentor must be recommended, selected, and approved by the administrative team, based on the teaching and leadership skills displayed and observed.
4. A mentor must agree to abide by the expectations stated as "Mentor Responsibilities."

MENTOR RESPONSIBILITIES

1. Develop a collegial/professional relationship.
2. Orient the new teacher to the district, to his/her school(s), and building procedures.
3. Attend new staff orientation at the start of the school year.
4. Gather necessary resources to assist the initial educator with planning efforts. Examples include:
 - Curriculum guides
 - Handbooks
 - Schedules
 - Target Assessments
5. Provide professional contacts as needed for the initial educator to meet content-specific and teaching strategy needs.
6. Schedule an observation with the educator at least once each quarter. In addition, arrange for appropriate observations by the educator of the mentor and other professionals.
7. Discuss the teacher's responsibilities and expectations in the school district based upon the [Wisconsin Standards for Teacher Development and Licensure](#)
8. Establish a system of ongoing communication with the educator.

9. Maintain confidentiality in the professional relationship.
10. Share resources for professional development opportunities.
11. Attend mentor/mentee in-service and other professional development opportunities.
12. Offer guidance as the educator creates and implements the Professional Practice Goal (PPG) per Educator Effectiveness.
13. Attend available seminars to enhance professional development in the mentor role.
14. Keep a log of time spent in the mentor role. This information will be used to enhance the mentoring program.
15. Reflect on the year together and offer suggestions to improve the performance and mentoring relationship.
16. Provide suggestions as to ways to improve the School District of Manawa's Mentoring Program.

TERMS FOR THE MENTOR CONTRACT

1. Recognize that not all mentor/mentee relationships will work for a wide variety of reasons. Consult with the principal when challenges arise and intervention is needed.
2. Besides being recognized at the end of the year, the mentor will be compensated as defined in the teacher handbook.

ROLE OF THE BUILDING ADMINISTRATOR

1. Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.
2. Recruit individuals to serve as mentors. Match new faculty with mentors.
3. Provide common release time or joint planning time to facilitate mentor/mentee interaction.
4. Allow for release time to complete mentor/mentee classroom visits.
5. Share resources for professional development opportunities.
6. Reassign a mentor if necessary.
7. Reflect on the year and offer suggestions to improve the mentor program.
8. Ensure that the evaluation process for new teachers is separate from the mentor relationship.

Mentor/Mentee Agreement of Confidentiality

I understand and will fulfill my responsibilities as outlined in the School District of Manawa's Mentor Program. I hereby agree to keep all conversations and instructional feedback regarding the mentor/mentee program confidential.

Name _____

Date _____

GROUND RULES

Ground rules for _____ and _____ (mentee)
working relationship. Rules apply to both parties.

OPEN DOOR POLICY - both of us will make ourselves available to each other. We realize that at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.

HUMOR - we will use humor to make our jobs and time spent together more enjoyable. We are aware that teaching can be stressful and are prepared to do what we can for each other to alleviate some of this stress.

CONFIDENTIALITY - we will not discuss any information from our meetings with colleagues or friends. We agree that our relationship is based on TRUST and HONESTY and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly.

PROMPTNESS - both of us believe that our time, as well as each other's is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.

COMFORTABLE ENVIRONMENT - we will provide a physically and emotionally comfortable environment for each other to meet in. We realize that it is important to feel safe and be respectful of and to each other.

Signed by: _____ (mentor) & _____ (mentee) Date: _____

_____ (mentor) & _____ (mentee) working relationship:

G

Available: _____ or _____ may stop in to either person's room as needed. There will also be planned times for meeting together.

R

Atmosphere: We will respect each other's time and space. We will accommodate each other's comfort zone as to when and where to meet.

O

U

Tone: We will be aware that we are each human and that our job at times can be stressful. We will be serious in our approach to working together remembering that a good laugh is often the shortest distance to achieving a healthy working relationship.

N

D

Promptness: We will both respect the value of each other's time by being prompt at our set meeting times and to keep the meeting concise. If we are unable to keep the set meeting time we will notify the other as soon as possible.

R

Confidentiality: We agree to keep our discussions confidential. A successful relationship can only be built with honesty and trust at the heart of it.

U

Other:

L

E

Signature: _____ & _____
(mentor) (mentee)

S

Date: _____

Mentor/Mentee Checklist

Mentor	Grade Level/Subject Area
Teacher	Grade Level/Subject Area
School	School Year

Orientation

- Attend new teacher orientation
- Establish/log meeting times with the new teacher
- Provide information about the community possibly via the Chamber of Commerce
- Introduce technology systems, trainers, resources
- Familiarize mentee with district & building calendars (Google)
- Review 10 Wisconsin Standards Teacher Development & Licensure
- Review all applicable handbooks & emergency procedures
- Update Google calendar to contain applicable professional appointments

Building

- Introduce teacher to staff
- Discuss telephone procedures
- Demonstrate use of building equipment
- Show how to obtain classroom supplies
- Create Web presence per building expectations
- Obtain textbooks, manuals, & curriculum guides
- Show where cumulative files are kept and how to access them
- Give a tour of the building, parking areas, confirm entry card & keys
- Discuss office procedures
- Discuss school lunchtime routine
- Discuss supervisory duties/procedures

Classroom

- Assist with room preparations
- Review effective teaching methods of a lesson
- Review Response to Instruction/Intervention Universal Screeners
- Assist with planning for the first week of school
- Review schedule, expectations & activities for the first day with students
- Explain Back to School Night and Open House procedures
- Share organizational systems for grades, homework, parent communications, etc.
- Review daily tasks of attendance, lunch count, recess, etc.
- Review student information provided in Skyward & the Student Information Management System (SIMS)
- Discuss the organization of parent volunteers in the classroom

Mentor/Mentee Checklist

Task	Notes	Date
Orientation		
New teacher orientation		
Establish meeting times		
Community information		
Technology systems, etc.		
Building calendars		
Google personal calendar		
Handbooks and emergency procedures		
10 Wisconsin Standards		
Building		
Introduction to staff		
Telephone procedures		

Use of building equipment		
Classroom supplies		
Textbooks, manuals, etc.		
Cumulative files		
Tour		
Office procedures		
Lunchtime routine		
Supervisory duties		
Classroom		
Room preparation		
Review teaching methods		
First day		

First week		
BTSN, Open house		
Organizational systems		
Daily tasks		
Skyward, SIMS		
Parent volunteers		
Classroom schedule		
Special schedules		

September

Mentor and new teachers may need more than one meeting this month.

- Discuss the importance of student behavior documentation, (i.e. date, behaviors, actions taken, personnel contacted)
- Discuss budget procedures & review budget selections
- Assist in developing & implementing classroom management strategies
- Discuss the referral process & documentation for Title I options
- Discuss the importance of documenting each student's portfolio record/SIMS
- Discuss student assessment & progress reports
- Explain the importance of accurate recordkeeping (grade book, attendance)
- Discuss procedures for new students who enroll/withdraw after the school year has begun
- Explain curriculum, access to the curriculum guides & importance to lesson planning
- Prepare new teacher for principal observation/evaluation
- Acquaint the new teacher with Special Education referral processes & pertinent forms (I.e. the Individualized Education Program - IEP)
- Encourage mentee to continue reflecting on his/her teaching experience
- Acquaint new teachers with RtI (Response to Instruction/Intervention) teams
- Review services offered/referral procedures for school guidance counselors & psychologist
- Acquaint new teachers with cumulative folders, test results, permanent records, confidential files & medical alerts
- Discuss policy for homework, make-up work & late work
- Discuss grading philosophy (what, when, how, why) & review recording/weighting data
- Discuss supplementary tools, materials, resources, media center & specialists, etc.
- Share lesson plans & other related schedules/activities (i.e. field trip procedures)
- Help establish a Substitute Teacher Folder

What Went Well:

Areas to Work on:

September

TASK	NOTES	DATE
Student behavior documentation		
Develop/implement classroom management strategies		
Rtl (Response to Instruction/Intervention) teams		
Special Ed. referral processes, IEP		
Title I referral process		
Guidance/psychologist services, referral procedures		
Documenting student assessments		
Cumulative folders, test results, permanent records, medical alerts, legal flags, etc.		
Homework policies, makeup/late work		
Recordkeeping, grade book, attendance		

Grading philosophy, weighting data		
Refine computerized grading systems		
Help prioritize workload		
Positive parent contacts		
Supplementary books, resources, media center, etc.		
Access to curriculum guides, lesson planning		
Share plans, related schedules/activities, field trip procedures		
Aid with lesson planning		
Substitute teacher folder		
Procedures for mid-year enroll/withdraw students		
Prep for principal evaluation/observation, forms		

October

- Address concerns of classroom management & discipline
- Review organizational & recordkeeping skills
- Discuss procedures for parent-teacher conferences before scheduled dates
- Assist the new teacher through the first report cards
- Discuss snapshot observation, if one occurred
- Share information & processes for professional development opportunities
- Discuss standardized exam policies & share sample tests in appropriate grade level
- Complete new teacher observation & offer feedback
- Review items from the beginning of the mentoring process
- Discuss grading philosophy (what, when, how, why) & review recording/weighing data

What Went Well:

Areas to Work on:

October

TASK	NOTES	DATE
Classroom management concerns		
Organizational/recordkeeping skills		
Parent-teacher conferences prior to scheduled dates		
First report card		
Standardized exam policies, sample tests		
Observation/feedback		
Information process for professional development opportunities		

November

Share success stories & celebrate!

- Advise new teacher of special events, delayed opening & snow day procedures
- Discuss end of semester procedures
- Plan for mid-year Universal Screeners
- Discuss assessment techniques & recordkeeping skills
- Reflect on areas for growth
- Discuss staff-program change procedures for the upcoming school year

What Went Well:

Areas to Work on:

November

TASK	NOTES	DATE
Special events, delayed opening, snow days		
End of semester procedures		
Retention procedures		
Assessment techniques, recordkeeping skills		
Reflect on areas for growth		
Staff/program change procedures for the upcoming year		
Prep for principal evaluation/observation, forms		
Information process for professional development opportunities		

December

- Discuss different learning styles
- Check-in on classroom management & discipline procedures
- Complete new teacher observation & provide feedback
- Arrange for the new teacher to observe one of your best lessons
- Discuss “snapshot observation” by a new teacher, if one occurred
- Discuss new teacher probationary policy

What Went Well:

Areas to Work on:

December

TASK	NOTES	DATE
Learning styles		
Classroom management, discipline		
Observation & feedback		
Plan mid-year target assessment		
Discuss probationary policy for new teachers		
New teacher to observe mentor		

January

- Complete new teacher observation & provide feedback
- Discuss budget procedures & review budget selections
- Discuss summer school teaching opportunities
- Encourage mentee to continue reflecting on his/her teaching experience

What Went Well:

Areas to Work on:

January

TASK	NOTES	DATE
Observation Feedback		
Budget Procedures		
Encourage Reflecting/Journaling		
Summer School Teaching Opportunities		

February

- Encourage trying new things
- Update Google calendar with new 2nd semester appointments
- Plan for February Data Retreat
- Review policies & issues that relate to retention, failure of students & Summer School options
- Encourage the new teacher to contact parents in preparation for parent/teacher conferences
- Encourage participation in staff/program changes, if applicable

What Went Well:

Areas to Work on:

February

TASK	NOTES	DATE
Encourage new things		
Review retention issues, summer school options, etc.		
Update Google calendar		
Encourage parent contact in preparation for conferences		
Encourage participation in staff/program changes, if applicable		

March

- Complete new teacher observation and provide feedback
- Give suggestions for keeping momentum & interest at the end of the year for students & teachers
- Review procedure for field trips, in necessary
- Discuss Summer School enrollment procedures
- Review proper procedure for signing contract and following deadlines

What Went Well:

Areas to Work on:

March

TASK	NOTES	DATE
Observation Feedback		
Field trip procedures		
Summer school enrollment procedures		
Suggestions for keeping momentum & student interest		
Contract signing procedures		

April

- Plan for end-of-year Universal Screeners
- Plan for May Data Retreat
- Classroom Inventories
- Teacher Check-out Procedures
- Discuss specific student clustering or transitioning needs for next year
- Discuss transfer and retention procedures for specific students

What Went Well:

Areas to Work on:

April

TASK	NOTES	DATE
Plan end-of-year Universal Screeners, Data Retreat		
Transfer/retention procedures for specific students		
Student clustering/needs for next year		
Classroom Inventories		
Teacher Check-out Procedure		

May

- Review plans for end-of-year student activities
- Discuss specific student clustering or needs for next year
- Give suggestions for keeping momentum & interest at the end of the year for students & teacher
- Encourage the new teacher to write thank-you notes to parents/staff who helped make this year successful

What Went Well:

Areas to Work on:

May

TASK	NOTES	DATE
End-of year student activities		
Suggestions for keeping momentum & interest		
Student clustering needs for next year		
Encourage thank-you notes to parents/staff		

June

- Discuss end-of-year checkout procedures
- Ask for feedback on the mentor program & record data to be shared
- Assist with final grading procedures

What Went Well:

Areas to Work on:

June

TASK	NOTES	DATE
End-of-year checkout		
Final grading procedures		
Mentor program feedback & record data to be shared		

Mentor program input

WHAT went well this year?

ANY suggestions for improvements or change?

PRE-CONFERENCE OBJECTIVES

Information obtained during a pre-conference will guide the observation. The new teacher will describe the purpose and intent of the instruction to be observed.

The objectives for a pre-conference may be to:

1. Build rapport and trust.
2. Determine what the educator intends for the lesson.
3. Discuss the mentor's objectives for the observation
4. Review the Visitation Form.
5. Identify specific areas of instruction to be observed.
6. Provide feedback regarding the intended lesson plan.

PRE-CONFERENCE QUESTIONS

The following questions will provide a framework for a pre-conference discussion.

- What are your instructional objectives for this lesson?
- What curriculum outcomes are identified?
- What type(s) of assessment is needed for this lesson?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the instructional objectives are accomplished?
- What are your expected student behaviors?
- How will you assure that student behavior meets intended expectations?
- How will you differentiate instruction to meet the needs of all learners?

Mentor/Mentee Observation Sheet

Date:

Class:

Teacher:

Observer:

Pre-Observation: What am I looking for? (Mentor)

Observation Notes (Mentor)

Action Plan: (Mentor)

Observation

Date: _____

Class being observed: _____

Teacher: _____

Observer: _____

Teacher Standard: #1 – The teacher understands the central concepts, tools of inquiry, and structures of the discipline he/she teaches and creates learning experiences that make these aspects **of subject matter** meaningful for pupils.

Pre-Observation – What am I looking for? (Mentor and New Teacher)	Observation Notes (Mentor and New Teacher)	Action Plan – (New Teacher)

POST-CONFERENCE OBJECTIVES

A post-conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for a post-conference are to:

1. Build rapport and trust.
2. Provide recall of what happened during the observation.
3. Provide collaborative analysis and problem-solving strategies.
4. Provide for the continuation of effective teaching behavior through coaching.
5. Support commitment to continued growth and change.
6. Develop the teacher's skills in self-analysis.

POST-CONFERENCE QUESTIONS

The following questions will provide a framework for post-conference discussion:

- How did the lesson go?
- What did you feel were some of the more effective parts of the lesson?
- Did you achieve the objective you had planned?
- What did you feel did not go as you had intended?
- If you were to teach the same lesson tomorrow, what would you change or do differently?
- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?





School District of Manawa
Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Danni Brauer
cc: Dr. Melanie Oppor
Date: 7/29/21
Re: Special Education/Health Paraprofessional Job Description

Recommendation

I recommend creating a hybrid Special Education/Health Paraprofessional position that will meet two needs at Manawa Elementary School. This position would be a part-time, school year position working 28.75 hours per week.

Rationale

With updated office procedures and increased health training for teachers, there has been a decrease in the need for a Health Paraprofessional in the MES office. The position is needed at the start of the day (7:30-8:30) when the office is busy and students receive medication, and over the lunch period for 2 hours per day.

The retirement of a Special Education Paraprofessional is giving us an opportunity to use attrition to reduce the number of hours needed for the position. The reduction in hours is a result of students with significant needs moving out of the district over the past year. I am proposing to use the remaining 3.75 hours per day to cover special education needs.

This hybrid position meets building needs and ensures that staff is utilized in areas of most need.

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**Little Wolf High School
Manawa Middle School**

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Manawa Elementary

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

ManawaSchools.org



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SCHOOL DISTRICT OF MANAWA
CLERICAL SUPPORT JOB DESCRIPTION
MES Health/Special Education Paraprofessional

Job Description- To assist the elementary office in answering the phone and taking messages, assisting in general office procedures, and assisting special education teachers with ensuring that all students learn optimally.

The Health/Special Education Paraprofessional is to assist special education teachers with ensuring that all students learn optimally and to care for student health injuries and/or illnesses in an expedient and safe manner. Special Education Paraprofessional duties include working with students and teachers to assist students in learning at high levels and in acquiring life skills. The Health Paraprofessional duties include working with students, parents, and school medical personnel for the control and prevention of disease and for the development of optimum health of each student at the beginning of the day and over lunch/recess time.

QUALIFICATIONS:

- High School Diploma or equivalent is required
- DPI Special Education Program Aide License
- Highly Qualified Paraprofessional Training or equivalent
- Nonviolent Crisis Intervention Training Certificate
- Current CPR certification is required Red Cross First Aid required
- Computer experience with word processing, data entry, and databases preferred
- Above-average human relations skills
- Good oral and written communication skills
- Positive communication skills
- Confidentiality
- Ability to react quickly, calmly, and decisively in a crisis
- Ability to read and interpret a variety of documents
- Ability to learn and/or operate office equipment
- Experience or training in school health or a healthcare setting is preferred
- Experience with working with students with disabilities is preferred

REPORTS TO: Building Principal, District School Nurse

Special Education Paraprofessional Major Tasks and Responsibilities:

- Provide academic and behavioral support for students with disabilities in both special education and general education settings
- Work with individuals or small groups
- Assist with behavior modification as assigned by teacher
- Lift, move, and operate adaptive equipment
- Assist students with personal care tasks, including but not limited to, lavatory, clothing, hygiene, diapering, toileting, and wash-up routines
- Escort students as assigned by teacher or administrator
- Assist students with mobility needs such as lifting and positioning students, lifting in and out of wheelchairs; loading and unloading on the bus; transporting students around the school and on field trips

- Monitor students during assigned periods within a variety of school environments for the purpose of maintaining a safe and positive learning environment
- Provide programmed practice activities and repetitions as developed by teacher, therapist or pathologist
- Report student concerns directly and promptly to teacher and assists with student resolution
- Maintain various records and files
- Adhere to all expectations described in the Support Staff Handbook.
- Comply with district policies, operating procedures, and school requirements.
- Keep such records as are required by Board regulations, principals, and the District Administrator.
- Attend all meetings called by the principal and the District Administrator, including in-service training meetings scheduled by the District Administrator and special meetings called by principals.
- Perform other duties as may be assigned by the principal.

Health Paraprofessional Major Tasks and Responsibilities:

- Maintain confidentiality in health matters.
- Assist school nursing personnel by performing routine health-related tasks and clerical services, under the direction of the school nurse, to aid in the health care needs of the students and staff.
- Assist with health screenings.
- Maintain and manage the electronic portion of health and vaccine records.
- Assist with printing out and managing health reports and performing routine first aid procedures on ill or injured children according to established procedures.
- Appropriate operation of all medical equipment as required.
- React to change productively.
- Channels requests for health-related information and nursing services to the school nurse.
- Completes “Health Office Visit” form to document each student seen in the Health Office including their chief complaint, treatment, and outcome for each student.
- Assists school nurse prepare and maintain a cumulative health record for each student.
- Documents results of screening and designated health information.
- Collects and maintains student emergency cards and updates as needed into Skyward.
- Completes student/staff accident reports.
- Handle other tasks and assume other responsibilities within the overall scope of the position assigned.
- Support the value of a healthy and safe school environment.
- Fulfill the role of mandated reporting.
- Attend continuing education classes as needed.
- Assumes responsibility for maintaining a neat and orderly environment.
- Follows district policy regarding the cleaning of cots and equipment.
- Follows district policy regarding infection-control measures.
- Monitors inventory of supplies and notifies school nurse of needed supplies.
- Perform other duties as may be assigned by the Principal.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to have contact with children who are ill. The employee must be capable of performing first aid and CPR. The employee is regularly required to talk or hear and taste or smell. The employee is frequently required to stand; bend; kneel, crawl, sit; walk; run; use hands to finger, handle, or feel objects, tools, or controls; and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee must frequently lift and/or move up to 10 pounds. The employee is occasionally required to lift up to 50 pounds and to perform a 2-person lift over 50 pounds. (Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.)

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

TERMS OF EMPLOYMENT: Salary and benefits are established by the School Board

EVALUATION: Building Principal

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability. Applicants requesting a reasonable accommodation for a disability should contact the District Office by email.



School District of Manawa
Health Services

MEDICAL ADVISORY AGREEMENT

2021-2022 School year

Title: School Medical Advisor

Prerequisites: Licensed to practice medicine in Wisconsin
Expertise in Family Practice and/or Pediatric Care

I, the undersigned, agree to serve as Volunteer Medical Advisor of the School District of Manawa. I understand this agreement is on a consultation basis and does not require direct care.

Responsibilities:

1. Advise administration and School Board regarding medical and mental health issues concerning students on an as needed basis;
2. Promote communication between the school district and primary care physicians, medical specialists and health care facilities regarding treatment plans for students;
3. Serve as consultant in prevention, identification and control of communicable disease(s);
4. Serve as an expert medical witness on the school district's behalf, if it is deemed appropriate to do so;
5. Serve as a subject matter expert to administration regarding policies and procedures on student health, including but not limited to: management of serious physical and emotional problems, communicable disease control, health screenings, environmental hazards, first aid, automated external defibrillator protocols, accident prevention, and emergency care;
6. Provide written standing orders when applicable;
7. Provide consultation to School District of Manawa District nurse as needed, including annual review of Clinical Guidelines for School Nurses (www.schoolnurse.com);
8. Be available for consultation in emergencies.

Signatures:

Physician Name Steve Goeddel MD Date 7/26/21

Physician Signature [Signature] Date 7/26/21

District Administrator _____ Date _____

Alternative Application Open Enrollment - 7/1/2021

*Approved				
Applying for Grade	RESIDENT DISTRICT	Currently Attending	SPEC ED	
9	New London	Home Based	Y	
11	New London	New London	N	
11	Weyauwega-Fremont	Waupaca High School	N	
*Pending BOE Approval				
6	Iola	Black Creek	N	
2	Iola	Black Creek	Y	
Pre K or 4K	New London		N	

* additional apps.
08/05/2021

Informational SY2021 OE In/Alternative Apps.	Current Students
Students PK-12	16
Less Seniors	-3
Total to SY2022	13
New Applications	6
SY2022 OE in Possible	19
Informational SY2021 OE Out/Alt apps	Current Students
Students PK-12	102
Less Seniors	-9
Total to SY2022	93
New Applications	11 + 6
SY2022 OE in Possible	110

6 new alt Apps out for 2021/22



Mr. Dan Wolfgram

Little Wolf High School Principal
Manawa Middle School Principal

School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Dan Wolfgram
Date: 8/5/2021
Re: Recommendation for Elevate K-12 (Spanish) / Instructional Paraprofessional Job Description

The purpose of this memo is to recommend entering into a contractual agreement with Elevate K-12 for the purpose of delivering the Spanish curriculum at the middle school and high school for the 21-22 school year.

The 1.0 Spanish teaching position at LWHS and MMS was posted when the previous Spanish teacher announced her retirement in April 2021. Three separate postings have been attempted. The first round of interviews only produced one viable candidate who accepted an offer with another school district closer to her home. The second round produced one candidate who was unable to reach an agreement with the District. The last posting did not yield any viable candidates.

Options for virtual instruction included Wisconsin Virtual Network (WVN) and Elevate K-12. WVN was rejected as a viable option as students would be expected to learn a foreign language without the presence of a licensed teacher and students would need to work through modules independently.

An instructional paraprofessional will be needed for all class periods that Spanish is being offered to students for the purpose of classroom supervision and assisting the online teacher with student instructional needs. A job description is included in this packet. The rate of pay would be \$13.25 per hour not to exceed 28.75 hours per week.

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ELEVATE K-12

MANAWA SCHOOL DISTRICT

CLASSROOM INSTRUCTION: SPANISH

GRADE(S): MIDDLE SCHOOL/HIGH SCHOOL

PROPOSAL

7/28/21



Tier 1 Live Streaming Online Instruction

School Year 2021-2022

Tier 1	Manawa Middle School	Little Wolf High School
Instructor: Student Ratio	1:30	1:30
Subjects	Spanish	Spanish
Grades	Middle School	High School
Classroom Manager (paraprofessional)	Provided by school, trained and managed by Elevate K-12	Provided by school, trained and managed by Elevate K-12
# of Periods	2 Periods	4 Periods
Cost per Period/Year (45-60 minutes)	\$13,000	\$13,000
# of Years	Fall 2021-Spring 2022 (1 year)	Fall 2021-Spring 2022 (1 year)
Total Budget	\$26,000	\$52,000



Tier 1 Live Streaming Online Instruction

	Scope of Services (Detail)
Description	High Quality Live Streaming Instruction for Tier 1 Classes
Agreement Dates	July 28th, 2021 - June 3rd, 2022
Current Academic Year Dates	September 1st, 2021 - June 3rd, 2022
Weekly Format of Class	5 days per week (1x/month assessment or project based)
Content Area and Grade Levels	Content Areas: High School Spanish, Middle School Spanish
Elevate K-12 Staff Provided	<ul style="list-style-type: none"> ❖ High-quality live, online instructors assigned as Teacher of Record ❖ 1 Academic Performance Manager (APM) is located virtually within each online class ❖ 1 Operations Manager will be assigned for implementation support and program management
Customer Staff Provided	1 Classroom Manager (paraprofessional) for each class period 1 Point of Contact for implementation and operation
Equipment Provided by Customer ("Customer Equipment")	Classroom space, projector, screen, adequate internet access and bandwidth
Equipment Provided by Elevate K-12 ("Elevate Standard Equipment")	Speakers, Microphone, Camera
TOTAL BUDGET AMOUNT	<p style="text-align: center;">\$78,000</p> (Based on equivalent of 6 periods at 45-60 minutes per period for full academic year, and subject to change based on number of periods)



Tier 1 Live Streaming Online Instruction

Program Details

Congratulations! You are on your way to investing in high-quality live streaming online instruction for your students. We are thrilled with the opportunity to partner with true visionaries like you. Elevate K-12 is a unique and powerful program. We have created a live streaming online school within your actual school, designed to help students achieve their true potential and learn the skills and concepts that will support their future educational achievements. Our program closely monitors the progress of every student individually so that we can help increase their understanding, their test scores and support their specific needs.

Manawa School District is investing in a high-quality live streaming online instruction program for a maximum number of students in each class for the specified content area(s). The Elevate K-12 large group class will be delivered online to the students through web (Elevate K-12 online platform) and the students will be in school during the class. The class will be delivered as a full semester program Monday through Friday. The Elevate K-12 class will be a blend of live streaming online instruction and project based learning opportunities.

The Total Budget includes the following for each classroom:

Overall Class Structure:

- The overall class structure will be a mix of
 - Live streaming online instruction delivery
 - Fun live activities

Live Online Instruction Delivery:

- The live online classroom will be delivered via web (Elevate K-12 online platform) in an actual school classroom.
- Each classroom and group will maintain the same dedicated instructor throughout the duration of the class unless a change is requested, or the instructor has an emergency leave.
- Each instructor undergoes rigorous training in the content area and specifically on effective live online instruction.
- The live online instructor will meet the certification requirements as stated by the school. Instructors will either be certified in the state, eligible for certification in the state, or certified in another state.

Quality and Project Management:

- Elevate K-12 will assign one Operations Manager (OM) for the School District Program held at designated School(s).
- District will assign one Classroom Manager (CM) to each classroom.



Tier 1 Live Streaming Online Instruction

- A Virtual Academic Performance Manager (APM) will monitor the performance of the instruction sessions virtually. Elevate K-12 assigns the APM.
- Each school must dedicate one school point of contact for the OM and APM.
- The various managers are dedicated to the program to ensure a strong fidelity of implementation.
- Elevate K-12 will also share periodic reports and information on student progress.

Equipment:

- **Elevate K-12 will provide:** speakers, camera, microphone(s), headsets (optional)
- **School will provide:** large screen, projector.

Progress Monitoring:

- The schools will be able to track student progress.
- The dedicated Elevate K-12 POC will also share periodic information with the school.

Program Information and Implementation:

- Generally it takes 2 weeks total for planning and implementation. Elevate K-12 will need 2 weeks for class and technology set up.
- We would like to complete all installations and pre-assessments as soon as possible. The school must provide all information about the program including:
 - Desired start date
 - Number of sessions or program dates/length
 - Number of students
 - Instructional ratio
 - Content areas
 - Grade levels
 - The technology set up at the school (Schools with no student laptops/desktops cannot use Tier 1)
 - Any hiring special needs, like certification or fingerprinting

Tier 1 Live Streaming Online Instruction

Classes List

HIGH SCHOOL CLASSES (9-12)		MIDDLE SCHOOL CLASSES (6-8)	ELEMENTARY SCHOOL CLASSES (K-5)
Co-ordinate Algebra	Chemistry	Math	Spanish, French (Enrichment)
Foundations of Algebra	Physics	ELA	
Algebra 1&2	Economics	Science	
Geometry	Spanish 1&2	Social Studies	
Calculus	French 1&2	Spanish 1&2	
Support Algebra	American Sign Language 1&2	French 1&2	Math (Grades 4&5)
Support Geometry	US History	American Sign Language 1&2	Coding Enrichment (Grades 3-5)
ELA - 9	US Government/Civics	US History	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Don't see a class you need?</p> <p>We can build it for you!</p> </div>
ELA - 10	World History	US Government/Civics	
ELA - 11	US Geography	World History	
ELA - 12	World Geography	US Geography	
Biology	Earth/Physical Science	World Geography	
Computer Science 1&2 <small>(One semester class)</small>		Computer Science 1&2 <small>(One semester class)</small>	

Payment terms:

Upon signature of Agreement, Customer will issue an Order Form for the Services to be delivered during the Academic Year. Customer agrees to the following payment terms, as reflected by selecting one option below:

- Full invoice for the balance for the current Academic Year prepared and sent in conjunction with the signing of Agreement (2% discount for payment of the total academic year programs within 30 days of invoicing).
- Other options available as per MSA

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For any questions please contact:

Pat McGrath

Email: pat.mcgrath@elevatek12.com

Cell: 847-971-2116

We look forward to partnering with you to serve your students!

MASTER SERVICES AGREEMENT

THIS MASTER SERVICES AGREEMENT (“AGREEMENT”) IS ENTERED INTO AND EFFECTIVE AS OF THE DATE WHEN THE LAST OF THE PARTIES HERETO EXECUTES THIS AGREEMENT (“EFFECTIVE DATE”) IS BY AND BETWEEN **EDBLOX, INC., d/b/a Elevate K-12 (“COMPANY”)** WITH RESPECT TO THE COMPANY'S LIVE STREAM INSTRUCTION SERVICES (COLLECTIVELY THE “SERVICE”) AND THE RELATING DOCUMENTATION AND THE MANAWA SCHOOL DISTRICT (**THE “CUSTOMER” OR “YOU”**). BY SIGNING THIS AGREEMENT, YOU HEREBY AGREE TO THE TERMS OF THIS AGREEMENT AND WARRANT THAT YOU HAVE THE REQUISITE AUTHORITY, POWER AND RIGHT TO FULLY BIND EACH SCHOOL IN THE DISTRICT TO USE THE SERVICE PURSUANT TO THIS AGREEMENT.

1. Certain Definitions.

1.1 “District” is the administrative body that supervises Schools within a specified territory.

1.2 The current “Privacy Policy” of Company is available at www.elevatek12.com/privacy, provided that Company reserves the right to change the Privacy Policy from time to time.

1.3 A “School” is a building or set of buildings that comprise one educational unit (*i.e.*, an elementary school, middle school, junior high school or high school) subject to this Master Services Agreement.

1.4 The “Scope of Work”, attached hereto as Exhibit A, is the document which confirms the specific order details of Customer's purchase of products and services hereunder, including the term, pricing and payment terms and a list of the Schools, if available, authorized under this Agreement to access such products and services. The Scope of Work may be amended from time to time by written agreement of the parties hereto. In no event shall the Scope of Work serve to amend the terms of this Agreement and in the event there is a conflict between this Agreement and the Scope of Work, the terms of this Agreement shall prevail.

1.5 “Service Period Budget ” shall have the meaning specified in the Scope of

Work. "Agreement Term Dates" shall have the meaning specified in the Scope of Work.

1.6 The "Site" shall mean Elevate K-12 <https://www.portalelevate.com/Account/LogOn>.

1.7 "Academic Year" shall mean the first day of instruction provided by Customer to Students through the last date of instruction for the regularly scheduled school year, excluding summer school and any breaks per Customer's school calendar.

1.8 A "Student" is an individual enrolled in a School.

1.9 A "Classroom Coordinator" is a teacher, paraprofessional or other education provider employed by a School or School District in order to help implement and manage the Services within the classroom where students are enrolled.

2. Term and Pricing. The term and pricing details of this Agreement are set forth on the Scope of Work attached hereto as Exhibit A.

3. License Grants and Restrictions.

3.1 Grant and Privacy Restrictions.

3.1.1 Company grants to Customer a nonexclusive, non transferable, limited right and license to use the Service accessible at the Site at all Schools listed in the School list set forth in the Scope of Work ("Authorized Schools"), subject to all of the terms and conditions of this Master Services Agreement. Unless a particular right is expressly granted herein, it is expressly excluded in this license. The Service may only be accessed by the Authorized Schools and Number of Authorized Students as set forth on the Scope of Work and, for purposes of clarity, once a Student is licensed to access the Service ("Licensed Student"), such license cannot be transferred to or used by any other Student or other third party during the then-current school year. The foregoing license is specific to such Authorized Schools and Number of Authorized

Students and is not a grant for concurrent use of the Service.

3.1.2 All information provided to Company or through the Service by individual users of the Service is subject to the Company Privacy Policy. Company's use of user information shall be limited to the uses provided under the Privacy Policy.

3.2 Ownership and Proprietary Rights.

3.2.1 Customer acknowledges that the Service and the Site and all intellectual property rights associated therewith are proprietary to Company and its partners, parents, subsidiaries, agents, affiliates and/or licensors (together, hereinafter "Affiliated Parties").

3.2.2 Customer will not obscure or remove any proprietary-rights notices of Company or its licensors contained in the Service and the Site. Customer may not and shall not permit any other party to sublicense, lease, rent, download, reproduce, modify, display, distribute, create a derivative work of or otherwise use the Service or the Site except as expressly provided in this Agreement. Customer may not attempt (or authorize, encourage or support attempts by others) to reverse-engineer or derive source code from the Service and the Site or otherwise alter or interfere with the Service and the Site.

4. **Login Codes.** A unique user name and password ("Login Code") is required for access to the Service for each Student and Classroom Coordinator. Company will provide Customer with a Classroom Coordinator Login Code during implementation. Customer will be responsible for providing information to the Company in order for the Company to create separate Student Login Codes up to the number of authorized student licenses as determined during the implementation phase of Service. Customer is responsible for securing all Login Codes and for the use of the Login Codes, passwords and account(s). Customer shall not allow unauthorized persons to use the Login Codes and shall promptly notify Company of any unauthorized use or attempts thereof. Notwithstanding anything to the contrary, Customer shall be solely responsible for any authorized or unauthorized use of any log-in code, username,

password, and access to Customer's account by any person and shall be solely responsible for what information is included with respect to any student and for compliance with all laws with respect thereto. Customer agrees to bear all responsibility for the confidentiality of its passwords and all use, purchases, or charges incurred from use of the Service or Site with its password. Customer is responsible for maintaining the confidentiality of its account and password and for restricting access to School's computers, and Customer agrees to accept responsibility for all activities that occur under its account or password. Company reserves the right to refuse service, terminate accounts, remove or edit content, or cancel orders in its sole discretion.

5. **Training and Support.** Training and support services, if any, will be provided as described in the Scope of Work.

6. **Payment Terms.** Fees; Payment Terms; Collection Fees:

The Customer will be invoiced, using the form or one substantially similar attached hereto as Exhibit C ("Invoice") based on the number of Class Periods (as defined in the Scope of Work) and the price per Class Period. Upon signature of Agreement, Customer shall issue an order form in the form similar to attached hereto as Exhibit B ("Order Form") for the Services to be delivered during the first Academic Year. In subsequent years, Customer shall issue an Order Form at least 60 days prior to the first day of instruction for the upcoming Academic Year. The annual invoicing is subject to the minimum allotment of Class Periods Company is securing for the Customer per this Agreement. For each Academic Year during the term of this Agreement, the Customer will be invoiced and is responsible for the fees based on the Scope of Work. Company will not need to obtain another agreement from the Customer to proceed with the Services. Company shall invoice the Customer in accordance with the Billing Terms detailed in this Agreement in the Customer Billing section and mutually agreed to under this Agreement. The Customer shall make payment to Company in accordance with the terms selected in the Billing Terms section of Agreement. Prices set forth in the Agreement do not include sales tax. Sales tax, if applicable, will be included in the invoice sent by Company to Customer, unless Customer provides

evidence of tax exemption. Time is of the essence for all payments under this Agreement, and in the event any overdue payment is sent by Company to a collection agency or an attorney for collection in accordance with Company's standard collection procedures, Customer agrees to pay all costs of collection, including without limitation all court costs and reasonable attorneys' fees. The Customer shall maintain such books and records as are necessary to substantiate amounts paid to Company pursuant to this Agreement, which shall be made available to Company for examination on request. It is Company's policy to not carry credits forward from one academic year to another for unused classes. It is also Company's policy to not provide refunds for unused classes.

7. **Customer Responsibilities.** The Customer will provide a point of contact "School Point of Contact" for the Services. In addition, the Customer shall, for each Class Period, provide a Classroom Coordinator who will be on site in each Class. Each Classroom Coordinator will be provided training by Company. In addition, Company can request (and the Customer shall promptly comply with such request) that any Classroom Coordinator be replaced for non-performance or failing to perform in accordance with Company's training or standards, as determined by Company in its reasonable discretion.

8. **Additional Customer Responsibilities**

8.1 Online Practices. Customer shall ensure that its Students and Classroom Coordinators will not (a) upload, post, transmit, display or otherwise make available to other subscribers any messages, content or materials that (i) are vulgar, hateful, fraudulent, threatening, harassing, illegal, obscene, threatening, defamatory or invasive of privacy, (ii) violate (intentionally or unintentionally) a contractual, fiduciary or confidentiality obligation or duty any such person or Customer may have to any third party, (iii) infringe any intellectual property or violate other proprietary rights, or (iv) harms minors in any way; (b) upload, post, transmit, display or otherwise make available any unsolicited bulk e-mail, political campaigning, commercial solicitation, chain letters, pyramid schemes, mass mailings or any form of spam; upload, post,

transmit, display or otherwise make available material that comprises or contains software viruses or other computer code designed to interfere with the functionality of any computer Service, software or hardware; (c) interfere with or disrupt the Service or the Site, or any networks or servers connected to or by the Service or the Site; (d) intentionally or unintentionally violate any applicable local, state, national or international law, (e) impersonate any person or entity or falsely state or misrepresent such person's affiliation with any person; (e) violate any law or regulation; or (f) collect or store personal data about any third party. In addition, Customer and its Classroom Coordinators and Students may not use a false e-mail address, impersonate any person or entity or otherwise mislead as to the origin of a message or content. Customer understands and agrees that any loss or damage of any kind that occurs as a result of the use of any messages, content or material that Customer or its Schools, Classroom Coordinators and Students upload, post, transmit, display or otherwise make available through the use of the Service is solely Customer's responsibility. Customer shall be responsible for any and all breaches of this Agreement by a Student or Classroom Coordinator.

8.2 Links. The Service or the Site may present links to third-party Web sites. These links are provided only as a convenience to Customer. Company is not responsible for the availability of these outside sites or their contents. Customer should direct any concerns regarding these third-party sites to the applicable site administrator.

8.3 Equipment. Customer shall be solely responsible for providing, maintaining and compatibility with the Site and the Service, including all hardware, software, electrical and other requirements for Customer's use of the Service or Site, including without limitation, telecommunication equipment, internet access, web browsers or other equipment, programs that are required to access and use the Service and the Site. Customer is responsible for ensuring their equipment meets the minimum system requirements of the Site and Service. Company does not guarantee or warrant compatibility between the Site and Service and customer's equipment.

9. **Privacy, FERPA, and Compliance with Law.** Company receives and handles personally identifiable information ("PII") as a "school official" under the United States Family Education Rights and Privacy Act, 20 U.S.C. 1232g, 34 CFR Part 99 ("FERPA") for

the purpose of delivering the Services as contemplated by this Agreement.

PII obtained will be used solely for the purposes of performing Services under this Agreement, and will not be disclosed to third parties except as required to provide Services to Customer contemplated in this Agreement, or otherwise as expressly permitted by FERPA and other applicable laws.

It is Customer's responsibility to respond to requests for education records received by Company from third parties.

Customer represents and warrants that it is in compliance with applicable information and on-line protection laws, including, but not limited to, COPPA and FERPA. To the extent that PII as to any Student under the age of thirteen (13) is provided to Company, Customer represents and warrants that it has obtained all requisite consents and authorizations or otherwise has the authority to provide such information to Company. To the extent that any information covered by FERPA is being made available to Company or to any third party (including other Students), Customer represents and warrants that it has given all applicable notices and has received all applicable consents and has not received any effective objections thereto.

10. **Information Security.** Company maintains and enforces commercially reasonable practices, including administrative, technical, and physical safeguards to reasonably protect the confidentiality, availability, and integrity of Customer and end user data in alignment with requirements of applicable laws and regulations, including the FERPA. This includes, but is not limited to, encryption of data in transit when submitted across the Internet, access controls, firewalls and user authentication protocols. The Internet, however, is not entirely secured, and Company will not be responsible for security incidents not reasonably within its control.

If required by applicable laws, Company will promptly report to Customer any unauthorized access to Customer Data and, in the event that further notification is required by law, will support Customer notification to its end users.

All of Servers used by Company supporting the Services are secure and located within

the United States.

11. **Confidentiality.** Each party may disclose to the other certain non-public information or materials relating to a party's products, intellectual property, business, marketing programs and efforts, personally identifiable information of the party's personnel, end users, students and customers, and other confidential information and trade secrets ("Confidential Information"). Confidential Information does not include information that: (a) is or becomes publicly available through no breach by the receiving party of this Agreement; (b) was previously known to the receiving party prior to the date of disclosure, as evidenced by contemporaneous written records; (c) was acquired from a third party without any breach of any obligation of confidentiality; (d) was independently developed by a party hereto without reference to Confidential Information of the other party; or (e) is required to be disclosed pursuant to a subpoena or other similar order of any court or government agency, provided, however, that the party receiving such subpoena or order shall, when legally permissible, promptly inform the other party in writing and provide a copy thereof, and shall only disclose that Confidential Information necessary to comply with such subpoena or order. Except as expressly provided herein, the receiving party will not use or disclose any Confidential Information of the disclosing party without the disclosing party's prior written consent, except disclosure to and subsequent uses by the receiving party's employees or consultants on a need-to-know basis, provided that such employees or consultants have executed written agreements restricting use or disclosure of such Confidential Information that are at least as restrictive as the receiving party's obligations under this Section. The receiving party agrees to use at least the same care and precaution in protecting such Confidential Information as the receiving party uses to protect the receiving party's own Confidential Information, and in no event less than reasonable care. Each party acknowledges that due to the unique nature of the other party's Confidential Information, the disclosing party may not have an adequate remedy solely in money or damages in the event of any unauthorized use or disclosure of its Confidential Information. In addition to any other remedies that may be available in law, in equity or otherwise, the disclosing party shall be entitled to seek injunctive relief to prevent such unauthorized use or disclosure.

12. **Software Availability.** The hosted elements of the Services will be available for remote access 99.5% of the time each calendar month of the Term, excluding Excused Outages (as defined below) ("Availability"). Company will attempt to schedule any planned maintenance or upgrades at times when usage of the Services is typically low, and will attempt to communicate any outages associated with planned maintenance or upgrades to its customers in advance via email or through notifications within the Services. Downtime as a result of any causes beyond the control of Company or that are not reasonably foreseeable by Company, including, without limitation, any of the causes noted below, are excluded from the Availability calculations (collectively, "Excused Outages"):

- a. Customer environment issues affecting connectivity or interfering with the Services, including without limitation, Customer's telecommunications connection or any other Customer software or equipment, Customer's firewall software, hardware or security settings, Customer's configuration of anti-virus software or anti-spyware or malware software, or operator error of Customer;
- b. Any third party software, hardware, or telecommunication failures, including Internet slow-downs or failures;
 - i. Force majeure events including, without limitation fire, flood, earthquake, elements of nature or acts of God; third party labor disruptions, acts of war, terrorism, riots, civil disorders, rebellions or revolutions; quarantines, embargoes and other similar governmental action; catastrophic or unusual internet delays, denial of services attacks, or other hacking activities; or any other similar cause beyond the reasonable control of Company;
 - ii. Issues related to third party domain name system (DNS) errors or failures; and
 - iii. Emergency maintenance of the Services, for which Customer may not receive advanced notice.

In the event Company fails to achieve the Availability requirement, Company will use commercially reasonable efforts to correct the interruption as promptly as practicable.

13. **Non-Solicitation of Company Employees.** Customer agrees that during the term of this Agreement and for one year following the termination date of this Agreement, it will not recruit, solicit for employment, or employ, or help any other third party to recruit, solicit for employment or employ, any Company employee or contractor provided by Company to deliver services to Customer under this Services Agreement or with whom Customer had contact in connection with such services, including without limitation an online Company Instructor, School Manager or local office employee. In the event the Customer violates the foregoing prohibition, it will pay immediately upon written demand by Company, a fee in the amount of Ten Thousand Dollars (\$10,000.00) (the "Hiring Fee"). The parties intend that the Hiring Fee constitutes compensation, not a penalty. The parties acknowledge and agree that Company harm caused by Customer's breach of the foregoing prohibition would be impossible or very difficult to actually estimate and that the Hiring Fee is a reasonable estimate of the anticipated or actual harm that might arise from such a breach. The Customer's payment of the Hiring Fee is the Customer's sole liability and entire obligation and Company's exclusive remedy for any Customer breach of this section. All Hiring Fees shall be invoiced immediately and payable upon receipt.

14. **LIMITED WARRANTY, LIABILITY AND DAMAGES; INDEMNITY**

14.1 Warranty Disclaimer.

THE SERVICE IS PROVIDED "AS IS" AND WITHOUT WARRANTY BY COMPANY AND, TO THE MAXIMUM EXTENT ALLOWED BY APPLICABLE LAW, COMPANY AND ITS AFFILIATED PARTIES EXPRESSLY DISCLAIM ALL OTHER WARRANTIES, EXPRESS AND IMPLIED, INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY, NON INFRINGEMENT, TITLE AND FITNESS FOR A PARTICULAR PURPOSE. Specifically, Company

makes no warranty that the Service or the Site will meet Customer's requirements or that access to the same will be uninterrupted or error-free. You acknowledge and agree that Company and its vendors and licensors do not operate or control the internet and that: (I) viruses, worms, Trojan horses, or other undesirable data or software; or (II) unauthorized users (e.g. hackers) may attempt to obtain access to and damage the content, websites, computers, or networks. Company will not be responsible for those activities.

14.2 LIMITED LIABILITY. NEITHER COMPANY NOR ITS AFFILIATED PARTIES WILL BE LIABLE TO CUSTOMER OR ANY THIRD PARTY FOR (a) ANY UNAUTHORIZED USE OF THE SERVICE OR THE SITE OR USE FOR PURPOSES NOT INTENDED UNDER THIS AGREEMENT, OR (b) ANY LIABILITY OR DAMAGE CAUSED OR INITIATED BY THIRD PARTIES AND AFFECTING CUSTOMER'S COMPUTERS, COMMUNICATION FACILITIES, SOFTWARE, DATA OR SERVICES THAT MAY RESULT FROM USE OR ACCESS OF THE SERVICE OR THE SITE.

14.3 LIMITED DAMAGES AND REMEDIES. NEITHER COMPANY OR ITS AFFILIATED PARTIES SHALL BE LIABLE TO CUSTOMER OR ANY SCHOOL FOR ANY CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES (INCLUDING DAMAGES FOR LOSS OF BUSINESS PROFITS, BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION AND THE LIKE) ARISING OUT OF THE USE OF OR THE INABILITY TO USE THE SERVICE OR THE SITE. Because some jurisdictions do not allow the exclusion or limitation of liability for consequential or incidental damages, the above limitation may not apply to Customer. NOTWITHSTANDING ANYTHING IN THIS MASTER SERVICES AGREEMENT TO THE CONTRARY, IN NO EVENT SHALL COMPANY OR ITS AFFILIATED PARTIES BE LIABLE FOR DAMAGES OR MONETARY REMEDIES OF ANY KIND IN THE AGGREGATE UNDER THIS MASTER SERVICES AGREEMENT THAT EXCEED THE LICENSE FEE PAID BY CUSTOMER IN THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE CLAIM OR CLAIMS GIVING RISE TO THE LIABILITY.

14.4 Indemnity. Customer agrees to indemnify and defend Company and its agents, employees, representatives, licensors, affiliates, corporate parents and subsidiaries from and against any and all claims, losses, demands, causes of action and judgments (including attorneys' fees and court costs) of third parties (collectively

"Claims") arising, directly or indirectly, from or concerning any breach or alleged breach of this Agreement by Customer and to reimburse Company on demand for any losses, costs or expenses it incurs as a result of any such Claims.

15. TERMINATION

15.1 Term. This Agreement shall commence on the Effective Date hereof. The Service Period for individual Districts and Schools set forth in the Scope of Work are separate from the term of this Agreement; provided, however, that if this Agreement terminates for any reason, all Service to all Schools shall terminate at that time as well.

15.2 Termination. Company reserves the right at any time to discontinue, temporarily or permanently, the Service or any part thereof or terminate any user's access to the Service or any part thereof. Company may also modify, delete or adapt the Service at any time without any notice or obligation to the user at Company's sole discretion. You agree that Company will not be liable to you or any third party for any modification, suspension, or discontinuation of the Service, or any part thereof. Upon termination for any reason, you must cease all access to the Service.

This Agreement will terminate (a) on the thirtieth (30th) day after either party gives the other written notice of a breach by the other of any material term or condition of this Agreement, unless the breach is cured before that day; or (b) upon written notice by either party, immediately, if (i) a receiver is appointed for the other party or its property; (ii) if the other party becomes insolvent or unable to pay its debts as they mature in the ordinary course of business or makes a general assignment for the benefit of its creditors; or (iii) if any proceedings (whether voluntary or involuntary) are commenced against the other party under any bankruptcy or similar law and such proceedings are not vacated or set aside within sixty (60) days from the date of commencement thereof.

15.3 Effect of Termination. Immediately upon expiration or termination of this Agreement, Customer will cease using the Site and Service and cause all Schools listed in the Scope of Work to cease using the Service and Site (any copies of which shall be

returned to Company). Termination does not entitle Customer to any refund or reduction of Service Period Fees already paid by or due from Customer. If Company terminates this Agreement due to an uncured material breach by Customer, in addition to any and all rights and remedies available to Company, Customer shall be obligated to pay Company the full Service Period Fees for the then current term. If Customer terminates this Agreement due to an uncured material breach by Company, Customer shall only be obligated to pay Company for use of the Service and the Site up to and including the date of termination. Customer understands and agrees that if Customer requests a pro-rata refund as a remedy hereunder, then such request will be an election of remedies and the sole remedy available to Customer with respect to any dispute with Company.

16. MISCELLANEOUS

16.1 General Terms. Company may use and disclose to third parties Customer's name and logo, and if Customer is a District, the names of any affiliated Schools as part of a list of Company customers or references. This Agreement and any rights and responsibilities hereunder may not be assigned or delegated by Customer, including by action of law, without the express written consent of Company. Any assignment or delegation in violation of this Section will be void and of no effect. Waiver of any breach under this Agreement does not waive future compliance with that provision, which remains in effect. If any part of this Master Services Agreement is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

This Agreement and any other terms or documents referred to herein represent Customer's entire agreement with Company with respect to its use of the Service and the Site. The provisions of this Agreement may not be amended or waived except by a writing signed by all parties to this Agreement that references this Agreement.

16.2 Remedies and Reserved Rights. Company reserves the right at any time and

from time to time to modify, temporarily suspend and limit access to the Service or the Site (or any part thereof) with or without notice to Customer for maintenance or security or other reasons. Customer agrees that Company shall not be liable to it or to any third party for any modification, suspension or limitation of the Service or the Site. Company also reserves the right at any time and from time to time to modify or terminate any of the content or curriculum of the Service or the Site. If Company discovers any unauthorized access or use of the Service and/or Site, then Company shall have the following remedies in addition to any and all other remedies that may be available to Company: (a) if such unauthorized use may cause injury or physical damage to Company's computers, data or electronic files, the Site, the Service or a third party, then Company has the reasonable right to suspend all or part of the Service or the Site access of Customer immediately without prior notice to protect itself or third parties, and Company shall promptly notify Customer of the suspension and work together with Customer to cure the problem; and (b) if such unauthorized access or use would cause any other type of injury or damage to Company or a third party, then Company shall give Customer notice of the problem and no less than three (3) business days to cure the problem, and thereafter if the problem remains uncured Company has the right to suspend all or part of the Service or Customer's Site until the problem is cured; and (c) terminate this Agreement immediately.

16.3 Disputes. THIS AGREEMENT SHALL BE GOVERNED AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF ILLINOIS APPLICABLE TO CONTRACTS MADE AND FULLY PERFORMED THEREIN, AND THE STATE AND FEDERAL COURTS LOCATED IN COOK COUNTY SHALL HAVE EXCLUSIVE JURISDICTION OF ALL SUITS AND PROCEEDINGS ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT. BOTH PARTIES HEREBY SUBMIT TO THE JURISDICTION OF SAID COURTS FOR PURPOSES OF ANY SUCH SUIT OR PROCEEDING. Any delay in or failure of performance by Company under this Agreement will not be considered a breach and will be excused to the extent caused by any occurrence beyond the reasonable control of Company, but not limited to, acts of God, power outages and governmental restrictions. Any notice by a party to this Master Services Agreement shall be deemed to have been sufficiently given to the other party if sent by certified mail, return receipt request, or by facsimile and confirmed in writing by letter sent by certified mail and shall be deemed to have

been received three (3) business days after the date of dispatch.

The foregoing is agreed and accepted. This Agreement must be signed by both parties to be valid.

EDBLOX, INC., d/b/a/ Elevate K-12

By:

Name _____
(Signature)

Name _____
(Print)

Title _____

Date _____

[DISTRICT / CUSTOMER]

By:

Name _____
(Signature)

Name _____

(Print)

Title_____

Date_____

Exhibit A

Scope of Services and Pricing for Tier 1 Programs

	Scope of Services
Description	High Quality Live Streaming Instruction for Tier 1 Classes
Agreement Dates	August 4, 2021 to June 3, 2022
Current Academic Year Dates	September 1, 2021 to June 3, 2022
Weekly Format of Class	Five days a week (Five days of live, online group instruction per week, and one day of assessments and project based learning per month)
Content Area and Grade Levels	Content Areas: Middle School Spanish, High School Spanish. Exact grade levels TBD on or before August 13, 2021.
Elevate K-12 Staff provided	<ul style="list-style-type: none"> ❖ High-quality live, online instructors assigned as Teacher of record ❖ 1 Academic Performance Manager (APM) is located virtually within each online class ❖ 1 Operations Manager will be assigned for implementation support and program management
Customer Staff provided	1 Classroom Coordinator (paraprofessional) for each Class Period 1 Point of Contact for implementation and operation
Equipment Provided by Customer ("Customer Equipment")	Classroom space, computers or laptops (one for each student in the Elevate K-12 classroom), projector, screen, adequate internet access and bandwidth
Equipment Provided by Elevate K-12 ("Elevate Standard Equipment")	Speakers, microphone(s), camera(s)
TOTAL ANNUAL BUDGET AMOUNT	\$78,000 – Budget based on equivalent of 6 periods of 45-60 minutes each delivered 5 days per week for the full academic year.

Live Class Operations and Delivery Terms:

1. Schools. The Services performed under this Scope of Work and Agreement shall be for schools within the District as long as they follow the content classes offered.
2. Tier 1 Programs. Company will assign an operations manager to the Customer. The operations manager will work with Customer personnel to develop a mutually agreeable implementation timeline for the Customer. The Customer will submit a timeline for the submission of chosen focus standards, timeslots, information technology checks, and the delivery of student rosters to Company. If there are delays beyond the following timeframes for any reason, Company reserves the right to delay the start of your program.
 - a) List of chosen courses – 30 calendar days before the first day of instruction
 - b) Timeslots – 30 calendar days before the first day of instruction
 - c) Information technology check – 15 calendar days before the first day of instruction
 - d) Classroom Coordinator – selected and available for training 15 days before the first day of instruction
 - e) Student Roster – 7 calendar days before the first day of instruction
3. Pricing and Service Period Fees:

The price per period for a full Academic Year of instruction will be based on the pricing schedule in Schedule A attached with this agreement and the order form in Exhibit B
4. Company shall be responsible for all staffing decisions and may replace, reassign, or alter the Staff providing the Services as Company chooses in its sole and absolute discretion. Throughout the duration of the course, there may be a some instances in which the teacher of the course (the "Teacher of Record") may miss

certain Classes or Periods and Company will use commercially reasonable efforts to provide a substitute teacher ("Substitute Teacher") for such Classes or Class Periods. The Customer understands and agrees that such Substitute Teacher will not and will not be required to have the same level of qualifications, certificates, or degrees as the Teacher of Record and that the use of such Substitute Teachers will not be a breach of these Terms and Conditions. Company may, as indicated on the Budget and Initial Order Form, provide cameras, speakers and microphones for the administration of the Classes (collectively, Company Standard Equipment).

5. Cancellation of Sessions. If an authorized representative of Customer cancels a session within a window of 48 hours prior to the start of an individual session, excluding school emergencies, by providing written notification to Company, Customer will pay for the session as if it had occurred. If an authorized representative of Customer cancels a session with more than 48 hours notice to the start of an individual session by providing written notification to Company, the session will be rescheduled at the end of the current program calendar of sessions at a mutually agreed to time. As stipulated in this Agreement, credit for unused sessions will not carry over from one Academic Year to another.

Customer may make roster changes during the add/drop period, which is the first two weeks of the semester or start of class. After that initial two week window, Customer must submit a change request order to add students to a class, which may trigger a contract and invoicing change.

Customer cannot change the subject, grade or focus standards of a program after the delivery of the first session. To request any changes, Customer must submit a formal written change request, which will trigger a contract review and adjustment as appropriate.

6. Term and Service Period. This Agreement shall remain in effect for the length of time set forth within the Scope of Work unless terminated earlier as set forth herein ("Initial Term"). For each Academic Year during the Agreement Term, the parties shall

execute an Order Form setting forth the number of Classes (with such number equal to or greater than the Minimum Number of Classes set forth on the Budget and Initial Order Form and less than or equal to the Maximum Number of Classes set forth on the Budget and Initial Order Form), Periods, Students, fees, and payment schedule for such Academic Year. Each year during the Initial Term, Company agrees to maintain the per Class pricing. For incremental Classes in excess of the Maximum Number during the Initial Period, as well as all Classes subsequent to the Initial Period, Company may adjust the fees by, prior to the end of each calendar year during the Term, giving written notice of the adjusted fees applicable to the school year commencing the following Academic Year. Upon expiration of the Initial Term, the Agreement shall renew for additional one-year terms (each a "Renewal Term" and together with the Initial Term, the "Term"). Unless an Order Form is executed in such Renewal Terms, a binding Order Form with the Minimum Number of Classes set forth on the Budget and Initial Order Form shall be generated and effective at no higher than the list price applicable to that school year. This Agreement may only be terminated on notice of thirty (30) days after the delivery by a party of written notice containing a description of a material breach of this Agreement by the other party, provided such breach is not cured within such thirty (30) day period. The Fees paid pursuant to this Agreement are non-refundable, even in the event this Agreement is terminated due to Company's breach thereof or the Customer hires an instructor specifically for the Class.

7. Billing Terms [check applicable terms]: Upon signature of Agreement, Customer will issue an Order Form for the Services to be delivered during the first Academic Year. In subsequent years, Customer shall issue an Order Form at least 60 days prior to the first day of instruction for the upcoming Academic Year. The initial Invoice will be issued for the Minimum Budget. Customer agrees to the following payment terms, as reflected by selecting one box below:

- Invoice for full amount of current Academic Year programming prepared and sent in conjunction with signing of Agreement. Payment in full due within 30 days of invoice date.
- Invoice for full amount of current Academic Year programming prepared and sent in conjunction with signing of Agreement. Payment of 50% of full amount due within 30 days of invoicing date, with the remaining 50% balance due within 90 days of invoicing.

- Other (requires pre-approval): _____

Customer billing contact information:

Contact name: _____

Mailing address: _____

Email: _____

Phone: _____

Exhibit B

SAMPLE Order Form

Elevate K-12 Tier 1 Classes: Order Form Sample Format

Elevate K-12 Statement of Work

Name of District: Sample School District

Project Name: Tier 1 Classes for 21-22 Academic Year

Prepared by: Partnerships Manager

Date: MM/DD/YYYY

The Statement of Work is the official description of work to be completed as an extension of the current contract. **No changes to the content, grades or number of periods below shall be requested upon signature of this Statement of Work.** District may add subjects and periods as needed, which will require a revised SOW and result in additional costs to the district as per the contract.

PROJECT BACKGROUND AND DESCRIPTION - CONTRACT MINIMUM

School	Grade	Content	Number of Periods	Date Allocated
Lincoln Middle School	7th	ELA	2	7/1/21
Lincoln Middle School	7th	Math	4	7/1/21
Lincoln Middle School	8th	Science	3	7/1/21
Main High School	10th	Spanish 2	6	7/1/21
Minimum Periods	15 periods @ \$13,000 per period = \$195,000			

Exhibit C

Sample Invoice

Elevate K-12
 747 N LaSalle, Suite 400
 Chicago, IL 60654 US
 accounts@edblox.com
 www.elevatek12.com



BILL TO
 Attn: Accts Payable
 Contact Name
 School/District Name
 Street Address
 City, State Zip Code

SHIP TO
 Contact Name
 School/District Name
 Street Address
 City, State Zip Code

INVOICE EDBLX Enter #

DATE Enter TERMS Enter

DUE DATE Enter

ACTIVITY	QTY	RATE	AMOUNT
Elevate K-12 Enter Program Details	1	0.00	0.00
Elevate K-12 Enter Program Details	1	0.00	0.00
Elevate K-12 Enter Program Details	1	0.00	0.00
Elevate K-12 Enter Program Details	1	0.00	0.00
PO Number – Enter			


1) Payment Options - Use either one of these options
 a) By Check: Please make check payable to "EdBlox Inc"
 b) By Direct Deposits or ACH: Please email for wire transfer account details.

2) EdBlox Inc EFIN: 81-5088569

TOTAL DUE \$0.00

THANK YOU FOR YOUR BUSINESS!

Schedule A

 Elevate K-12 Tier 1 Pricing Model 2021-2022		
Full Academic Year		
Live Instructional Days	Period Length	Price per Period
5 days/week	45-60 mins	\$13,000
	75 mins	\$16,400
	90 mins	\$19,000

Semester		
Live Instructional Days	Period Length	Price per Period
5 days/week	45-60 mins	\$7,500
	75 mins	\$9,250
	90 mins	\$11,000

Interim – 9 Weeks		
Live Instructional Days	Period Length	Price per Period
5 days/week	45-60 mins	\$4,250
	75 mins	\$5,250
	90 mins	\$6,250

**SCHOOL DISTRICT OF MANAWA
MIDDLE SCHOOL / HIGH SCHOOL INSTRUCTIONAL PARAPROFESSIONAL
JOB DESCRIPTION**

QUALIFICATIONS:

1. Associates Degree preferred or have at least two years of post-secondary education that is equivalent to at least 48 semester hours from an accredited higher education institution.
2. Strong written and oral communication skills.
3. Positive communication skills
4. Valid driver's license
5. Skill in the use of classroom and instructional equipment
6. Ability to operate audio visual, standard office, word and data processing equipment
7. Ability to establish and maintain effective working relationships with teachers, parents, students, and administrator

JOB GOALS: To support middle school and high school students in the Spanish classroom, accomplish the objectives established by the building principal, and classroom teacher. Properly handle confidential matters relating to students, student records, parents, staff, and other school related matters.

REPORTS TO: Building Principal

TERMS OF EMPLOYMENT: 9-month position (in-person student contact days). Salary and benefits as determined by the Board of Education and the Employee Handbook

Job Goals, Duties and Responsibilities:

- Provide academic and behavioral support for middle school and high school students in the Spanish classroom.
- Monitor students during assigned periods within a variety of school environments for the purpose of maintaining a safe and positive learning environment.
- Assist administration in implementing district policies and guidelines that govern student behavior and safety.
- Maintain an orderly and safe classroom environment.
- Collaborate with school and district personnel to ensure student success is maximized.
- Communicate with administration about classroom concerns.
- Assists with all functions related to the daily routines and procedures and assures that all matters related to the daily operation of the program are performed.
- Report student concerns directly and promptly to the building principal.
- Perform related work as required
- Prepare specialized materials that students may need as directed by the instructor.
- Have a positive rapport with students, staff, and parents.
- Work collaboratively with colleagues.
- Maintain confidentiality of student and work-related information
- Perform other duties as may be assigned by the Principal

- Adhere to all expectations described in the Support Staff Handbook
- Attend all required meetings as described in the Support Staff Handbook
- Comply with district policies, operating procedures and school requirements

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

TERMS OF EMPLOYMENT: Salary and benefits are established by the Manawa Board of Education.

EVALUATION: The secondary principal shall evaluate the performance of the Instructional Paraprofessionals.