

School District of Manawa

Board of Education Meeting Agenda

December 20, 2021



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(US) +1 402-545-0319 PIN: 266 349 143#

1. Call to Order – President Johnson – **7:00 p.m.** – MES Boardroom, 800 Beech Street
Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
 - a. State Accountability Report Card Overview - Principals
6. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
7. Consent Agenda
 - a. Approve Minutes of November 15, 2021 Board Meeting
 - b. Treasurer’s Report: Approve Expenditures & Receipts
 - c. Donations:
 - i. Kerri and Gary Jepson donation of elephant ear bulbs valued at \$300 for the Agriculture Education Department
 - ii. Holmland Farms/Dick Piechowski donation of greenery for the wreath lab valued at \$150 for the Agriculture Education Department
 - iii. René Lehman donation of lures and deer labs valued at \$800 for the Agriculture Education Department
 - iv. Agropur cheese donation valued at \$50 for the Agriculture Education Department
 - d. Consider Approval of Monthly Swimming High School Special Education Field Trip Request as Presented
 - e. Consider Approval of 2022 Middle Schools Girls Basketball Coaches as Presented
8. Any Item Removed from Consent Agenda
 - a.
 - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)

10. Correspondence:

- a. Thank you from Premier Community Bank

11. Board Recognition:

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

12. District Administrator’s Report:

- a. Student Council Representative - Jack O’Brien
- b. Legislative Update
- c. State of the District Visits
- d. Monthly Enrollment Update
- e. Curriculum Update
- f. COVID-19 Update
- g. Election Update - Filing Deadline Tuesday, January 4, 2022 at 5:00 p.m. District Office - Two Seats on April Ballot - District Wide Seat, and Lebanon/Bear Creek - Zone 6 - Primary February 8, 2022 if needed
- h. Ad hoc District Safety Committee Update

13. School Operations Reports:

- a. ES Principal/Special Education Director: Highlights - Included in Board Packet
- b. MS / HS Principal: Highlights - Included in Board Packet

14. Business Related Reports:

- a. Highlights - Included in Board Packet
- b. Kobussen Transportation Report

15. Director’s Reports:

- a. District Reading Specialist - 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 Change in SDM District Instructional Start and End Times for 2022-2023 as Presented

- ii. Consider Endorsement of ERVING Network for the 2022-23 School Year as Presented
- iii. Consider Endorsement of LWHS 2022-23 Course Selection Guide as Presented
- iv. Consider Approval of Monthly Swimming High School Special Education Field Trip Request as Presented
- v. Consider Endorsement of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented
- vi. Curriculum Committee Planning Guide
- b. Finance Committee (Pethke)
 - i. Review of Key Performance Indicators
 - a. Operation Efficiencies
 - ii. Consider Endorsement of the Adult Meal Price Adjustment as Presented
 - iii. Consider Endorsement of Fundraisers as Presented
 - iv. Benefits for SDM Employees Summary
 - v. Monthly Financial Summary
 - vi. Fund 46 CD Receipt
 - vii. Finance Committee Planning Guide
- c. Policy & Human Resources Committee (J. Johnson)
 - i. Consider Endorsement of One-Time Early Dismissal of Teachers at 2:10 p.m. on Wednesday, December 22, 2021 as Presented
 - ii. Consider Endorsement of Food Service Team Member MES Serving Line - Dishwasher - Prep Cook Job Description Change to Increase Hours as Presented
 - iii. Consider Endorsement of Revised PO5460 - Graduation Requirements as Presented
 - iv. Consider Endorsement of Revised AG5460 - Graduation Requirements as Presented
 - v. Consider Endorsement of Revised AG5430 - Laude System as Presented
 - vi. NEOLA Policy Updates Volume 30, No. 2 + Special Update
 - 1. Consider Endorsement of Revised Policies as Listed
 - a. PO0100 - Definitions
 - b. PO0122 - Board Powers
 - c. PO0144.3 - Conflict of Interest
 - d. PO0145 - Board Member Anti-Harassment
 - e. PO0167.3 - Public Comment at Board Meetings
 - f. PO1210 - Board - District Administrator Relationship
 - g. PO1422 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
 - h. PO1422.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
 - i. PO1623 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment

- j. PO1662 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- k. PO2240 - Controversial Issues in the Classroom
- l. PO2260 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Access to Equal Education Opportunity
- m. PO2260.01 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Discrimination Based on Disability
- n. PO2414 - Human Growth and Development
- o. PO2430 - District-Sponsored Clubs and Activities
- p. PO2431 - Interscholastic Athletics
- q. PO3120 - Employment of Professional Staff
- r. PO3122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- s. PO3122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- t. PO3170 - Substance Abuse
- u. PO3215 - Use of Tobacco and Nicotine by Professional Staff
- v. PO3216 - Staff Dress and Grooming
- w. PO3230 - Ethics and Conflict of Interest
- x. PO3362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- y. PO4120 - Employment of Support Staff
- z. PO4120.04 - Employment of Substitutes
- aa. PO4122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- bb. PO4122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- cc. PO4123 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment
- dd. PO4161 - Unrequested Leaves of Absence/Fitness for Duty
- ee. PO4170 - Substance Abuse
- ff. PO4215 - Use of Tobacco and Nicotine by Support Staff
- gg. PO4216 - Support Staff Dress and Grooming
- hh. PO4230 - Ethics and Conflict of Interest
- ii. PO4362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- jj. PO5512 - Use of Tobacco and Nicotine by Students
- kk. PO5520 - Disorderly Conduct
- ll. PO5720 - Student Activism

- mm. PO5880 - Public Performances by Students
- nn. PO6152 - Student Fees, Fines, and Charges
- oo. PO7434 - Use of Tobacco and Nicotine on School Premises
- pp. PO7440.01 - Video Surveillance and Electronic Monitoring
- qq. PO7450 - Property Inventory
- rr. PO7455 - Accounting System for Capital Assets
- ss. PO9270 - Home-Based, Private, or Tribal Schooling
- tt. PO9500 - Relations with Education Institutions and Organizations
- uu. PO9700 - Relations with Non-School Affiliated Groups
- 2. Review and Discuss Revised Policies as Listed
 - a. PO0144.2 - Board Member Ethics
 - b. PO0144.5 - Board Member Behavior and Code of Conduct
 - c. PO0174.2 - School Performance Report
 - d. PO1130 - Ethics and Conflict of Interest
 - e. PO2700.01 - School Performance and State Accountability Report Cards
 - f. PO5112 - Entrance Age
- 3. Discuss and Make Decisions on Policy Revisions to Recommend to Full Board as Listed
 - a. PO0131.1 - Bylaws and Policies
 - b. PO2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities
 - c. PO5517 - Nondiscrimination and Anti-Harassment - Student Anti-Harassment
- vii. Review PO2430 and AG2430 - District Sponsored Clubs and Activities
- viii. Policy & Human Resources Committee Planning Guide
- d. Ad Hoc Safety Committee (Hollman)
 - i. Discuss Tactical Site Survey documents and tour process
 - ii. Safety Assessment Tour of Manawa Elementary School
 - iii. Safety Assessment Tour of Manawa Middle School / Little Wolf High School
 - iv. Safety Assessment Tour of Paving the Way, 407 Bridge Street, Manawa
- 18. Unfinished Business:
 - a. Consider Approval of PO2260 - Nondiscrimination and Access to Equal Education Opportunity as Presented.
 - b. Consider Approval of PO5517.01 - Bullying as Presented
- 19. New Business:
 - a. Discussion Regarding WASB Delegate Assembly Resolutions and Directing the District's Delegate on Voting Matters
 - b. Consider Approval of Change in SDM District Instructional Start and End Times for 2022-2023 as Presented
 - c. Consider Approval of ERVING Network for the 2022-23 School Year as Presented

- d. Consider Approval of LWSHS 2022-23 Course Selection Guide as Presented
- e. Consider Approval of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented
- f. Consider Approval of the Adult Meal Price Adjustment as Presented
- g. Consider Approval of Fundraisers as Presented
- h. Consider Approval of One-Time Early Dismissal of Teachers at 2:10 p.m. on Wednesday, December 22, 2021 as Presented
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- k. Consider Approval of Revised AG5460 - Graduation Requirements as Presented
- l. Consider Approval of Revised AG5430 - Laude System as Presented
- m. First Reading of NEOLA Policy Updates from Volume 30, No. 2 + Special Update as Listed
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 - iii. PO0144.3 - Conflict of Interest
 - iv. PO0145 - Board Member Anti-Harassment
 - v. PO0167.3 - Public Comment at Board Meetings
 - vi. PO1210 - Board - District Administrator Relationship
 - vii. PO1422 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
 - viii. PO1422.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
 - ix. PO1623 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment
 - x. PO1662 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
 - xi. PO2240 - Controversial Issues in the Classroom
 - xii. PO2260 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Access to Equal Education Opportunity
 - xiii. PO2260.01 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Discrimination Based on Disability
 - xiv. PO2414 - Human Growth and Development
 - xv. PO2430 - District-Sponsored Clubs and Activities
 - xvi. PO2431 - Interscholastic Athletics
 - xvii. PO3120 - Employment of Professional Staff
 - xviii. PO3122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
 - xix. PO3122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
 - xx. PO3170 - Substance Abuse
 - xxi. PO3215 - Use of Tobacco and Nicotine by Professional Staff
 - xxii. PO3216 - Staff Dress and Grooming
 - xxiii. PO3230 - Ethics and Conflict of Interest

- xxiv. PO3362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- xxv. PO4120 - Employment of Support Staff
- xxvi. PO4120.04 - Employment of Substitutes
- xxvii. PO4122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- xxviii. PO4122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- xxix. PO4123 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment
- xxx. PO4161 - Unrequested Leaves of Absence/Fitness for Duty
- xxxi. PO4170 - Substance Abuse
- xxxii. PO4215 - Use of Tobacco and Nicotine by Support Staff
- xxxiii. PO4216 - Support Staff Dress and Grooming
- xxxiv. PO4230 - Ethics and Conflict of Interest
- xxxv. PO4362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- xxxvi. PO5512 - Use of Tobacco and Nicotine by Students
- xxxvii. PO5520 - Disorderly Conduct
- xxxviii. PO5720 - Student Activism
- xxxix. PO5880 - Public Performances by Students
- xl. PO6152 - Student Fees, Fines, and Charges
- xli. PO7434 - Use of Tobacco and Nicotine on School Premises
- xl.ii. PO7440.01 - Video Surveillance and Electronic Monitoring
- xl.iii. PO7450 - Property Inventory
- xl.ii. PO7455 - Accounting System for Capital Assets
- xl.v. PO9270 - Home-Based, Private, or Tribal Schooling
- xl.vi. PO9500 - Relations with Education Institutions and Organizations
- xl.vii. PO9700 - Relations with Non-School Affiliated Groups
- xl.viii. PO0144.2 - Board Member Ethics
- xl.ix. PO0174.2 - School Performance Report
 - l. PO1130 - Ethics and Conflict of Interest
 - li. PO5112 - Entrance Age

20. Next Meeting Dates:

- a. Buildings and Grounds Committee - TBD
- b. January 3, 2022 Township of Union Council Meeting - Dr. Oppor presenting Annual State of the District Presentation - 6:00 p.m. Union Town Hall
- c. January 4, 2022 Finance Committee - 6:00 p.m.
- d. January 5, 2022 Ad Hoc Safety Committee - 5:30 p.m.
- e. January 10, 2022 Village of Ogdensburg - Dr. Oppor presenting the Annual State of the District Presentation - 8:00 a.m. - First Lutheran Church, Ogdensburg
- f. January 10, 2022 Policy and Human Resources Committee - 6:00 p.m.
- g. January 12, 2022 Curriculum Committee - 5:00 p.m.

- h. January 13, 2022 Township of Little Wolf - TENTATIVE - Dr. Oppor presenting the Annual State of the District Presentation - 7:00 p.m. Little Wolf Town Hall
 - i. January 17, 2022 Regular Board of Education Meeting - 7:00 p.m.
 - j. January 19-21, 2022 Wisconsin State Education Convention - Milwaukee
 - k. February 1, 2022 Ad hoc Recognition Committee - 5:00 p.m.
21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c), Wis. Statutes, for the Purposes of: Discussing the Performance Evaluation of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Administrator Evaluation
22. Board May Act on Items Discussed in Closed Session
23. Adjourn

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

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

0167.3 - PUBLIC COMMENT AT BOARD MEETINGS

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

Agenda Item

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

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

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

Public Comment Section of the Meeting

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

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

The presiding officer shall be guided by the following rules:

- A. Public comment shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.

- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.
- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. Participants shall address only topics within the legitimate jurisdiction of the Board.
- H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- I. The presiding officer may:
 - 1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - 2. request any individual to leave the meeting when that person does not observe reasonable decorum;
 - 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 - 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
 - 5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- J. The portion of the meeting during which the comment of the public is invited shall be limited to fifteen (15) minutes unless extended by a vote of the Board.
- K. Recording, filming, or photographing the Board's open meetings is permitted. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:
 - 1. No obstructions are created between the Board and the audience.
 - 2. No interviews are conducted in the meeting room while the Board is in session.
 - 3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

Minutes of a November 15, 2021 School District of Manawa Regular Board of Education Meeting

Call to Order – President Johnson – 7:02 p.m. – MES Boardroom, 800 Beech Street

Pledge of Allegiance

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

Verify Publication of Meeting - Dr. Oppor verified.

Motion by Griffin/Jepson to move the board recognition to first on the agenda. Motion carried.

R. Johnson, Pethke, Reiersen absent.

Board Recognition: Manawa FFA Chapter 3-Star Gold Award; Sandy Cordes/Leadership Classes - Wolf Walk planning, preparations, and implementation. Andrea Whitman, Corrie Ziemer and the MES Student Council for sponsoring and organizing the Red Ribbon Week dress up days, signage, announcements, skit, and promoting positive messages to remind youth to stay drug free. Jen Krueger for organizing and hosting the staff book club and creating “Tech Tuesdays” professional development for staff. Jill Seka for leading the planning and implementation of Child Development Days; Ann Romberg and Janet Abbey for meeting with children and their parents. The Manawa Lion's Club, Lion Dr. Melanie Oppor, and Krystal Draeger for performing vision screening at Child Development Days. All-Conference Award Recipients - Football, Grant Bristol - Honorable Mention All-Conference Linebacker , Alex Meidl - Honorable Mention All-Conference Offensive Line, Isaac Westphal - Honorable Mention All-Conference Defensive Line, and Tanner Nienhaus - Honorable Mention All-Conference Defensive Back, Volleyball - Mikenna Wegener - 1st Team All-Conference Middle Hitter, Jaden Jaeger - 2nd Team All-Conference Libero, Cassie Arndt - 2nd Team All-Conference Middle Hitter, Margaret Westphal - Honorable Mention All-Conference Outside Hitter, and Ella Buchholz - Honorable Mention All-Conference Setter, and Cross Country- Jolie Jaeger - 2nd Team All-Conference, and Makenzie Jo Krueger - Honorable Mention All-Conference

Presentations: Key Performance Indicator Student Engagement & Satisfaction IV. B -Attendance Overview - Principals; and SDM Technology Standards & Skills - Mrs. Krueger, Library Media Specialist

Announcements: Contributions to the District - First State Bank \$540 donation from their \$20 Local School Donation Challenge - Classroom needs and special projects, and Joseph and Amy Starr \$200 donation to the LWHS/MMS Drama Club

Other Contributions: None

Approval by Consent: Approve Minutes of October 18, 2021 Regular Board Meeting, October 25, 2021 Annual District Meeting, and October 25, 2021 Special Board Meeting, Treasurer’s Report: Approve Expenditures \$363,737.30 & Receipts \$79,189.65; Donations: First State Bank \$540 donation from their \$20 Local School Donation Challenge - Classroom needs and special

projects, and Joseph and Amy Starr \$200 donation to the LWHS/MMS Drama Club, and Approve FY22 Fab Lab Grant Application Process

Any Item Removed from Consent Agenda - No item was removed.

Public Comments: Carrie Gruman-Trinkner, City of Manawa, spoke in support of the new Gay/Straight Alliance (GSA) Club at LWHS that is being acted on at this meeting. She had been approached by a student last year about starting a GSA club.

Grace Tohm, Town of Little Wolf, proposed the new GSA Club is to work together for a safe and accepting club as it promotes inclusivity.

Nina Much, Town of Little Wolf, asked the board not to vote on the GSA Club this evening, and to further research this request. The board should be a true representation of this community. Boundaries have been crossed in her opinion.

Sarah Bortle, Town of Little Wolf, is in support of all students at SDM and supports the GSA Club.

Nicole Rineck, Village of Ogdensburg, spoke against the GSA Club. She states they already have the FOR Club.

Stacey Trinrud, Township of Little Wolf, noted the school board needs to look into the school's policies. Their choices need to be beneficial for all students.

Ed O'Brien, Appleton - He is an alumnus of LWHS, raised his children in the district, and has grandchildren currently in the district. Parents were not notified that this club was being proposed. He asked the board to slow the process down. Send a letter to all the parents, and to give the proposed GSA Club more time.

Jack O'Brien, City of Manawa, is supportive of the GSA Club. He shared that schools with GSA Clubs have shown that suicide rates have gone down.

Kara Tohm, Township of Little Wolf, wanted to congratulate her daughter for coming forward in order to create the GSA Club. The club will be voluntary.

Theodore Emmert, Town of Union, asked to table the request for the renaming of the Wolfpack Brigade. He also asked the board to endorse the GSA Club. He sees homophobic behavior everyday at school.

Correspondence: Thank You from the Family of Mark Suehs

District Administrator's Report: Student Council Representative - Olivia Santos The Student Council is currently working on a food drive. There is a competition aspect as far as the winning grade will receive a prize. The Student Council is working on details for the Annual Secret Santa Project as well as planning Hollapalooza which will have Christmas card making, cookie decorating, holiday movies, games, etc. State Report Card Release - The report card release has been embargoed and will be presented at the December meeting. They are quite pleased with the results. District Safety Committee Update - Their second meeting will be an all-day site tour. Waupaca County Emergency Management will assist in evaluating all three buildings: MES, LWHS/MMS, and Paving the Way downtown. The committee will follow up with rewriting the entire safety plan. Legislative Update, Monthly Enrollment Update, Curriculum Update - The teacher's Cesa 6 Spring into Success will be online on President's Day. Spring 2022 Election Update, COVID-19 Update, 2021-2022 Annual Board Development Tool Survey, and State of the District Address.

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

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

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

Board Comments: Hollman feels the sub pay is still too low. Subs need at least \$125 per day minimum. Mrs. O'Brien said she will do a comparative analysis for the January Finance Committee meeting, and will present what other districts are doing differently such as a stipend for so many days subs have worked.

Griffin stated the Athletic Booster Club has raised \$42,636 to date for the rubberized track. The goal is \$130,000. There are several groups that have committed but have not stated their contribution amount as of yet.

Committee Reports: Minutes of a Curriculum Committee, Policy & Human Resources Committee, and Ad Hoc Safety Committee - Included in the Board Packet

Unfinished Business: No Unfinished Business

New Business: Michelle Johnson cited the following: *The Equal Access Act of 1984*
'The Equal Access Act ("Act") provides that "[i]t shall be unlawful for any public secondary school which receives federal financial assistance and which has a limited open for them to deny

equal access or fair opportunity to, or discriminate against, any students who wish to conduct a meeting within that limited open forum on the basis of the religion political philosophical or other content of the speech at such meetings.”

U.S. courts have interpreted this to mean that if a school allows even one extracurricular student group to use school facilities, it must give equal access to all student groups, regardless of the focus or viewpoint of the group.

The Act ensures the rights of students to form a wide range of groups, including Gay-Straight Alliances, Bible study programs or other religiously focused clubs, political groups, and specific interest groups.’

20 U.S.C- 4071(c)

U.S. Dept. of Education

The Equal Access Act, 20 U.S.C. 4071-4073 (2010)

ACLU-American Civil Liberties of Washington

E.g. Bd. Of Edu. V Mergens, 496 U.S.226,236 (1990)

Motion by Griffin / Jepson to Approve of RESOLUTION SY21/22 #10 AUTHORIZING A TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTE FOR CASH FLOW PURPOSES IN AN AMOUNT NOT TO EXCEED \$750,000. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Jepson / J. Johnson to Approve of New LWHS Gay/Straight Alliance Club as Presented. Griffin does not have enough information to take this to a vote yet. He recommends tabling the vote to gather information and to have a full board to vote. Jepson is concerned about the law. Hollman agrees with Griffin to table and have a full board in order to vote. Motion by Griffin and Hollman to Table the New LWHS Gay/Straight Alliance Club. Jepson, and J. Johnson nay. Motion failed. R. Johnson, Pethke, and Reiersen absent. Motion by Jepson / J. Johnson to Approve of New LWHS Gay/Straight Alliance Club as Presented. Griffin nay. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Hollman / Jepson to Approve of School District of Manawa 2022-23 Internal Schedule Change Proposal as Presented. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Hollman / Griffin to Approve to Add a New Articulated Wildlife/Ecology Agriculture Science Course with Fox Valley Technical College as Presented. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Jepson / Hollman to Approve of Fountas and Pinnell Interactive Read Aloud (IRA) Collection for 4K at a Cost of \$1,088 as Presented. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Griffin / Jepson to Approve of Reading Mini-lessons for Grades K-5 at a Cost of \$1,633.50 as Presented. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Jepson / Hollman to Approve of Cancelation of the Washington D.C. Spring Trip for Grades 7-9 as Presented. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Jepson / Griffin to Approve of High School Music Department Overnight/Out-of-State Field Trip Request - National Festival of the States in South Dakota - March 5, 2022 to March 10, 2022 as Presented. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Hollman / Jepson to Table the Wolfpack Brigade - Marching and Pep Band Renaming Request. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Hollman / Jepson to Approve of LWHS and Manawa Middle School Moving from a 7-Period Day to an 8-Period Day as Presented. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Griffin / Hollman to Approve of Update to Robotics and Engineering Career and Technical Education Course Sequencing as Presented. Motion carried. R. Johnson, Pethke, and Reiersen absent.

First Reading of PO2260 - Nondiscrimination and Access to Equal Education Opportunity as Presented.

First Reading of PO5517.01 - Bullying as Presented.

Motion by Hollman / Griffin to Approve of Providing SDM Security Cameras Direct Access to the Waupaca County Sheriff's Department Call Center as Unanimously Endorsed by the District Ad hoc Safety Committee. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Jepson / Griffin to Approve of AG5421A - Grading as Presented. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Griffin / Jepson to Approve of New Alternative Open Enrollment Applications for the 2021-2022 School Year as Presented. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Annual Appointment of WASB Delegate - J. Johnson appoints herself since she is going to the Wisconsin State Education Convention.

Next Meeting Dates:

Buildings & Grounds Committee Meeting - TBD

November 22, 2021 Policy & Human Resources Committee Mtg 6:00 p.m., December 6, 2021

Township of St. Lawrence Council Meeting 6:00 p.m. Town Hall Annex, December 7, 2021

Finance Committee Meeting - 6:00 p.m., December 8, 2021 Curriculum Committee Meeting - 6:00 p.m., December 13, 2021 Policy & Human Resources Committee Mtg - 6:00 p.m., December 20, 2021 City of Manawa Common Council Meeting 6:00 p.m. Manawa City Hall, December 20, 2021 Regular Board of Education Meeting - 7:00 p.m., January 3, 2022 Township of Union Council Meeting 6:00 p.m. Union Town Hall, January 5, 2022 Ad Hoc Safety Committee - 5:30 p.m., January 17, 2022 Regular Board of Education Meeting - 7:00 p.m., and January 19-21, 2022 Wisconsin State Education Convention - Milwaukee

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

Motion by Jepson / Hollman to move into closed session at 8:41 p.m. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Board May Act on Items Discussed in Closed Session

Motion by Griffin / Hollman to resume open session at 10:36 p.m. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Motion by Hollman / Griffin to Adjourn at 10:40 p.m. Motion carried. R. Johnson, Pethke, and Reiersen absent.

Stephanie Flynn, Recorder

Joanne Johnson, Recorder

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82825	CESA 6-CONFERENCE RE	JPAP11	11/19/2021	PHYSICAL THERAPY/PSYCHOLOGIST/NEW HORIZONS ALTERNATIVE SCHOOL SEAT CHARGE (1 SEAT)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	0	608.00
82825	CESA 6-CONFERENCE RE	JPAP11	11/19/2021	PHYSICAL THERAPY/PSYCHOLOGIST/NEW HORIZONS ALTERNATIVE SCHOOL SEAT CHARGE (1 SEAT)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	0	2,432.00
82825	CESA 6-CONFERENCE RE	JPAP11	11/19/2021	PHYSICAL THERAPY/PSYCHOLOGIST/NEW HORIZONS ALTERNATIVE SCHOOL SEAT CHARGE (1 SEAT)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SPECIAL ED TUIITION-NON-OPEN	0	3,300.00
82825	CESA 6-CONFERENCE RE	JPAP11	11/19/2021	PHYSICAL THERAPY/PSYCHOLOGIST/NEW HORIZONS ALTERNATIVE SCHOOL SEAT CHARGE (1 SEAT)	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SCHOOL PSYCHOLOGIST	0	1,218.00
82825	CESA 6-CONFERENCE RE	JPAP11	11/19/2021	PHYSICAL THERAPY/PSYCHOLOGIST/NEW HORIZONS ALTERNATIVE SCHOOL SEAT CHARGE (1 SEAT)	GENERAL FUND/TRANSFER TO CESA/SCHOOL PSYCHOLOGIST	0	232.00
						Totals for 82825	7,790.00
82826	C.E.S.A. #9	JPAP11	11/19/2021	WI VIRTUAL SCHOOL ENROLLMENTS (6 @ 290.00) WI DIGITAL LEARNING COLLABORATIVE COVID-19 RESPONSE SURVEY (6 @ -15)	GENERAL FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen	0	1,650.00
						Totals for 82826	1,650.00
82828	DELTA DENTAL-VISION	JPAP11	11/19/2021	VISION COBRA COVERAGE	GENERAL FUND/VISION EFF 090115	0	4.65
82828	DELTA DENTAL-VISION	JPAP11	11/19/2021	VISION INSURANCE - DECEMBER 2021	GENERAL FUND/VISION EFF 090115	0	555.14
						Totals for 82828	559.79
82833	IRRIGATION SERVICES	JPAP11	11/19/2021	IRRIGATION SYSTEM WINTERIZATION	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	272.50
						Totals for 82833	272.50
82837	MASTER ELECTRICAL SE	JPAP11	11/19/2021	PROVIDED LABOR & MATERIAL AT MES - REPLACED BULB IN FRONT ENTRY/REPLACED 3 GFI RECEPTACLES NOT WORKING	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	220.90
82837	MASTER ELECTRICAL SE	JPAP11	11/19/2021	PROVIDED LABOR & MATERIAL AT MES. ADDED RECEPTACLE IN FRONT MAIN ENTRY	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	201.72
82837	MASTER ELECTRICAL SE	JPAP11	11/19/2021	PROVIDED LABOR & MATERIAL AT LWHS/MMS TO HELP TAKE OUT OLD DAMPER & REPLACED WITH NEW DAMPER.	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	146.51
82837	MASTER ELECTRICAL SE	JPAP11	11/19/2021	PROVIDED LABOR & MATERIAL AT LWHS/MMS TO HELP TAKE OUT OLD DAMPER & REPLACED WITH NEW DAMPER.	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	110.53
						Totals for 82837	679.66
82841	SOLIANT	JPAP11	11/19/2021	REBECCA LAMBRIGHT - OT SERVICES	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA	0	1,216.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82841	SOLIANT	JPAP11	11/19/2021	REBECCA LAMBRIGHT - OT SERVICES	L THERAPY SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	0	64.00
						Totals for 82841	1,280.00
82845	WCA GROUP HEALTH TRU	JPAP11	11/19/2021	HEALTH INSURANCE DECEMBER 2021 PREMIUMS	GENERAL FUND/WEA TRUST EFF 090115	0	97,093.46
						Totals for 82845	97,093.46
82846	4IMPRINT, INC	JPAP11	11/23/2021	SDM POLO SHIRTS	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	8002200007	533.42
82846	4IMPRINT, INC	JPAP11	11/23/2021	SDM POLO SHIRTS	GENERAL FUND/MATERIALS FOR SALE/INTERNAL SERVICES	8002200007	74.64
						Totals for 82846	608.06
82847	CESA 6-CONFERENCE RE	JPAP11	11/23/2021	Title 1 Network Consortium	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	8002200005	750.00
						Totals for 82847	750.00
82849	J.W. PEPPER & SON, I	JPAP11	11/23/2021	KEVIN PLEKAN SHEET MUSIC	GENERAL FUND/SHEET MUSIC/INSTRUMENTAL MUSIC	4002200189	89.99
						Totals for 82849	89.99
82850	LAKESHORE LEARNING M	JPAP11	11/23/2021	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/EARLY CHILDHOOD	272200046	820.88
						Totals for 82850	820.88
82851	PACELLI ATHLETICS	JPAP11	11/23/2021	CROSS COUNTRY CONFERENCE MEET ON 10/14/21 AT STANDING ROCK PARK	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	125.00
						Totals for 82851	125.00
82852	REMINGTON'S QUALITY	JPAP11	11/23/2021	FOOD CONTINGENCY	SPECIAL EDUCATION FUND/FOOD/EARLY CHILDHOOD	272200027	14.99
						Totals for 82852	14.99
82853	SKYWARD, INC	JPAP11	11/23/2021	DEAN MARZOFKA	GENERAL FUND/PERSONAL SERVICES/ADMINISTRAT IVE TECHNOLOGY SERV	8002200050	600.00
						Totals for 82853	600.00
82854	STANDARD INSURANCE C	JPAP11	11/23/2021	LIFE/STD & LTD PREMIUMS DECEMBER 2021	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,168.86
82854	STANDARD INSURANCE C	JPAP11	11/23/2021	LIFE/STD & LTD PREMIUMS DECEMBER 2021	GENERAL FUND/LTD INS PAYABLE	0	889.31
82854	STANDARD INSURANCE C	JPAP11	11/23/2021	LIFE/STD & LTD PREMIUMS DECEMBER 2021	GENERAL FUND/STD INS PAYABLE	0	186.82
						Totals for 82854	2,244.99
82855	US TOY CO	JPAP11	11/23/2021	EARLY CHILDHOOD CLASSROOM	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/EARLY CHILDHOOD	272200044	759.98

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for 82855		759.98
82856	YOUTH ALTERNATIVE RE	JPAP11	11/23/2021	MARY ECK YOUTH AT-RISK MEMBERSHIP	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/OTHER SPECIAL NEEDS	4002200184	125.00
					Totals for 82856		125.00
82857	AMAZON CAPITAL SERVI	JPAP12	12/03/2021	EARLY CHILDHOOD CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/EARLY CHILDHOOD	272200045	318.62
82857	AMAZON CAPITAL SERVI	JPAP12	12/03/2021	MICHELE KOSHOLLEK	GENERAL FUND/NON-CAPITAL EQUIPMENT/ENGLISH LANGUAGE	4002200191	87.96
					Totals for 82857		406.58
82858	AUBURNDALE HS	JPAP12	12/03/2021	WRESTLING TOURNAMENT FEE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	150.00
					Totals for 82858		150.00
82859	BADGER SPORTING GOOD	JPAP12	12/03/2021	High School Girls Basketball - TF Legacy Basketballs (28.5)	GENERAL FUND/NON-CAPITAL EQUIPMENT/GIRLS BASKETBALL	4002200171	550.00
					Totals for 82859		550.00
82860	CASH	JPAP12	12/03/2021	MES PETTY CASH	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	169.62
					Totals for 82860		169.62
82861	C.E.S.A. #8	JPAP12	12/03/2021	ERVING FALL SEMESTER 2020 SPANISH 3/4	GENERAL FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen	0	1,750.00
					Totals for 82861		1,750.00
82862	CLINTONVILLE PUBLIC	JPAP12	12/03/2021	GIRL'S BASKETBALL SCRIMMAGE ON 11/13/21	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/GIRLS BASKETBALL	0	120.00
					Totals for 82862		120.00
82863	DOSS, MELINDA	JPAP12	12/03/2021	MILEAGE TO CRISIS INTERVENTION IN OSHKOSH	SPECIAL EDUCATION FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	0	56.00
					Totals for 82863		56.00
82865	FOLLETT SCHOOL SOLUT	JPAP12	12/03/2021	Titlewave - Book Order - Quarter 1	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1012200091	2,074.60
82865	FOLLETT SCHOOL SOLUT	JPAP12	12/03/2021	Titlewave - Book Order - Quarter 1	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1012200091	576.72
					Totals for 82865		2,651.32
82866	GFL ENVIRONMENTAL	JPAP12	12/03/2021	Open PO for Garbage Removal	GENERAL FUND/CLEANING	8002200016	810.00

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SERVICES/OPERATION		
					Totals for 82866		810.00
82867	HEID MUSIC CO	JPAP12	12/03/2021	KEVIN PLEKAN INSTRUMENT REPAIRS	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4002200195	19.13
82867	HEID MUSIC CO	JPAP12	12/03/2021	KEVIN PLEKAN INSTRUMENT REPAIRS	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4002200195	34.41
					Totals for 82867		53.54
82868	HORTONVILLE AREA SCH	JPAP12	12/03/2021	WRESTLING TOURNAMENT FEE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	125.00
					Totals for 82868		125.00
82869	HURCKMAN MECHANICAL	JPAP12	12/03/2021	HOT WATER RELEASE VALVE FLOODED KITCHEN BELOW 11/5 TIGHTEN FLANGE BOLTS ON TRIPLE DUTY VALVE, HYDRONIC HEATING LOOP	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	458.00
					Totals for 82869		458.00
82871	LAKE SIDE VENTURES, I	JPAP12	12/03/2021	VIDEO REMOTE INTERPRETING	GENERAL FUND/PERSONAL SERVICES/OTHER PUPIL SERVICES	0	110.00
					Totals for 82871		110.00
82872	NORTH FOND DU LAC HS	JPAP12	12/03/2021	GIRL'S BASKETBALL TOURNAMENT ON 12/28/2021	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/GIRLS BASKETBALL	0	175.00
82872	NORTH FOND DU LAC HS	JPAP12	12/03/2021	BOY'S BASKETBALL TOURNAMENT ON 12/28/2021	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS BASKETBALL	0	175.00
					Totals for 82872		350.00
82873	PITNEY BOWES INC	JPAP12	12/03/2021	DISTRICT OFFICE POSTAGE METER LEASE	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	176.19
82873	PITNEY BOWES INC	JPAP12	12/03/2021	LWHS/MMS POSTAGE METER LEASE	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	176.19
					Totals for 82873		352.38
82874	PRIMARY CONCEPTS	JPAP12	12/03/2021	CLASSROOM MATERIALS - EARLY CHILDHOOD	SPECIAL EDUCATION FUND/INSTRUCTIONAL MEDIA/EARLY CHILDHOOD	272200037	64.99
					Totals for 82874		64.99
82875	REMINGTON'S QUALITY	JPAP12	12/03/2021	FOOD CONTINGENCY	SPECIAL EDUCATION FUND/FOOD/MULTI-CATEGORICAL	272200048	82.38
					Totals for 82875		82.38
82876	SCHOOL DISTRICT OF A	JPAP12	12/03/2021	WRESTLING INVITATIONAL	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	175.00
					Totals for 82876		175.00
82877	SCHOOL SPECIALTY LLC	JPAP12	12/03/2021	CARRIE KOEHN CENTRAL SUPPLY	GENERAL	4002200144	25.60

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82877	SCHOOL SPECIALTY LLC	JPAP12	12/03/2021	CARRIE KOEHN CENTRAL SUPPLY	FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATED CURRICULUM	4002200144	19.30
82877	SCHOOL SPECIALTY LLC	JPAP12	12/03/2021	CARRIE KOEHN CENTRAL SUPPLY	FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATED CURRICULUM	4002200144	21.48
82877	SCHOOL SPECIALTY LLC	JPAP12	12/03/2021	CARRIE KOEHN CENTRAL SUPPLY	FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATED CURRICULUM	4002200144	16.21
82877	SCHOOL SPECIALTY LLC	JPAP12	12/03/2021	5 @ \$182.96 + SHIPPING/HANDLING - TABLES ORDERED FOR ST. PAUL LUTHERAN GRADE SCHOOL	FUND/NON-CAPITAL EQUIPMENT/UNDIFFERENTIATED CURRICULUM	0	1,052.02
					Totals for 82877		1,134.61
82878	SOLARUS	JPAP12	12/03/2021	SOLARUS MONTHLY BILL	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	8002200025	148.35
82878	SOLARUS	JPAP12	12/03/2021	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200025	424.87
82878	SOLARUS	JPAP12	12/03/2021	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200025	849.76
82878	SOLARUS	JPAP12	12/03/2021	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200025	559.05
82878	SOLARUS	JPAP12	12/03/2021	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200025	402.52
					Totals for 82878		2,384.55
82879	SOLIANT	JPAP12	12/03/2021	Soliant Contract	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONAL THERAPY	272200051	608.00
82879	SOLIANT	JPAP12	12/03/2021	Soliant Contract	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONAL THERAPY	272200051	32.00
82879	SOLIANT	JPAP12	12/03/2021	Soliant Contract	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONAL THERAPY	272200051	1,216.00
82879	SOLIANT	JPAP12	12/03/2021	Soliant Contract	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONAL THERAPY	272200051	64.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					L THERAPY		
					Totals for 82879		1,920.00
82880	STREBE, DAVID	JPAP12	12/03/2021	REIMBURSE BASKETBALL ATHLETIC FEES FOR SPENCER	GENERAL FUND/STUDENT FEES/ATHLETIC DIRECTOR	0	30.00
					Totals for 82880		30.00
82882	UNIFIRST CORPORATION	JPAP12	12/03/2021	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	36.32
82882	UNIFIRST CORPORATION	JPAP12	12/03/2021	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	27.40
82882	UNIFIRST CORPORATION	JPAP12	12/03/2021	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	41.96
					Totals for 82882		105.68
82883	US CELLULAR	JPAP12	12/03/2021	FOR DISTRICT CELL PHONES 2021-22	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200026	335.24
					Totals for 82883		335.24
82884	UW OSHKOSH	JPAP12	12/03/2021	WRESTLING INVITATIONAL FEE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	400.00
					Totals for 82884		400.00
82885	WEX BANK - GLOBAL FL	JPAP12	12/03/2021	ALL OTHER FUEL	FOOD SERVICE FUND/FUEL-VEHICLE OPERATION/FOOD SERVICES	0	54.00
82885	WEX BANK - GLOBAL FL	JPAP12	12/03/2021	ALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE OPERATION/VEHICLE MAINT/NOT PUPIL TRANS	0	39.35
					Totals for 82885		93.35
82886	WRIGHTSTOWN COMMUNIT	JPAP12	12/03/2021	WRESTLING CONFERENCE TOURNAMENT	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	150.00
					Totals for 82886		150.00
82888	AT&T	JPAP12	12/10/2021	AT&T INTERNET BILLING	GENERAL FUND/ON-LINE COMMUNICATIONS/ADMIN ISTRATIVE TECHNOLOGY SERV	8002200027	651.48
					Totals for 82888		651.48
82889	CENTURY LINK	JPAP12	12/10/2021	Century Link monthly bill	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200017	60.22
					Totals for 82889		60.22
82890	CESA 6-CONFERENCE RE	JPAP12	12/10/2021	NVCI - INITIAL ENHANCED TRAINING - MELINDA DOSS	SPECIAL EDUCATION FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	0	200.00
82890	CESA 6-CONFERENCE RE	JPAP12	12/10/2021	PHYSICAL	SPECIAL EDUCATION	0	608.00

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82890	CESA 6-CONFERENCE RE	JPAP12	12/10/2021	PHYSICAL THERAPY/PSYCHOLOGIST/NEW HORIZONS ALTERNATIVE SCHOOL	FUND/TRANSFER TO CESA/PHYSICAL THERAPY SPECIAL EDUCATION	0	2,432.00
82890	CESA 6-CONFERENCE RE	JPAP12	12/10/2021	PHYSICAL THERAPY/PSYCHOLOGIST/NEW HORIZONS ALTERNATIVE SCHOOL	FUND/TRANSFER TO CESA/PHYSICAL THERAPY SPECIAL EDUCATION	0	3,300.00
82890	CESA 6-CONFERENCE RE	JPAP12	12/10/2021	PHYSICAL THERAPY/PSYCHOLOGIST/NEW HORIZONS ALTERNATIVE SCHOOL	FUND/TRANSFER TO CESA/SPECIAL ED TUITION-NON-OPEN SPECIAL EDUCATION	0	1,218.00
82890	CESA 6-CONFERENCE RE	JPAP12	12/10/2021	PHYSICAL THERAPY/PSYCHOLOGIST/NEW HORIZONS ALTERNATIVE SCHOOL	FUND/TRANSFER TO CESA/SCHOOL PSYCHOLOGIST GENERAL	0	232.00
						Totals for 82890	7,990.00
82891	STERLING WATER CULLI	JPAP12	12/10/2021	WATER SOFTENER SALT + SERVICE MES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	75.20
82891	STERLING WATER CULLI	JPAP12	12/10/2021	SOLAR SALT AND SYSTEM CHECK AT LWHS/MMS BUILDING	GENERAL FUND/CLEANING SERVICES/OPERATION	0	49.82
82891	STERLING WATER CULLI	JPAP12	12/10/2021	SOLAR SALT AND SYSTEM CHECK AT LWHS/MMS BUILDING	GENERAL FUND/CLEANING SERVICES/OPERATION	0	37.58
						Totals for 82891	162.60
82892	DAIN, JENNA	JPAP12	12/10/2021	REIMBURSE BASKETBALL ATHLETIC FEE FOR AUTUMMN PACHAN	GENERAL FUND/STUDENT FEES/ATHLETIC DIRECTOR	0	30.00
						Totals for 82892	30.00
82893	DIVERSIFIED BENEFIT	JPAP12	12/10/2021	DECEMBER HRA ADMIN FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	263.82
						Totals for 82893	263.82
82894	E O JOHNSON CO., INC	JPAP12	12/10/2021	COPIER PAYMENT	GENERAL FUND/COMMUNICATION/A DMINISTRATIVE TECHNOLOGY SERV	8002200030	3,798.32
						Totals for 82894	3,798.32
82895	ENGELHARDT DAIRY OF	JPAP12	12/10/2021	LWJSHS DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	125.00
82895	ENGELHARDT DAIRY OF	JPAP12	12/10/2021	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	146.28
82895	ENGELHARDT DAIRY OF	JPAP12	12/10/2021	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	273.08
82895	ENGELHARDT DAIRY OF	JPAP12	12/10/2021	LWJSHS DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD	0	118.75

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82895	ENGELHARDT DAIRY OF	JPAP12	12/10/2021	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	153.00
82895	ENGELHARDT DAIRY OF	JPAP12	12/10/2021	LWJSHS DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	118.38
82895	ENGELHARDT DAIRY OF	JPAP12	12/10/2021	LWJSHS DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	180.88
82895	ENGELHARDT DAIRY OF	JPAP12	12/10/2021	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	330.80
82895	ENGELHARDT DAIRY OF	JPAP12	12/10/2021	LWJSHS DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	180.88
82895	ENGELHARDT DAIRY OF	JPAP12	12/10/2021	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	330.80
						Totals for 82895	1,957.85
82896	E O JOHNSON COMPANY	JPAP12	12/10/2021	PRINTER/COPIER SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/GENERAL ADMINISTRATION	0	406.81
						Totals for 82896	406.81
82897	GREEN BOYZ INC	JPAP12	12/10/2021	MOWING SERVICE - NOVEMBER 2021	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	525.00
82897	GREEN BOYZ INC	JPAP12	12/10/2021	MOWING SERVICE - NOVEMBER 2021	GENERAL FUND/CLEANING SERVICES/OPERATION	0	1,080.00
						Totals for 82897	1,605.00
82898	HEALY AWARDS, INC	JPAP12	12/10/2021	Replacement text for boards and signs	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL ATHLETICS	4002200199	127.97
						Totals for 82898	127.97
82899	INTEGRATED SYSTEMS C	JPAP12	12/10/2021	SKYWARD HOSTING SERVICES	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	8002200032	360.00
						Totals for 82899	360.00
82900	JOSTENS INC.	JPAP12	12/10/2021	CARRIE KOEHN DIPLOMA JACKETS	GENERAL FUND/GENERAL SUPPLIES/MISC HIGH SCHOOL	4002200004	12.19
						Totals for 82900	12.19
82901	MANAWA LIONS CLUB	JPAP12	12/10/2021	JANUARY 1 - JUNE 30, 2021 LIONS DUES FOR MELANIE OPPOR	GENERAL FUND/EMPLOYEE DUES AND FEES/OFFICE OF SUPERINTENDENT	0	40.00
						Totals for 82901	40.00
82902	MASTER ELECTRICAL SE	JPAP12	12/10/2021	PROVIDED LABOR & MATERIALS AT LWHS/MMS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE	0	1,848.68

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					REPAIRS		
					Totals for 82902		1,848.68
82903	MULTI MEDIA CHANNELS	JPAP12	12/10/2021	OCTOBER 18 REGULAR MTG	GENERAL	0	406.41
				MINUTES OCTOBER 25 SPECIAL	FUND/PRINTING AND		
				MTG MINUTES OCTOBER 25 ANNUAL	BINDING/INFORMATION		
				MTG MINUTES			
82903	MULTI MEDIA CHANNELS	JPAP12	12/10/2021	NOTICE OF 2022 ELECTION	GENERAL	0	62.75
					FUND/PRINTING AND		
					BINDING/INFORMATION		
					Totals for 82903		469.16
82904	NAVIGATE360, LLC	JPAP12	12/10/2021	ANNUAL SUBSCRIPTION FEE FOR	GENERAL	0	175.40
				ELEARNING USERS FOR THE TERM	FUND/TECH/SOFTWARE		
				1/1/22 - 12/31/22.	SERVIC/INSTRUCTIONAL		
					STAFF TRAINING		
					Totals for 82904		175.40
82905	NEOLA, INC.	JPAP12	12/10/2021	CONTINUING UPDATE SERVICE FOR	GENERAL	0	1,295.00
				SCHOOL BOARD POLICIES, VOLUME	FUND/TECH/SOFTWARE		
				31: NUMBER 1	SERVIC/GENERAL		
					ADMINISTRATION		
82905	NEOLA, INC.	JPAP12	12/10/2021	NEOLA SELECT SERVICES ON	GENERAL	0	280.00
				9/10/21	FUND/PERSONAL		
					SERVICES/GENERAL		
					ADMINISTRATION		
					Totals for 82905		1,575.00
82906	OGLE, TRACY	JPAP12	12/10/2021	REIMBURSE BASKETBALL ATHLETIC	GENERAL	0	30.00
				FEE FOR OLIVIA OGLE	FUND/STUDENT		
					FEES/ATHLETIC		
					DIRECTOR		
					Totals for 82906		30.00
82907	PAN-O-GOLD BAKING	JPAP12	12/10/2021	BREAD ORDER	FOOD SERVICE	0	102.17
					FUND/FOOD/FOOD		
					SERVICES		
82907	PAN-O-GOLD BAKING	JPAP12	12/10/2021	BREAD ORDER	FOOD SERVICE	0	119.57
					FUND/FOOD/FOOD		
					SERVICES		
82907	PAN-O-GOLD BAKING	JPAP12	12/10/2021	BREAD ORDER	FOOD SERVICE	0	185.10
					FUND/FOOD/FOOD		
					SERVICES		
					Totals for 82907		406.84
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	14.93
					FUND/CENTRAL SUPPLY		
					ROOM/FOOD SERVICES		
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	2,100.97
					FUND/FOOD/FOOD		
					SERVICES		
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	318.09
					FUND/CENTRAL SUPPLY		
					ROOM/FOOD SERVICES		
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	NON-FOOD SUPPLIES	FOOD SERVICE	0	89.02
					FUND/CENTRAL SUPPLY		
					ROOM/FOOD SERVICES		
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	354.98
					FUND/CENTRAL SUPPLY		
					ROOM/FOOD SERVICES		
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	990.60
					FUND/FOOD/FOOD		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	SERVICES FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	120.12
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	93.13
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,096.23
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	108.04
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	75.60
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	46.25
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	30.94
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	212.27
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	162.18
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	772.43
82908	PERFORMANCE FOODSERV	JPAP12	12/10/2021	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	96.67
						Totals for 82908	6,682.45
82909	PREMIER BANK - MANAW	JPAP12	12/10/2021	MOVE EFUNDS DEPOSIT FROM FSB TO PREMIER FOR CLASS 2023 DEPOSIT	GENERAL FUND/MISCELLANEOUS/D ISTRICT WIDE	0	10.00
						Totals for 82909	10.00
82910	SERVICE MOTOR COMPAN	JPAP12	12/10/2021	LABOR & MATERIALS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/VEHICLE MAINT/NOT PUPIL TRANS	0	1,468.83
						Totals for 82910	1,468.83
82911	SOLIANT	JPAP12	12/10/2021	Soliant Contract	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272200051	1,216.00
82911	SOLIANT	JPAP12	12/10/2021	Soliant Contract	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272200051	64.00
						Totals for 82911	1,280.00
82912	STRANG, PATTESON, RE	JPAP12	12/10/2021	LEGAL FEES	GENERAL FUND/PERSONAL	0	5,990.23

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					SERVICES/LEGAL		
					Totals for 82912		5,990.23
82913	TEACHER SYNERGY, LLC	JPAP12	12/10/2021	CHRIS HANSEN TEACHERS PAY TEACHERS CONTINGENCY	GENERAL FUND/OTHER MEDIA/UNDIFFERENTIATED CURRICULUM	1012200035	54.04
82913	TEACHER SYNERGY, LLC	JPAP12	12/10/2021	TEACHERS PAY TEACHERS CONTINGENCY	SPECIAL EDUCATION FUND/OTHER MEDIA/MULTI-CATEGORICAL	272200050	46.20
82913	TEACHER SYNERGY, LLC	JPAP12	12/10/2021	TEACHERS PAY TEACHERS CONTINGENCY	SPECIAL EDUCATION FUND/OTHER MEDIA/MULTI-CATEGORICAL	272200004	4.20
					Totals for 82913		104.44
82914	TRI CITY GLASS & DOO	JPAP12	12/10/2021	LABOR & MATERIALS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	187.94
82914	TRI CITY GLASS & DOO	JPAP12	12/10/2021	LABOR & MATERIALS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	141.78
					Totals for 82914		329.72
82915	UNIFIRST CORPORATION	JPAP12	12/10/2021	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	36.32
82915	UNIFIRST CORPORATION	JPAP12	12/10/2021	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	27.40
82915	UNIFIRST CORPORATION	JPAP12	12/10/2021	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	41.96
					Totals for 82915		105.68
82916	US TOY CO	JPAP12	12/10/2021	JANET ABBEY ITEMS	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFERENTIATED CURRICULUM	1012200009	49.94
					Totals for 82916		49.94
82917	UW OSHKOSH - CASHIER	JPAP12	12/10/2021	8 TUITION FOR FALL 2021 CAPP CKASS #33724 COLLEGE ENGLISH I 2 TUITION FOR FALL 2021 CAPP CLASS #33724 COLLEGE ENGLISH I - TUITION ASSISTANCE	GENERAL FUND/TRANSFER TO STATE/Gen Tuition-Non-Open Enrollmen	0	2,700.00
					Totals for 82917		2,700.00
82918	WI DEPT OF JUSTICE	JPAP12	12/10/2021	BACKGROUND CHECKS - NOVEMBER 21 (2)	GENERAL FUND/PERSONAL SERVICES/OTHER STAFF SERVICES	0	14.00
					Totals for 82918		14.00
82919	WIS INTERSCHOL ATHLE	JPAP12	12/10/2021	WIAA Sportsmanship Summit	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	4002200201	150.00
					Totals for 82919		150.00
82920	CITY OF MANAWA	JPAP12	12/13/2021	STEP PROGRAM - DEC 1, 2020 - NOV 30, 2021	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER	0	591.50

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					COMMUNITY SERVICES		
					Totals for 82920		591.50
82921	TOWN OF LITTLE WOLF,	JPAP12	12/13/2021	STEP PROGRAM - DEC 1, 2020 - NOV 30, 2021	COMMUNITY SERVICE	0	1,810.25
					FUND/TRANSFER TO MUNICIPALITY/OTHER		
					COMMUNITY SERVICES		
					Totals for 82921		1,810.25
82922	TOWN OF ROYALTON, TR	JPAP12	12/13/2021	STEP PROGRAM - DEC 1, 2020 - NOV 30, 2021	COMMUNITY SERVICE	0	411.13
					FUND/TRANSFER TO MUNICIPALITY/OTHER		
					COMMUNITY SERVICES		
					Totals for 82922		411.13
82923	TOWN OF UNION, TREAS	JPAP12	12/13/2021	STEP PROGRAM - DEC 1, 2020 - NOV 30, 2021	COMMUNITY SERVICE	0	645.13
					FUND/TRANSFER TO MUNICIPALITY/OTHER		
					COMMUNITY SERVICES		
					Totals for 82923		645.13
202110075	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	GENERAL FUND/WI	0	8,624.99
					RETIREMENT FUND		
202110075	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	SPECIAL EDUCATION	0	1,409.94
					FUND/WI RETIREMENT		
					FUND		
202110075	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	FOOD SERVICE	0	338.57
					FUND/WI RETIREMENT		
					FUND		
202110075	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	GENERAL FUND/WI	0	8,624.99
					RETIREMENT FUND		
202110075	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	SPECIAL EDUCATION	0	1,409.94
					FUND/WI RETIREMENT		
					FUND		
202110075	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	FOOD SERVICE	0	338.57
					FUND/WI RETIREMENT		
					FUND		
					Totals for 202110075		20,747.00
202110085	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	GENERAL FUND/WI	0	8,520.07
					RETIREMENT FUND		
202110085	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	SPECIAL EDUCATION	0	1,415.34
					FUND/WI RETIREMENT		
					FUND		
202110085	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	FOOD SERVICE	0	338.44
					FUND/WI RETIREMENT		
					FUND		
202110085	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	GENERAL FUND/WI	0	8,520.07
					RETIREMENT FUND		
202110085	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	SPECIAL EDUCATION	0	1,415.34
					FUND/WI RETIREMENT		
					FUND		
202110085	WISCONSIN RETIREMENT	R9	11/30/2021	Payroll accrual	FOOD SERVICE	0	338.44
					FUND/WI RETIREMENT		
					FUND		
					Totals for 202110085		20,547.70
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	GENERAL FUND/FICA	0	8,209.91
					(SOCIAL SECURITY)		
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	SPECIAL EDUCATION	0	1,273.21
					FUND/FICA (SOCIAL SECURITY)		

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	FOOD SERVICE	0	377.56
					FUND/FICA (SOCIAL SECURITY)		
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	COMMUNITY SERVICE	0	165.56
					FUND/FICA (SOCIAL SECURITY)		
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,920.07
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	297.77
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	FOOD SERVICE	0	88.29
					FUND/FICA (SOCIAL SECURITY)		
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	38.73
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	632.00
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	175.47
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	FOOD SERVICE	0	20.00
					FUND/FEDERAL INCOME TAX		
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	12.00
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	10,532.61
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,053.85
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	FOOD SERVICE	0	265.41
					FUND/FEDERAL INCOME TAX		
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	284.63
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,920.07
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	297.77
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	FOOD SERVICE	0	88.29
					FUND/FICA (SOCIAL SECURITY)		
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	38.73
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,209.91
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,273.21

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	SECURITY) FOOD SERVICE	0	377.56
202110095	INTERNAL REVENUE SER	P9	11/15/2021	Payroll accrual	FUND/FICA (SOCIAL SECURITY) COMMUNITY SERVICE	0	165.56
					FUND/FICA (SOCIAL SECURITY)		
					Totals for 202110095		37,718.17
202110096	MASSMUTUAL FINANCIAL	P9	11/15/2021	Payroll accrual	GENERAL	0	50.00
					FUND/HARTFORD INS - TSA/ROTH		
					Totals for 202110096		50.00
202110097	WEA TAX SHELTERED AN	P9	11/15/2021	Payroll accrual	GENERAL FUND/WEA	0	100.00
					TRUST - TSA/ROTH		
202110097	WEA TAX SHELTERED AN	P9	11/15/2021	Payroll accrual	GENERAL FUND/WEA	0	150.00
					TRUST - TSA/ROTH		
					Totals for 202110097		250.00
202110098	WISCONSIN DEPT OF RE	P9	11/15/2021	Payroll accrual	GENERAL FUND/STATE	0	110.00
					INCOME TAX		
202110098	WISCONSIN DEPT OF RE	P9	11/15/2021	Payroll accrual	SPECIAL EDUCATION	0	5.00
					FUND/STATE INCOME TAX		
202110098	WISCONSIN DEPT OF RE	P9	11/15/2021	Payroll accrual	FOOD SERVICE	0	20.00
					FUND/STATE INCOME TAX		
202110098	WISCONSIN DEPT OF RE	P9	11/15/2021	Payroll accrual	GENERAL FUND/STATE	0	6,430.98
					INCOME TAX		
202110098	WISCONSIN DEPT OF RE	P9	11/15/2021	Payroll accrual	SPECIAL EDUCATION	0	775.41
					FUND/STATE INCOME TAX		
202110098	WISCONSIN DEPT OF RE	P9	11/15/2021	Payroll accrual	FOOD SERVICE	0	175.69
					FUND/STATE INCOME TAX		
202110098	WISCONSIN DEPT OF RE	P9	11/15/2021	Payroll accrual	COMMUNITY SERVICE	0	144.76
					FUND/STATE INCOME TAX		
					Totals for 202110098		7,661.84
202110100	WEA MEMBER BENEFIT T	P9	11/15/2021	Payroll accrual	GENERAL FUND/WEA	0	40.00
					TRUST ADVANTAGE		
					Totals for 202110100		40.00
202110103	DELTA DENTAL OF WISC	JPWI11	11/17/2021	DENTAL CLAIMS	GENERAL FUND/SELF	0	3,961.60
					FUND-EMPLOYER SHARE PREMI		
					Totals for 202110103		3,961.60
202110104	EMPLOYEE BENEFITS CO	JPWI11	11/18/2021	DEPENDENT CARE & FSA CLAIMS	GENERAL FUND/FLEX	0	2,118.00
					PLAN SY21-22		
					Totals for 202110104		2,118.00
202110105	EMPLOYEE BENEFITS CO	JPWI11	11/30/2021	BESTFLEX & HRA ADMINISTRATIVE FEES	GENERAL	0	126.50
					FUND/DISTRICT FEES / BANKING FEE/FISCAL		
					Totals for 202110105		126.50
202110106	DIVERSIFIED BENEFIT	JPWI11	11/23/2021	HRA REIMBURSEMENTS	GENERAL FUND/HEALTH	0	724.84
					INSURANCE		
					Totals for 202110106		724.84
202110107	DELTA DENTAL OF WISC	JPWI11	11/24/2021	DENTAL CLAIMS &	GENERAL FUND/SELF	0	571.97

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				ADMINISTRATION	FUND-EMPLOYER SHARE PREMI		
					Totals for 202110107		571.97
202110108	EMPLOYEE BENEFITS CO	JPWI11	11/29/2021	FSA CLAIMS	GENERAL FUND/FLEX PLAN SY21-22	0	807.80
					Totals for 202110108		807.80
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,398.51
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,238.22
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	328.55
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	181.66
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,964.17
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	289.60
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	76.83
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	42.48
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	682.00
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	175.47
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	20.00
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	12.00
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	9,961.91
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	936.51
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	197.96
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	108.50
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,964.17
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL	0	289.60

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	SECURITY) FOOD SERVICE	0	76.83
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	FUND/FICA (SOCIAL SECURITY) COMMUNITY SERVICE	0	42.48
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	FUND/FICA (SOCIAL SECURITY) GENERAL FUND/FICA	0	8,398.51
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	(SOCIAL SECURITY) SPECIAL EDUCATION	0	1,238.22
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	FUND/FICA (SOCIAL SECURITY) FOOD SERVICE	0	328.55
202110109	INTERNAL REVENUE SER	P9	11/30/2021	Payroll accrual	FUND/FICA (SOCIAL SECURITY) COMMUNITY SERVICE	0	181.66
					FUND/FICA (SOCIAL SECURITY)		
					Totals for 202110109		37,134.39
202110110	MASSMUTUAL FINANCIAL	P9	11/30/2021	Payroll accrual	GENERAL	0	50.00
					FUND/HARTFORD INS - TSA/ROTH		
					Totals for 202110110		50.00
202110111	WEA TAX SHELTERED AN	P9	11/30/2021	Payroll accrual	GENERAL FUND/WEA	0	100.00
					TRUST - TSA/ROTH		
202110111	WEA TAX SHELTERED AN	P9	11/30/2021	Payroll accrual	GENERAL FUND/WEA	0	150.00
					TRUST - TSA/ROTH		
					Totals for 202110111		250.00
202110112	WISCONSIN DEPT OF RE	P9	11/30/2021	Payroll accrual	GENERAL FUND/STATE	0	110.00
					INCOME TAX		
202110112	WISCONSIN DEPT OF RE	P9	11/30/2021	Payroll accrual	SPECIAL EDUCATION	0	5.00
					FUND/STATE INCOME		
					TAX		
202110112	WISCONSIN DEPT OF RE	P9	11/30/2021	Payroll accrual	FOOD SERVICE	0	20.00
					FUND/STATE INCOME		
					TAX		
202110112	WISCONSIN DEPT OF RE	P9	11/30/2021	Payroll accrual	GENERAL FUND/STATE	0	6,317.42
					INCOME TAX		
202110112	WISCONSIN DEPT OF RE	P9	11/30/2021	Payroll accrual	SPECIAL EDUCATION	0	715.77
					FUND/STATE INCOME		
					TAX		
202110112	WISCONSIN DEPT OF RE	P9	11/30/2021	Payroll accrual	FOOD SERVICE	0	135.88
					FUND/STATE INCOME		
					TAX		
202110112	WISCONSIN DEPT OF RE	P9	11/30/2021	Payroll accrual	COMMUNITY SERVICE	0	54.00
					FUND/STATE INCOME		
					TAX		
					Totals for 202110112		7,358.07
202110114	WEA MEMBER BENEFIT T	P9	11/30/2021	Payroll accrual	GENERAL FUND/WEA	0	40.00
					TRUST ADVANTAGE		
					Totals for 202110114		40.00
202110119	DIVERSIFIED BENEFIT	JPWI12	12/14/2021	HRA REIMBURSEMENTS	GENERAL FUND/HEALTH	0	1,939.65
					INSURANCE		
					Totals for 202110119		1,939.65
202110120	DELTA DENTAL OF WISC	JPWI12	12/08/2021	DENTAL CLAIMS	GENERAL FUND/SELF	0	1,993.40
					FUND-EMPLOYER SHARE		

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					PREMI		
					Totals for 202110120		1,993.40
202110121	EMPLOYEE BENEFITS CO	JPWI12	12/09/2021	UNCOVERED MEDICAL	EMPLOYEE BENIFIT	0	500.00
					TRUST FUND/OTHER		
					ADJUSTMENTS/ADJUSTME		
					NTS & REFUNDS		
					Totals for 202110121		500.00
212200065	DECKER, CHRISTOPHER	JPAP11	11/12/2021	MS BOYS BASKETBALL OFFICIAL ON 11/11/21 VS SHIOCTON	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for 212200065		60.00
212200066	RADLEY, DANIEL	JPAP11	11/12/2021	MS BOYS BASKETBALL OFFICIAL ON 11/11/21 VS SHIOCTON	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for 212200066		60.00
212200067	RADLEY, DANIEL	JPAP11	11/16/2021	MS BOYS BASKETBALL OFFICIAL ON 11/15/21 VS IOLA-SCANDINAVIA	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for 212200067		60.00
212200068	SIMONIS, JEROME	JPAP11	11/16/2021	MS BOYS BASKETBALL OFFICIAL ON 11/15/21 VS IOLA-SCANINAVIA	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for 212200068		60.00
212200070	SIMONIS, JEROME	JPAP11	11/19/2021	MS BOYS BASKETBALL OFFICIAL ON 11/18/21 VS AMHERST	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for 212200070		60.00
212200071	VAN DAALWYK, WILLIAM	JPAP11	11/19/2021	MS BOYS BASKETBALL OFFICIAL ON 11/18/21 VS AMHERST	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for 212200071		60.00
212200072	KENOTE, THOMAS	JPAP11	11/22/2021	MS BOYS BASKETBALL OFFICIAL ON 11/11/21 VS SHIOCTON	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for 212200072		60.00
212200073	ABBAY, JANET	JPAP11	11/23/2021	HOME VISITS - NOV. 3, 10 & 17	GENERAL	0	99.06
					FUND/EMPLOYEE		
					TRAVEL/COMMUNITY		
					RELATIONS		
					Totals for 212200073		99.06
212200074	HASS, LOGAN	JPAP11	11/23/2021	MS BOYS BASKETBALL OFFICIAL ON 11/23/21 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		
					Totals for 212200074		60.00
212200075	VAN DAALWYK, WILLIAM	JPAP11	11/23/2021	MS BOYS BASKETBALL OFFICIAL ON 11/23/21 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE	0	60.00
					FUND/PERSONAL		
					SERVICES/OTHER		
					COMMUNITY SERVICES		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 212200075	60.00
212200076	BECK, DANIEL	JPAP12	12/03/2021	BOYS JV BASKETBALL OFFICIAL ON 12/2/21 VS SHIOCTON	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 212200076	50.00
212200077	BRAUER, DANIELLE	JPAP12	12/03/2021	SWAP SHOP TOYS	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	96.00
						Totals for 212200077	96.00
212200078	DYB, AUSTIN	JPAP12	12/03/2021	BOYS VARSITY BASKETBALL OFFICIAL ON 12/2/21 VS SHIOCTON	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	80.00
						Totals for 212200078	80.00
212200079	LUPIEN, ROGER	JPAP12	12/03/2021	BOYS JV BASKETBALL OFFICIAL ON 12/2/21 VS SHIOCTON	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 212200079	50.00
212200080	O'BRIEN, CARMEN	JPAP12	12/03/2021	REIMBURSE FOR MILEAGE TO WERMC MTG & BLUEPRINT STORAGE CONTAINER	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	16.00
212200080	O'BRIEN, CARMEN	JPAP12	12/03/2021	REIMBURSE FOR MILEAGE TO WERMC MTG & BLUEPRINT STORAGE CONTAINER	GENERAL FUND/EMPLOYEE TRAVEL/DIRECTION OF BUSINESS	0	44.80
						Totals for 212200080	60.80
212200081	VANDEN ACKER, ADRIAN	JPAP12	12/03/2021	BOYS VARSITY BASKETBALL OFFICIAL ON 12/2/21 VS SHIOCTON	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	80.00
						Totals for 212200081	80.00
212200082	WIRTH, DEAN	JPAP12	12/03/2021	BOYS VARSITY BASKETBALL OFFICIAL ON 12/2/21 VS SHIOCTON	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	80.00
						Totals for 212200082	80.00
212200083	CHASE, THOMAS	JPAP12	12/07/2021	JV GIRLS BASKETBALL OFFICIAL ON 012/6/21 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 212200083	50.00
212200084	FAHSER, JEFF	JPAP12	12/07/2021	JV GIRLS BASKETBALL OFFICIAL ON 012/6/21 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 212200084	50.00
212200085	LATOURE, PATRICK	JPAP12	12/07/2021	VARSIY GIRLS BASKETBALL OFFICIAL ON 012/6/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	80.00
						Totals for 212200085	80.00
212200086	BUELOW, JON	JPAP12	12/08/2021	VARSIY BOYS BASKETBALL OFFICIAL ON 12/7/21 VS	GENERAL FUND/PERSONAL	0	80.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				TIGERTON	SERVICES/BOYS BASKETBALL		
					Totals for 212200086		80.00
212200087	CHASE, THOMAS	JPAP12	12/08/2021	JV BOYS BASKETBALL OFFICIAL ON 12/7/21 VS TIGERTON	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	50.00
					Totals for 212200087		50.00
212200088	DUMAS, DON	JPAP12	12/08/2021	VARSITY GIRLS BASKETBALL OFFICIAL ON 12/6/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	80.00
					Totals for 212200088		80.00
212200089	FAHSER, JEFF	JPAP12	12/08/2021	JV BOYS BASKETBALL OFFICIAL ON 12/7/21 VS TIGERTON	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	50.00
					Totals for 212200089		50.00
212200090	BENTZ, TIMOTHY	JPAP12	12/10/2021	VARSITY WRESTLING OFFICIAL ON 12/09/21 VS TRI-COUNTY, GREEN BAY, PREBLE, OAKFIELD MS/HS	GENERAL FUND/PERSONAL SERVICES/BOYS WRESTLING	0	175.00
					Totals for 212200090		175.00
212200091	GRIFFIN, GARRET	JPAP12	12/10/2021	VARSITY WRESTLING OFFICIAL ON 12/09/21 VS TRI-COUNTY, GREEN BAY, PREBLE, OAKFIELD MS/HS	GENERAL FUND/PERSONAL SERVICES/BOYS WRESTLING	0	175.00
					Totals for 212200091		175.00
212200092	JOHNSON, KEVIN	JPAP12	12/10/2021	VARSITY BOYS BASKETBALLOFFICIAL ON 12/7/21 VS TIGERTON	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	80.00
					Totals for 212200092		80.00
212200093	DELZER, ROBERT	JPAP12	12/13/2021	VARSITY GIRLS BASKETBALL OFFICIAL ON 12/6/21 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	80.00
					Totals for 212200093		80.00
					Totals for checks		321,443.97

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	222,771.86	100.00	41,569.56	264,441.42
27	SPECIAL EDUCATION FUND	15,690.64	0.00	22,112.59	37,803.23
50	FOOD SERVICE FUND	3,951.42	0.00	9,101.14	13,052.56
73	EMPLOYEE BENIFIT TRUST FUND	0.00	0.00	500.00	500.00
80	COMMUNITY SERVICE FUND	1,448.75	0.00	4,198.01	5,646.76
***	Fund Summary Totals ***	243,862.67	100.00	77,481.30	321,443.97

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



School District of Manawa Field Trip/Transportation Permit Form

Field Trip Permit Forms must be submitted at least two weeks in advance. School day trips must return to school no later than 2:45 p.m. to coordinate with dismissal and busing schedules.

Reminder – Overnight and water-related trips require BOE approval at least two months advance notice.

Teacher/Coach (responsible for trip) Beth Trice Grade/Class SPED HS
 Date(s) of trip 11/16 to EOY

Destination and Address: 1 x per month Tola Aquatic Center; 445 S. Jackson St Tola WI 54945
 Itinerary of trip (attach sheets as necessary): Is this an overnight or water-related trip? yes no

Purpose of trip (include curriculum guide learner outcome or competency references):
Real life trip out in the community. Social relationship building. Using money in real life.

No. of Students 4 No. of Teachers 2 No. of Chaperones _____ GROUP TOTAL _____ 0.00
 Departure time 9a Return time 10:30a Total hours 1.5 No. of Buses 0
 Start (pick up) point NA Return (drop off) point NA

FIELD TRIP COSTS (No student participation fee can be required without prior Board of Education approval.)
Non-transportation costs (Planner completes for all field trips)

A. Total school-paid miscellaneous costs (admission, tickets, supplies, etc.) A. \$ 0
 FD 10 GEN LOC 101 MES OBJ 345 Pupil Travel -Lodging/Me FUNC 256770 Field Trip Busing PROJ

B. Per pupil student-paid miscellaneous costs B. \$ 12.00
[#] *2 per trip

C. Lunch plans (check all that apply)

Students will bring a sack lunch from home	<input type="checkbox"/>
Food service staff will prepare box lunches	<input type="checkbox"/>
Lunch will be purchased at site of field trip	<input type="checkbox"/>
Not applicable	<input checked="" type="checkbox"/>

NOTE: ALL PARTICIPANT FIELD TRIP FEES ARE TO BE PAID TO THE SCHOOL/DISTRICT PRIOR TO THE TRIP.

Staff member(s) responsible for administering medication to students _____

APPROVED Don Wolfgram DATE 10/28/21
 Principal

- Forms Distribution:
- Kobussen Buses LTD.
 - District Nurse
 - Business Manager
 - School Office
 - Activities Director (as applicable)

D. TRANSPORTATION: (Complete all that apply.)

School Van – Call Jr/Sr High Office to reserve van. Reservation completed by: Beth Trice

Private Vehicles – Provide the information for each driver as noted below. Submitted by: NA

Busing Costs (to be completed by Kobussen)

NA

Transportation paid by SDM account: (To be completed by Principal)

FD 10 GEN LOC 101 MES OBJ _____ FUNCTION _____ PROJ _____

Transportation paid by other organization name and address:

Transportation Request Directions

The following information is provided to ensure a consistent and clear process when transportation services are needed for a school trip.

1. Staff member completes the Field Trip / Transportation Permit Form and submits it to the building principal. Be sure that all applicable sections of the form are filled out in detail.
2. The building principal will review and approve/deny the trip and proceed as follows:

BUSING - KOBUSSEN

- *A copy of the form will be forwarded to the transportation coordinator designee for all trips requesting busing services.
- *Both the principal and staff trip organizer must approve the transportation quote.
- *Kobussen will receive confirmation of an accepted quote from the transportation coordinator designee and will book the trip.
- *The transportation coordinator designee will record the trip on a shared busing Google calendar.

DISTRICT VAN

- *A copy of the form will be forwarded to the Jr/Sr High Secretary when the district van is being reserved.
- *On the day before or the day of the trip, the van keys can be checked out from the Jr/Sr High office.
- *Complete the vehicle usage form. Return the complete report, gas card and van key to the Jr/Sr High Secretary. Send complete form with any receipts to the Business Mgr following each trip.

PERSONAL VEHICLES

- *Submit a copy of the following to the District Office.
 - ~Valid Wisconsin driver's license. Driver must be at least 21 years old.
 - ~ Certification of insurance for at least the minimum required by Wisconsin law.
 - ~ Vehicle inspection report from a certified auto dealership or service center.
- *Verify vehicle has the proper number of safety belts for the number of passengers per state law.
- *Verify that the vehicle has a first aid kit.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor
Fr: Brad Johnson
Date: 12/10/2021
Re: 2022 Middle School Girls Basketball Coaches Recommendations

I am recommending Corrie Ziemer as the middle school girls basketball coach for the 2021-2022 season.

I am recommending Andrea Whitman as the middle school girls basketball coach for the 2021-2022 season.

The season begins on January 3rd of 2022.

Name	Position	Information
Corrie Ziemer	Middle School Coach	Mrs. Ziemer has been a successful teacher and coach in our district for many years. We are excited to have a coach with such experience at various levels coaching our Middle School Girls Basketball team.
Andrea Whitman	Middle School Coach	Mrs. Whitman is a respected teacher in our district. She has coached basketball in the past and we are excited to bring her positive influence to the Middle School Girls Basketball team this winter.

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



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Thank you for your
continued support of
Premier Community Bank,
Premier Investment Services,
and Premier Insurance Services.

In recognition of that support,
a contribution was made
to a local food pantry
to provide assistance to the
community we both believe in.

We appreciate you and look
forward to our continued relationship
in the future year.

Renee
CHRIS BOBOK Clara
Rhonda Conner Jessie

Monthly Enrollment Count for SY2021-2022

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

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



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 12/9/21
Re: MES/Special Education Update

Manawa Elementary School

- On November 24th MES students participated in the monthly assembly where we celebrated all the fun we had in the month. Special PBIS prizes were chosen and students picked staff to participate in a pie-eating contest. Mrs. Ziemer beat Mrs. Whitman and Mrs. Hansen in the contest.
- On December 14th classroom teachers will receive the winter edition of Illustrative Mathematics professional development. We are excited to have Eric Kanters from the Mathematics Institute of Wisconsin coming to model 3 lessons. He will model a 1st grade, 3rd grade, and 5th-grade lesson. Classroom teachers will watch a lesson and then debrief with Eric to ask questions and pick his brain. This is a change from the previous PD sessions that were virtual. We will have 1 more session with Eric in the spring.
- Students got to participate in the MES PTO-sponsored Holiday Shop over the week of December 6th. PTO members and HS students helped students shop for gifts for their family members. The students were so excited to be going home with gifts that they picked out themselves. Thank you to the PTO for putting this event together.
- MES Winter Concert will be on December 16th. There will be 2 performances open to an audience; the dress rehearsal at 1:30 and an evening performance at 6:00. Thank you to all the staff members who moved their schedules around for rehearsals and who helped out at the performances.
- On December 22nd the MES student council will hold a Christmas Through Song Celebration for students in the morning. Students will participate in games and activities to celebrate the season. There will also be an assembly before students go home for break.

Special Education

- Mrs. Anderson's students made dog treats and sold them at the Holiday Fair on Sunday, December 5th to raise money for them to adopt a family in need. They raised over \$400 for the cause. On December 10th they shopped for the family. What a great experience for the students! They worked on reading, math, social skills, and life skills while having fun and giving back to a family in need.
- Mrs. Trice's students helped to decorate the Paving the Way building for Miracle on Bridge Street. The window decorations look great so far. Thank you to the staff for helping out to run the MOB event at Paving the Way.



To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Dan Wolfgram, Principal Little Wolf High School, Manawa Middle School
Date: 9/10/2021
Re: Staff and Program Highlights - October 2021

Winter Activities/Athletics Update: Basketball and wrestling seasons are in full swing. Attendance for basketball games has been up and I have received numerous positive comments on the updated gym floor and interior Fitness Center entrance. The Ski Club has finalized dates for skiing opportunities for students and is seeing renewed interest in the club. The Debate Team is nearing the tail end of their season and Quiz Bowl will begin competition in the coming weeks. Thanks to the many coaches advisors and volunteers who dedicate numerous hours to the students of the SDM.

Taxidermy Guest: Ms. Rene Lehman, former Waupaca High School Agriscience teacher came to visit Mrs. Cordes and her students and provide a hands-on demonstration of taxidermy. The lesson centered around creating a European deer head mount.



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ManawaSchools.org



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Washington D.C. Trip Refunds: Mr. Bortle received a refund check for the full amount from the travel company. Checks are being processed and will be mailed out as soon as possible.

Little Wolf High School Music Department South Dakota Field Trip: An informational meeting for parents was held on Monday, December 6th. Incoming deposits in December will determine the reality of moving forward with the trip.

Welcome Manawa Style: Thanks to Carmen O'Brien for investing in yet another item that helps to create our Manawa sense of pride. A new welcome mat at the Fitness Center entrance helps to show our Wolf Pride.



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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

Miracle on Bridge St.: This year many Manawa residents came out to celebrate the downtown for Miracle on Bridge St. and Paving the Way saw a steady flow of patrons and visitors. What a great way to reign in the holiday season.



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Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 12/15/2021
Re: Business Office Monthly Update - December

This month, I have taken on many new roles: teacher, custodian, card-scanning monitor at lunch, recess monitor, and COVID-19 tester. This is in addition to being a business manager, mother, wife, and daughter. Keeping the SDM open continues to be a challenge and winter break cannot come soon enough. This is not a complaint, but I want the Board to know how hard the entire district staff has been working. We long for the days when we only had to do our assigned job. I am crossing my fingers for a slower January.

I attended the WERMC (Wisconsin Educators Risk Management Cooperative) meeting at the end of November. Topics of discussion were alternative transportation risks, COVID class action threats, cybersecurity, and worker's compensation. This triggers me to evaluate our own policies and procedures to ensure that we are aware and minimize potential issues.

I met with our insurance representatives about the District ancillary insurance policies. These include: group life, long-term disability, and the optional short-term disability. Our rates will remain the same for the 2022-23 school year.

I helped out at the Miracle on Bridge Street event at the PAES lab. Mrs. Trice, Mrs. Hauser, and Mrs. Ort were on-site all day and they did a phenomenal job hosting a bake sale and crafts. It was a great opportunity to highlight our district and to showcase the PAES lab.

Finally, we hosted a STEP volunteer appreciation luncheon this past Monday, December 13th. At this event, I gave the letters to our volunteers notifying them of their earnings that are applied to their 2021 property tax bill. The volunteers short-pay their taxes and my office sends a check to each of the municipalities that had participants in the program. These checks were sent out this week as well.

KOBUSSEN BUSES LTD.

Family Pride in Every Ride

December 3, 2021

November Transportation Report

Prepared For: School District of Manawa

To Whom it May Concern,

There were 20 school days and nine extracurricular trips for the month of November.

We are glad to welcome a new driver, Jehovala Cesar, to our team. He recently moved to the area from Boston, Massachusetts. He is currently driving one of our van routes, but is studying for his commercial learner's permit to prepare for a commercial driver's license.

Currently, we only have one afternoon route that is open. Otherwise, we are sitting very well, but that doesn't mean we stopped looking for new drivers! Now is a great time to apply as we prepare for the Spring sports season! If you know of anyone; coaches, parents of athletes, or community members that enjoy watching Manawa athletics, please send them our way. We will walk through the process every step of the way! They can visit our website and apply online: www.kobussen.com

As winter approaches, we are reviewing winter driving skills with our drivers at our safety meetings. This includes: watching out for black ice, snow-covered roads, and how snowy/icy roads affect the route times.

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



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Mrs. Michelle Johnson
District Reading Specialist

Dec 20, 2021

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: 12/18/2021

Re: District Literacy Highlights

MES Instructional Literacy/Cycles:

Purpose:

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

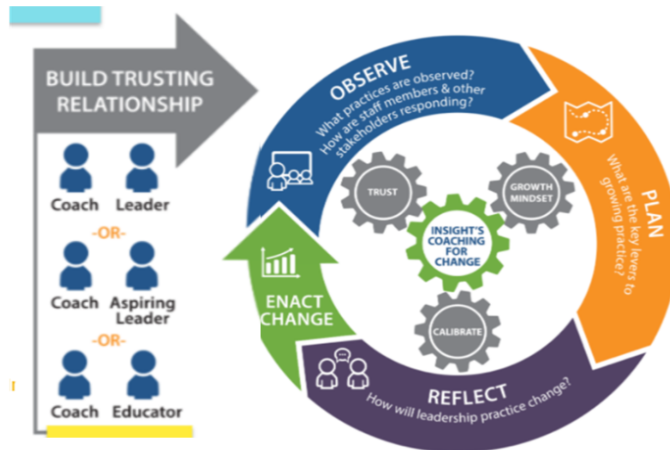


Image shared during the [Cesa 6 Literacy Consortium](#) meeting.

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What is your favorite element of Interactive Read Aloud in your classroom?



When our elementary students were asked what their favorite element of the Interactive Read Alouds were, they quickly responded with a smile and a variety of answers from favorite authors, stand-out titles, to being able to spend time together, asking questions, and sometimes acting out scenes with a partner. Pictured above, all of the books Ms. Schuelke's class read together so far this year are featured on their wall in their classroom. Here, they are pointing to their most memorable Interactive Read Aloud.

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“We  the author Eric Carle.”

- Kindergarteners

“It is fun. I learn a lot of things, especially in nonfiction.”

-3rd grade student

“I love all the books we read, especially the nonfiction book *The One Well*. It was interesting to learn about how all sources of water are connected. The most surprising fact that got me thinking was when we were asked, ‘Can you believe that the water you used to brush your teeth, could very well be from the blowhole of a Beluga whale?’”

- 5th Grade Student

“Every book is different. Our teacher reads it nice and loud. That is why I like it.”

-1st Grade Student

“I like to help the teacher read. We learn, and we are getting smart.”

-Kindergarten

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“I like seeing all the colorful illustrations.”

-3rd grade student

“I like *Home of the Brave*. I liked to hear about Kek’s adventure from Africa to Minnesota. I loved how he had interesting phrases to describe his new world. He called airplanes, ‘flying boats’.”

-5th grade student

“Our teacher reads some of our favorites. They are fun to read because they have funny pictures.”

-1st grade student

“We can read together and spend time talking about it with a partner.”

-2nd grade student

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Instructional Coaching Cycles at Little Wolf Middle and High School

At the secondary level, the coaching cycle is shifting from working with the social studies team to focusing on the science team. Throughout collaborative team meetings, the science collective literacy commitment is vertically mapping out language, organization, and implementation of writing lab reports moving from more scaffolded at the middle school level to less support at the highschool level. On Dec. 16th, Erin Loritz from Cesa 6 in partnership with the district literacy specialist will be observing each science teacher. The purpose of the professional development is to offer support on the team's literacy commitment throughout instruction and provide guidance on the progress of each educator's learning plan.

Gifted and Talented:

This month, two new students were recommended as becoming members of our Gifted and Talented program. Students are referred to this program through criteria under the General Intellectual Ability, Specific Academic Area, Creativity, Artistic Visual/Musical Talents, and Leadership. In addition to these categories, data from classroom achievement, universal assessments such as STAR, Forward, Fountas and Pinnell Benchmarking, and ACT are sources reviewed when considering students eligibility for our program. The following Wisconsin DPI Gifted and Talented Standards are just a few studied to best select a specific goal aligned to our students' needs:

Learning and Development 1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs

Assessment 2.1.3. Educators use universal screening and multiple indicators of potential and achievement at various grade levels from Pre-K through grade 12 to provide multiple entry points to services designed to meet demonstrated needs.

Learning Environments 4.1.3. Educators create environments that establish trust, support, and collaborative action among diverse students.

Programming 5.1.5. Educators leverage technology to increase access to high-level programming by providing digital learning options and assistive technologies.

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Once a student is referred by parents or teachers, a team comprised of teachers, school counselor, administration, instructional coaches, and the student meet together to develop a plan to extend their thinking, provide opportunities to make critical decisions, to lead, and to quench their thirst for knowledge.

English Language Learning Students

Currently, our English Language Learning Students are completing ACCESS testing, a state required assessment. ACCESS provides a standardized measurement of academic language proficiency for ELL students throughout the state of Wisconsin, and in other states. With this information, we will be able to monitor individual ELL student progress on an annual basis. The assessment is broken into four sessions: reading, writing, speaking and listening.

Family and Community Partnerships

Thursday, January 13th- Snow Much Fun- a family/community literacy and math night is being held at the Manawa Elementary School from 6-7 pm. Activities include:

1. Popcorn Balls and Hot Cocoa
2. All About Snow and Building Snowmen Books- Featured community leaders will be reading various titles in a cozy Wolf Den with a fake fireplace and candles.
3. Making snowflake bookmarks
4. Creating Winter Acrostic poems, and a collective book about winter as authors
5. Creative, problem-solving math activities

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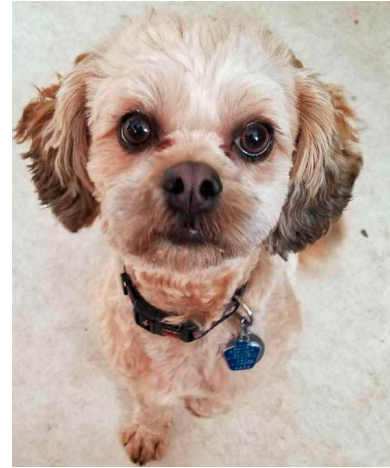


Future Family Engagement and Partnership:

In partnership with Ellen Connor at the Strum Memorial Library, the Tail Wggin' Tutor, Sage will be present on a Friday for one hour. Youth and families can come in and get a session with Sage to read to her, or just spend some time playing with her if they don't feel like reading. If someone would like to read to her, the student, the dog and her handler go into a meeting room for privacy. Sage's human is Tori Suehs, who grew up in Manawa and is known to many in the community.

Sage the Tail Waggin' Tutor

Sage loves listening to children read. Do you think you could pick out a story she would like?
Call 920-596-2252 for more details.
This program is best suited for youth aged 5 and up.



Future family nights are in the works, so be on the lookout for more details to come about a Hibernating In the Wolf Den with Cozy Pajamas and a Good Book in December, and joining with the arts during spring to feature literacy, art, and math. More details to come as those dates draw closer.

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Technology Board Report

Dec. 15, 2021



Network and Server Infrastructure

Server backups completed on both a local level and in the cloud. Working to develop disaster recovery in the cloud to minimize exposure to ransomware. Will begin the process of server configuration and consolidation.

Skyward

Continuing to work with Skyward to address workflow. Will be starting the open enrollment work group.

Hardware Updates

New switching and configuration tested and installed. Network traffic and access logging has shown no drops or stalls.

Student Device Replacement

Received the 282 Chromebooks. Have begun the inventory process

and will start testing and configuration.

Minutes of a December 8, 2021 School District of Manawa Curriculum Committee Meeting

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

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

In Attendance: Hollman, Jepson, Dr. Oppor, Dan Wolfgram, and Stephanie Riske. J. Johnson absent.

Timer / Recorder: Jepson

1. Consider Endorsement of Change in SDM District Instructional Start and End Times for 2022-2023 as Presented. Motion by Jepson / Hollman to Recommend Endorsement of Change in SDM District Instructional Start and End Times for 2022-2023 as Presented. Motion carried.
2. Consider Endorsement of ERVING Network for the 2022-23 School Year as Presented. Motion by Hollman / Jepson to Recommend Endorsement of ERVING Network for the 2022-23 School Year as Presented. Motion carried.
3. Consider Endorsement of LWHS 2022-23 Course Selection Guide as Presented. Motion by Jepson / Hollman to Recommend Endorsement of LWHS 2022-23 Course Selection Guide with a 25 credit requirement as Presented. Motion carried.
4. Consider Approval of Monthly Swimming High School Special Education Field Trip Request as Presented. Motion by Jepson / Hollman to Recommend Approval of Monthly Swimming High School Special Education Field Trip Request as Presented. Motion carried.
5. Consider Endorsement of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented. Motion by Jepson / Hollman to Recommend Endorsement of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented. Motion carried.
6. Curriculum Committee Planning Guide (Information / Action)
7. Next Meeting Date - January 12, 2022 at 5:00 p.m.
8. Next Meeting Items:
 - a. Curriculum Writing Plan (Information / Action)
 - b. Consider Endorsement of LWHS Science Course Curriculum Revisions (Information / Action) - Summer 2022
 - c.
9. Adjourn at 7:26 p.m.

Minutes of a December 7, 2021 School District of Manawa Finance Committee Meeting

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

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

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

Timer / Recorder: J. Johnson

1. Review of Key Performance Indicators. Motion by J. Johnson / R. Johnson to Recommend Key Performance Indicators for Operational Efficiencies to the full Board as presented. Motion carried.
2. Consider Endorsement of the Adult Meal Price Adjustment as Presented. Motion by J. Johnson / R. Johnson to Recommend Endorsement of the Adult Meal Price Adjustment as Presented. Motion carried.
3. Consider Endorsement of Fundraisers as Presented. Motion by J. Johnson / R. Johnson to Recommend Endorsement of Fundraisers as Presented. Motion carried.
4. Benefits for SDM Employees Summary - Informational
5. Monthly Financial Summary - Informational
6. Fund 46 CD Receipt - Informational
7. Finance Committee Planning Guide
8. Next Finance Committee Meeting Date: January 4, 2022 at 6:00 p.m.
9. Next Finance Committee Items:
 1. Legal RFP
 2. Salary/Wage Comparables
10. Motion by J. Johnson / R. Johnson to adjourn at 6:41 p.m.

Minutes of a December 13, 2021 School District of Manawa
Policy and Human Resources Committee Meeting

The meeting began at 6:00 p.m. MES Board Room

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

In Attendance: J. Johnson, Pethke, Reiersen, Dr. Oppor, Mr. Bortle, Stephanie Riske

Timer/Recorder: J. Johnson

1. Consider Endorsement of One-Time Early Dismissal of Teachers at 2:10 p.m. on Wednesday, December 22, 2021 as Presented. Motion by Reiersen / Pethke to Recommend Endorsement of One-Time Early Dismissal of Teachers at 2:10 p.m. on Wednesday, December 22, 2021 as Presented. Motion carried.
2. Consider Endorsement of Food Service Team Member MES Serving Line - Dishwasher - Prep Cook Job Description Change to Increase Hours as Presented. Motion by Pethke / Reiersen to Recommend Endorsement of Food Service Team Member MES Serving Line - Dishwasher - Prep Cook Job Description Change to Increase Hours as Presented. Motion carried.
3. Consider Endorsement of Revised PO5460 - Graduation Requirements as Presented. Motion by Reiersen / Pethke to Recommend Endorsement of Revised PO5460 - Graduation Requirements as Presented beginning with the class of 2024. Motion carried.
4. Consider Endorsement of Revised AG5460 - Graduation Requirements as Presented. Motion by Reiersen / Pethke to Recommend Endorsement of Revised AG5460 - Graduation Requirements as Presented. Motion carried.
5. Consider Endorsement of Revised AG5430 - Laude System as Presented. Motion by Reiersen / Pethke by to Recommend Endorsement of Revised AG5430 - Laude System as Presented. Motion carried.
6. NEOLA Policy Updates Volume 30, No. 2 + Special Update
 - a. Consider Endorsement of Revised Policies as Listed. Motion by Reiersen / Pethke to Recommend Endorsement of Revised Policies as Listed to the full Board as presented. Motion carried.
 - i. PO0100 - Definitions
 - ii. PO0122 - Board Powers
 - iii. PO0144.3 - Conflict of Interest
 - iv. PO0145 - Board Member Anti-Harassment
 - v. PO0167.3 - Public Comment at Board Meetings
 - vi. PO1210 - Board - District Administrator Relationship

- vii. PO1422 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- viii. PO1422.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- ix. PO1623 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment
- x. PO1662 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- xi. PO2240 - Controversial Issues in the Classroom
- xii. PO2260 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Access to Equal Education Opportunity
- xiii. PO2260.01 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Discrimination Based on Disability
- xiv. PO2414 - Human Growth and Development
- xv. PO2430 - District-Sponsored Clubs and Activities
- xvi. PO2431 - Interscholastic Athletics
- xvii. PO3120 - Employment of Professional Staff
- xxviii. PO3122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- xix. PO3122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- xx. PO3170 - Substance Abuse
- xxi. PO3215 - Use of Tobacco and Nicotine by Professional Staff
- xxii. PO3216 - Staff Dress and Grooming
- xxiii. PO3230 - Ethics and Conflict of Interest
- xxiv. PO3362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- xxv. PO4120 - Employment of Support Staff
- xxvi. PO4120.04 - Employment of Substitutes
- xxvii. PO4122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- xxviii. PO4122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- xxix. PO4123 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment
- xxx. PO4161 - Unrequested Leaves of Absence/Fitness for Duty
- xxxi. PO4170 - Substance Abuse
- xxxii. PO4215 - Use of Tobacco and Nicotine by Support Staff
- xxxiii. PO4216 - Support Staff Dress and Grooming
- xxxiv. PO4230 - Ethics and Conflict of Interest
- xxxv. PO4362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- xxxvi. PO5512 - Use of Tobacco and Nicotine by Students
- xxxvii. PO5520 - Disorderly Conduct

- xxxviii. PO5720 - Student Activism
- xxxix. PO5880 - Public Performances by Students
 - xl. PO6152 - Student Fees, Fines, and Charges
 - xli. PO7434 - Use of Tobacco and Nicotine on School Premises
 - xlii. PO7440.01 - Video Surveillance and Electronic Monitoring
 - xliii. PO7450 - Property Inventory
 - xliv. PO7455 - Accounting System for Capital Assets
 - xlv. PO9270 - Home-Based, Private, or Tribal Schooling
 - xlvi. PO9500 - Relations with Education Institutions and Organizations
 - xlvii. PO9700 - Relations with Non-School Affiliated Groups
- b. Review and Discuss Revised Policies as Listed
 - i. PO0144.2 - Board Member Ethics
Motion by Reierson / Pethke to Delete PO0144.2 - Board Member Ethics. Motion carried.
 - ii. PO0144.5 - Board Member Behavior and Code of Conduct
Motion by Reierson / Pethke to Table PO0144.5 - Board Member Behavior and Code of Conduct until January meeting. Motion carried.
 - iii. PO0174.2 - School Performance Report
Motion by Reierson / J. Johnson to Delete PO0174.2 - School Performance Report. Motion carried.
 - iv. PO1130 - Ethics and Conflict of Interest
Motion by Reierson / J. Johnson to Recommend PO1130 - Ethics and Conflict of Interest to the full Board as presented. Motion carried.
 - v. PO2700.01 - School Performance and State Accountability Report Cards
Motion by Reierson / J. Johnson to Table PO2700.01 - School Performance and State Accountability Report Cards. Motion carried.
 - vi. PO5112 - Entrance Age
Motion by Reierson / J. Johnson to Recommend PO5112 - Entrance Age to the full Board as presented. Motion carried.
- c. Discuss and Make Decisions on Policy Revisions to Recommend to Full Board as Listed
 - i. PO0131.1 - Bylaws and Policies
 - ii. PO2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities
 - iii. PO5517 - Nondiscrimination and Anti-Harassment - Student Anti-Harassment

7. Review PO2430 and AG2430 - District Sponsored Clubs and Activities

8. Policy & Human Resources Committee Planning Guide (Information)

9. Set Next Meeting Date: January 10, 2021 at 6:00 p.m.

10. Next Meeting Items:

- a. School Nurse References - Nurse/Paramedical (Information / Action)
- b. Review of Library/Media Center Protocols (Information / Action)
 - i. Board Policy 2522 - Library Media Centers: All changes are highlighted in yellow.

- ii. AG2522B - Support for Intellectual Freedom: New Administrative Guideline
 - iii. AG2522C - Library Material Formal Reconsideration Form: New Administrative Guideline
 - iv. Young Adult (YA) Materials Access Procedure: Updated for that would be included in the 2022-23 registration packet for all students under the age of 16
 - c. Consider Endorsement of NEOLA Administrative Guidelines Volume 30, No. 2 + Special Update (Information / Action)
 - d. Consider Endorsement of Revised PO8500 - Food Services as Presented
 - e. Consider Staff Engagement Opportunities- KPI IV. Engagement & Satisfaction E., F., and G. Staff, Parent, and Student Surveys
 - i. Review Staff Survey (Information / Action)
11. Motion by Reiersen / J. Johnson to adjourn at 7:26 p.m.



Book	Policy Manual
Section	2000 Program
Title	Copy of NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	po2260
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	September 22, 2021

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 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 website.

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. The District Compliance Officer 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

Revised 4/27/20

T.C. 9/22/21

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Legal	<ul style="list-style-type: none"> 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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Book	Policy Manual
Section	5000 Students
Title	Copy of BULLYING
Code	po5517.01
Status	Proposed to Policy & Human Resources Committee
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 websites, and defamatory online personal polling websites, 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, 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, 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 that 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 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.

Revised 3/15/21

T.C. 9/22/21

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Legal

Wis. Stat. 118.46

Last Modified by Melanie Oppor on October 11, 2021

1 **WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.**
2 Madison, Wisconsin
3 November 23, 2021
4

5 **REPORT TO THE MEMBERSHIP ON PROPOSED 2022 RESOLUTIONS**

6 WASB Policy & Resolutions Committee
7 Barbara Herzog, Oshkosh Area School Board, Chair
8
9

10 **Resolution 22-01: *Safe Harbor Legislation***

11
12 **Create:** The WASB supports passage of state legislation to protect youth who have been subject
13 to child sex trafficking from criminal prosecution for prostitution.
14

15 **Rationale:** Child sex trafficking has become a prevalent problem in Wisconsin, with all 72
16 counties reporting occurrences. In recent years, overall reported occurrences have averaged
17 roughly 100 per year. On average, child victims are only 13 years old when they are trafficked
18 for the first time. Traffickers target runaway and homeless youth, particularly those with a
19 history of sexual abuse and lure them into a cycle of abuse that is hard to escape for many
20 reasons, including that child victims face potential prosecution under child prostitution laws.
21

22 The board that proposed this resolution and other proponents of Safe Harbor legislation suggest
23 that eliminating the threat of prosecution would have several benefits. It could: a) help enable
24 victims to receive rehabilitative services and counseling; b) prevent traffickers from using the
25 threat of criminalization as a way to keep control over the children being trafficked; and c)
26 increase the likelihood that children who have been trafficked can and will testify against their
27 abusers. Proponents note that after a similar law was enacted in Minnesota, convictions of
28 traffickers quadrupled, in large part because child sex trafficking victims were more likely to
29 testify against their abusers/traffickers. Adoption of a Safe Harbor law would bring Wisconsin
30 law into conformity with the federal Trafficking Victims Protection Act, something 30 other
31 states have already done by enacting similar provisions.
32
33

34 **Resolution 22-02: *Annual Inflationary or Greater Increases in Per Pupil Spendable***
35 ***Resources***
36

37 **Create:** The WASB supports annual increases in per pupil spendable resources for public school
38 districts that meet or exceed inflation.
39

40 **Rationale:** Under current law, lawmakers may provide additional spending authority to school
41 districts in one of three ways: 1) by increasing per pupil revenue limits; 2) by providing an
42 increase in per pupil categorical aid (which is outside revenue limits); or 3) by providing a
43 combination of increased per pupil revenue limits and increased per pupil categorical aid. This
44 resolution supports annual increases provided through any of these three mechanisms that meet
45 or exceed the rate of inflation.
46

1 **Resolution 22-03: *Funding for Children with Disabilities***

2
3 **Amend** the first paragraph of existing Resolution 2.31 to read as follows:

4
5 **2.31 Funding for Children with Disabilities** The WASB supports increasing the special
6 education categorical aid reimbursement level to not less than 60 percent of prior year
7 eligible costs and maintaining funding at not less than this percentage each year
8 thereafter *via a sum sufficient appropriation*. The WASB further supports the following
9 provisions related to funding for children with disabilities:

10
11 **Rationale:** This resolution calls for converting special education categorical aid from a sum
12 certain appropriation to a *sum sufficient* appropriation, which would guarantee that the specified
13 or promised percentage level of support is met. Providing special education categorical aid
14 through a sum sufficient appropriation would mean that the Legislature must provide whatever
15 amount of funding it takes to meet the promised percentage reimbursement level of support (in
16 this case 60 percent).

17
18
19 **Resolution 22-04: *Advanced Learning***

20
21 **Amend** existing Resolution 2.37 to add the following language:

22
23 The WASB encourages that schools focus less on identifying “gifted” students and more
24 on identifying and addressing unmet learning needs of students capable of high levels of
25 achievement.

26
27 The WASB further encourages districts to provide a variety of advanced programming
28 opportunities for K-12 students, including acceleration options, and to offer opportunities
29 to individuals such that students from every background are able to achieve at their
30 highest possible levels.

31
32 **Rationale:** State statutes mandate that each school board must “ensure that all gifted and talented
33 pupils enrolled in the school district have access to a program for gifted and talented pupils” and
34 that each school board must “provide access to an appropriate program for pupils identified as
35 gifted or talented.” However, the state currently provides only \$474,400 per year in direct aid to
36 school districts for gifted and talented programming. Prior to the enactment of 2021-23 state
37 budget that amount was only \$237,200 per year.

38
39 Advocates for gifted and talented students, such as the Wisconsin Association for the Talented
40 and Gifted (WATG), have long decried that having a state mandate for identification and
41 services for gifted and talented students does not necessarily guarantee their availability. The
42 WATG argues that there is lack of clarity in the definition of “gifted and talented” and that due
43 to that lack of clarity, schools should identify “needs” not “children.” This resolution
44 encourages schools to provide relatively low-cost pathways to meet unmet learning needs of
45 high achieving students such as by offering acceleration options. Acceleration options may
46 include, but are not limited to, providing such things as: early admission to Kindergarten, first

1 grade or high school; curricular modifications; access to dual enrollment courses in high school;
2 AP courses in high school; or international baccalaureate (IB) curricula, etc.

3
4 **Resolution 22-05: *Broadening Staff Expenditures Eligible for State Categorical Aid for***
5 ***School Mental Health Services***

6
7 **Create:** The WASB supports legislation to broaden the scope of DPI-issued pupil services
8 licenses eligible to qualify for state categorical aid for school mental health programs to include
9 school social workers, school counselors, and school psychologists.

10
11 **Rationale:** Broadening the scope of DPI-issued pupil services license categories eligible to
12 qualify for state categorical aid for school mental health programs would enable schools to
13 better meet student mental health needs and could enable a broader range of school district
14 expenditures to qualify for state categorical aid for school mental health programs.

15
16 Under current law, state categorical aid for school mental health programs is funded at \$12
17 million per year and reimburses eligible districts and schools for school social worker service
18 expenditures as follows: (a) 50% reimbursement of the increase in expenditures for school social
19 worker services from one year to the next; and (b) a proportion of unreimbursed expenditures for
20 school social workers, based on the amount remaining in the appropriation after payments are
21 made under (a).

22
23
24 **Resolution 22-06: *Broadening the Scope of Mental Health Services Eligible for***
25 ***Reimbursement***

26
27 **Create:** The WASB supports legislation to broaden the scope of mental health service
28 professionals eligible for reimbursement from the state to include licensed mental health social
29 workers, licensed mental health counselors, licensed mental health psychologists, and
30 community mental health coordinators.

31
32 **Rationale:** Broadening the scope of mental health providers eligible to have their services
33 reimbursed by the state to include licensed mental health social workers, licensed mental health
34 counselors, licensed mental health psychologists, and community mental health coordinators
35 would enable schools to better meet student mental health needs and would help to address
36 unfunded mental health needs in Wisconsin schools.

37
38
39 **Resolution 22-07: *Curriculum and Professional Training on Asian Americans & Pacific***
40 ***Islanders***

41
42 **Create:** The WASB encourages Wisconsin public schools to develop an educational curriculum
43 and professional training to teach the history, culture, and contributions of Asian Americans &
44 Pacific Islanders to the economic, cultural, and social development of Wisconsin and the USA.
45 The WASB also requests the state Legislature provide sufficient funding to develop an
46 appropriate model curriculum and training package.

1 **Rationale:** “Asian Americans & Pacific Islanders (AAPI)” refers to those persons who trace
2 their origins and ancestries back to the countries of East Asia, Southeast Asia, South Asia or the
3 Pacific Islands. Asian Americans & Pacific Islanders have lived and worked in Wisconsin for
4 over 100 years, and have contributed greatly to our state’s rich history, culture, economy, and
5 public service.

6
7 Between the 2010 to the 2020 Census periods, the population of Asian Americans & Pacific
8 Islanders in Wisconsin grew 36% from 131,061 to 177,901 (consistent with the nationwide trend
9 of 35.5% growth) – increasing significantly faster than the state’s overall growth rate of 3.6%.

10
11 At the same time, the COVID-19 Pandemic and the Delta variant have engendered the targeting
12 of Asian Americans & Pacific Islanders in WI and the USA with Anti-Asian hate and
13 harassment. (According to the group *Stop AAPI Hate*, the number of anti-Asian hate incidents
14 from March 2020 to June 2021 totaled 9,081 across the USA, with 4,533 in January-June 2021
15 alone).

16
17 This resolution aims to build greater understanding of Asian American & Pacific Islanders’
18 economic, cultural, and other contributions to our state and nation. This in turn may reduce
19 violence or threats of violence against Asian Americans & Pacific Islanders.

20
21 Proponents of this resolution note that in 2021, Wisconsin lawmakers officially recognized the
22 contributions of AAPI people in Wisconsin, including by recognizing May 2021 as Asian
23 Pacific Islander Desi American (APIDA) Heritage Month and by designating May 14 annually
24 as Hmong-Lao Veterans Day. Both these legislative resolutions received bipartisan support.

25
26
27
28 **Resolution 22-08: WASB National Presence and/or National Association Membership**

29
30 **Repeal and recreate** existing resolution 5.16 as follows:

31
32 The WASB will maintain a national presence and/or membership in a national
33 association(s) and will participate in and support that national presence and/or
34 membership(s), when compatible with WASB programs and policies. The WASB urges
35 members to actively participate in and support national presence activities and/or national
36 association(s).

37
38 **Rationale:** The WASB Board of Directors, under its authority as spelled out in the WASB
39 Bylaws, may place resolutions before the Delegate Assembly.

40
41 Under existing Resolution 5.16, the WASB is required to maintain membership in the National
42 School Board Association (NSBA). The changes proposed by this resolution would require the
43 WASB to maintain “a national presence and/or membership in a national association(s)” but that
44 national association would not necessarily have to be the NSBA. These proposed changes would
45 also not require the WASB to leave the NSBA. That decision would be up to the Board of
46 Directors. The nature of the national presence and/or membership in a national association or
47 associations would fall under the purview of the WASB Board of Directors.

1 **Resolution 22-09: Impact Aid**

2
3 **Amend** existing Resolution 2.63 **Impact Aid** as follows:

4
5 The WASB petitions the Wisconsin Legislature to adopt a joint resolution asking
6 Congress to fully fund Impact Aid as it did from the creation of the program in 1950 until
7 1969, and will also work with our national presence and/or a national association(s) ~~the~~
8 ~~NSBA~~ to try to secure greater funding of Impact Aid, including by offering a proposed
9 resolution to ~~the NSBA~~ a national association or associations urging ~~NSBA~~ it or them to
10 lobby Congress for a similar increase in federal Impact Aid.

11
12 **Rationale:** The WASB Board of Directors, under its authority as spelled out in the WASB
13 Bylaws, may place resolutions before the Delegate Assembly.

14
15 Under existing resolution 5.16, the WASB is required to maintain membership in the National
16 School Board Association (NSBA). The proposed changes to resolution 5.16 in Resolution 22-08
17 would require the WASB to maintain “a national presence and/or membership in a national
18 association(s)” but the association(s) would not have to be the NSBA. The proposed changes to
19 resolution 5.16 would also not require the WASB to leave the NSBA. The national presence
20 and/or membership in a national association(s) decisions would be in the hands of the WASB
21 Board of Directors.

22
23 In light of the proposed changes to existing Resolution 5.16, existing Resolution 2.63 is likewise
24 proposed to be amended because it directly refers to the NSBA. References to the NSBA in the
25 existing resolution are replaced by references to a national association or associations and/or to a
26 national presence.

27
28
29 **Resolution 22-10: Elementary and Secondary Education Act (ESEA)**

30
31 **Amend** the first paragraph of existing Resolution 3.17 as follows:

32
33 The WASB opposes a mandated national test. The WASB will work with our legislators,
34 ~~the National School Boards Association,~~ our national presence and/or a national
35 association(s), the Department of Public Instruction and other education groups to adapt
36 the Elementary and Secondary Education Act to:

37
38 **Rationale:** The WASB Board of Directors, under its authority as spelled out in the WASB
39 Bylaws, may place resolutions before the Delegate Assembly.

40
41 Under existing resolution 5.16, the WASB is required to maintain membership in the National
42 School Board Association (NSBA). The proposed changes to resolution 5.16 in Resolution 22-08
43 would require the WASB to maintain “a national presence and/or membership in a national
44 association(s)” but the association would not have to be the NSBA. The proposed changes to
45 resolution 5.16 would also not require the WASB to leave the NSBA. The national presence
46 and/or membership decision would fall under the purview of the WASB Board of Directors.

1 In light of the proposed changes to existing Resolution 5.16, existing Resolution 3.17 is likewise
2 proposed to be amended because it directly refers to the NSBA. References to the NSBA in the
3 existing resolution are replaced by references to a national association or associations and/or to a
4 national presence.

RESOLUTIONS SUBMITTED BY MEMBER SCHOOL BOARDS

The Policy and Resolutions Committee received five (5) resolution proposals from member school boards by the Sept. 15, 2021, deadline as recommendations for the 2022 Delegate Assembly.

The Committee deliberated at length before deciding to recommend six (6) resolutions for consideration to the Delegate Assembly based on submissions from member boards and one resolution from the Committee itself. In two cases where a resolution was submitted that arguably addressed multiple topics, the committee separated the submitted resolution into two resolutions that were both advanced to the Delegate Assembly.

According to the WASB Bylaws, the member board resolutions turned down by the committee may be brought up for action from the Delegate Assembly floor by a two-thirds favorable vote.

Where a resolution was turned down, the committee's rationale for turning down the member board's resolution is briefly explained below. Similarly, where a submitted resolution was split into two resolutions, the committee's rationale is explained.

Member Board Resolutions Submitted by Sept. 15:
--

Superior: Safe Harbor Legislation (p. 1)

- The committee recommended that this resolution move forward to the Delegate Assembly with minor modifications. It is reflected in **Resolution 22-01: *Safe Harbor Legislation***.

Sun Prairie: State Standardized Testing (p. 3)

- The committee turned down this resolution. A majority of committee members opined that the subject matter of this resolution had already been addressed by existing WASB resolutions.

South Milwaukee: School Funding (p. 6)

- The committee recommended that this resolution move forward to the Delegate Assembly but split it into two separate resolutions. Committee members believed the proposal as submitted addresses two distinct topics and that each topic should be the subject of its own separate resolution. For that reason, this proposed resolution is reflected in **Resolution 22-02: *Annual Inflationary or Greater Increases in Per Pupil Spendable Resources*** and in **Resolution 22-03: *Funding for Children with Disabilities***.

Oregon: Advanced Learning (p. 8)

- The committee recommended that this resolution move forward to the Delegate Assembly with modifications. It is reflected in **Resolution 22-04: *Advanced Learning***.

Algonia: Broadening the Scope of Mental Health Services (p. 9)

- The committee recommended that this resolution move forward to the Delegate Assembly but split it into two separate resolutions. Committee members believed the proposed resolution as submitted could be viewed to address two distinct topics, and therefore each topic should be the subject of its own separate resolution. For that reason, this proposed resolution is reflected in **Resolution 22-05: *Broadening Staff Expenditures Eligible for State Categorical Aid for School Mental Health Services*** and in **Resolution 22-06: *Broadening the Scope of Mental Health Services Eligible for Reimbursement***.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Curriculum Committee
Fr: Dan Wolfgram, Danni Brauer
Date: 11/29/2021
Re: Change of SDM District Instructional Start and End Times for 2022-2023

The purpose of this memo is to request the instructional school day start and end times be changed for the 2022-23 school year. The proposed time changes are listed below.

	2021-22 Start	2021-22 End	Proposed 2022-23 Start	Proposed 2022-23 End
MES	7:50 a.m.	2:50 p.m.	7:55 a.m.	3:00 p.m.
MMS & LWHS	7:45 a.m.	3:05 p.m.	7:55 a.m.	3:15 p.m.

Rationale: By moving the instructional start time back in each building the following benefits would be achieved:

- A secondary bell schedule would align more closely with that of partner schools in the Embarrass River Valley Instructional Network Group (ERVING).
- Provide for early morning meetings for clubs and activities.
- Provide more time at both schools for students to receive breakfast.
- Provide additional time for early morning sports practices.
- Provide for future zero-hour classes to run at a later start time.

Other Considerations:

- Students would be arriving home at a later time. The time would vary by bus route but students would average being home 15 minutes later.
- Morning bus drop-off times would not change.
- No contractual changes for teachers due to change.

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Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Curriculum Committee
Fr: Dan Wolfgram
Date: 11/29/2021
Re: ERVING Network Proposal for 2022-2023

The purpose of this memo is to request the School District of Manawa joins the ERVING Network for 2022-2023.

What is the ERVING Network? The Embarrass River Valley Instructional Network Group known as ERVING is a distance learning consortium of 9 area school districts. ERVING allows students the opportunity to take classes from other schools which their home district does not offer. ERVING courses differ from online classes in that the students connect to their teacher and students from other schools via video in a standard classroom format. Although the curriculum may be online, the students receive direct interaction from their teachers on a regular basis.

The ERVING Network is comprised of the School District of Bonduel, Bowler School District, Gresham Community School, Iola-Scandinavia School District, School District of Marion, School District of Rosholt, School District of Tigerton, Wittenberg-Birnamwood School District, and the Weyauwega-Fremont School District. ERVING's main purpose is to share high school courses with member districts. This allows each district to utilize resources with each other in a collaborative framework. Manawa currently utilizes the services of the ERVING Network to facilitate the Spanish 3-4 curriculum.

In addition to high school courses, ERVING actively seeks other opportunities for its members such as:

- Gifted and Talented collaborations and after school programming
- Video field trip and enrichment programs (live heart and knee replacement surgeries, NASA space programming, engineering challenges, etc)
- Professional development

What equipment is required? As videoconferencing technology becomes mainstream, the SDM already possesses most of the technology required to receive and transmit classes. Currently, ERVING uses platforms such as Bluejeans, Zoom, and Google Meet along with webcams and microphones to transmit courses.

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How much does it cost? Each year the ERVING governing board, made up of the superintendents from each school, creates the budget for the following year. That cost is divided equally among each member. Included in the membership are both programming and technical support as well as any training and guidance for all staff and students in your district. There is a one-time contribution to a joint money market account. This will officially be determined on July 1st but requires an equal contribution of all member districts.

- One-time money market contribution estimated around \$5,660
- Yearly membership fee. Currently \$9,142.
- Per student fee for classes from other ERVING schools is \$200/student/semester. For higher ed courses or AP courses, the cost is \$250/student/semester.

How is ERVING structured?

- CESA #8 serves as the fiscal agent for ERVING
- The governing board consists of the superintendent of each member district. The governing board makes all decisions involving ERVING collectively. They meet monthly with the director.
- The high school principals from each member district serve as the programming committee. They meet monthly with the ERVING director.
- Each district appoints an ERVING Coach who is the liaison between the students and ERVING teachers.
- Other district employees involved in the success of ERVING include technology directors and school counselors.

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, BOE Curriculum Committee
From: Janine Connolly, LWHS School Counselor
Date: November 2021
Re: Proposed Course of Study Guide Changes

The following changes are proposed to the 2022-2023 Course of Study Guide:

Page Number	Proposed Change
Cover	<ul style="list-style-type: none">● Change Year to 2022-2023● Change Phone Number to LWHS Main Number (920) 596-5800● Change Mission Statement to the current mission statement: “Creating solid foundations for lifelong success”
1 (Contents)	<ul style="list-style-type: none">● Allow page number and heading changes per approved revisions
2	<ul style="list-style-type: none">● Change non-discrimination clause to align with the Board Approved policy in September 2021
3	<ul style="list-style-type: none">● Change Mission Statement to the current mission statement: “Creating solid foundations for lifelong success”● Change first bullet point to read “Arrive to class on time with appropriate materials (pen, pencil, notebook, textbook, chrome book)”
4	<ul style="list-style-type: none">● Under “Graduation Requirements” change year to 2023 and 25 credits to graduate in both spots● Change credits to reflect a 7 period day--6 for sophomore, 13 for

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	<p>junior, 19 credits to be a senior</p> <ul style="list-style-type: none"> ● Under “Grade Level Requirements” change wording to “The requirements listed above” ● Add Beginning in 2024, students will need to earn 26 credits, students in 2025 will need to earn 27 credits and students in 2026 and beyond will need to earn 28 credits to graduate.
5	<ul style="list-style-type: none"> ● Under the “Our Laude System Policy” change wording to “A transcript note will be provided to colleges explaining the Laude system” ● Under “Our Laude System Policy” add the following sentences at the end: “Students have until September 30 to register for additional AP courses offered through Wisconsin Virtual School in order to have the maximum time allotted to complete these courses. Additionally, the School Counselor will meet with every student who qualifies for Laude System beginning the fall of their junior year, when most Laude advanced courses are begun, to update the students on their Laude status. The counselor will meet each qualifying student after each semester to continue to update their Laude status. In the event of a tie when the Laude Scores are calculated, the ACT scores will be used to declare the winner. In the event of tied ACT Scores, the Highest Laude Point Score Title will be shared.” ● Under “Laude Point Courses” section, remove the following courses that are no longer offered: <ul style="list-style-type: none"> “Advanced physics” “Computer Applications 1 and 2 with certificate” “Accounting 1 and 2” “Business and personal law” ● Add “Ecology TC”
6	<ul style="list-style-type: none"> ● Under “Four year course planning worksheet” change 24 credits to 25

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	<p>credits</p> <ul style="list-style-type: none"> • Under Freshman change “Up to 3 elective credits” and change 6 to 7 • Under Sophomore, change Earth Science to Physical Science and change credits to 7 • Per science curriculum proposal, remove physical science under junior year and add Biology 2, Physics, Earth Science and change credits to 7 • Under senior year, change credits to 7
9	<ul style="list-style-type: none"> • Change Title of the page to Transcribed Coursework • Change name of Little Wolf Jr/Sr High School to Little Wolf High School • Add the following transcribed course “Ecology TC”
10	<ul style="list-style-type: none"> • Add “NCAA” to “Divisions I and II Initial Eligibility Requirements
14	<ul style="list-style-type: none"> • Change sequence of courses to Algebra, Geometry, Advanced Algebra, Pre-Calculus and Trigonometry, Trade Math, AP Calculus
15	<ul style="list-style-type: none"> • Change “Algebra 2” to “Advanced Algebra”
17	<ul style="list-style-type: none"> • Change “AP Chemistry 2” to “AP Chemistry” • Remove Physics 2 as this course has not been offered at LWHS since 2017 • Change Recommended Sequence of Courses to Freshman: Biology I* Sophomores: Physical Science* Animal Science (C or above in Biology 1) Juniors/Seniors: Science Elective options of*; Chemistry Physics Earth Science

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	<p>Biology II Human Biology AP Chemistry</p> <ul style="list-style-type: none"> ● Remove required from Earth and Environmental Science
19	<ul style="list-style-type: none"> ● Remove Physics 2 as this course has not been offered at LWHS since 2017 ● Add “Animal Science TC” course, (1 Laude Point) and the description: This class is designed for the person interested in animals. Students will learn about livestock, agriculture, & pets. We will learn about giving injections, suturing wounds, and general animal care. Students will develop a basic understanding of animal nutrition, genetics, reproduction, and health. Guest speakers, demonstrations, job shadows, field trips, and lab experiments are also designed as part of this course. Students will also have the opportunity to bring in and incorporate their own animals into the class. FFA projects will be incorporated. This course is articulated with Fox Valley Technical College for Transcribed Credit. Grades 10-12. Prerequisite: Biology 1
23	<ul style="list-style-type: none"> ● Remove Spanish Cultures class as this is not an offering at this time. ● Add “* Other World Language options may be available virtually, subject to counselor and Board of Education approval.”
24	<ul style="list-style-type: none"> ● Remove Physical Education 2 from course list and description page ● Under Grade 10, add Physical Education Elective ● Remove Bowling Fees from Physical Education 1, Physical Education Elective, and Team Sports ● Remove “101” from “Personal Fitness” ● Health: A Wellness Decision, remove grade 8 and keep grade 9
25	<ul style="list-style-type: none"> ● Remove 101 from Personal Fitness ● Remove Zero Hour/ Early Bird Hour Personal Fitness as there has not

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	<p>been enough student interest in this course since 2019.</p> <ul style="list-style-type: none"> ● Add Additional Physical Education Options: <ul style="list-style-type: none"> *A student can take one-half credit of PLATO PE to meet physical education requirements * A student can earn one-half credit of PE if there has been participation in marching band for at least three years
26	<ul style="list-style-type: none"> ● Change name of “Animal Science/Veterinary Medicine TC” to Animal Science TC ● Remove Horticulture/Landscaping from course list ● Remove Wildlife from course list ● Remove Wildlife from Grade 10 sequence and change name of Animal Science/Veterinary Medicine TC to Animal Science TC ● Remove Horticulture/Landscaping from Grade 11 ● Add Ecology TC to Grade 11 course sequence
27	<ul style="list-style-type: none"> ● Remove Horticulture/Landscaping course and description ● Remove Wildlife course and description ● Add Ecology TC -1 Credit, Grades 11-12, 1 Laude Point and description- Examines the relationships and interrelationships of living organisms in their environment. Students study natural selection and speciation, environmental conditions, populations and competition, succession, energy flow and biogeochemical cycles, and the diversity of ecosystems.
28	<ul style="list-style-type: none"> ● Update Youth Apprenticeship Description to the Following: <u>YOUTH APPRENTICESHIP (YA:)</u> <div style="background-color: yellow; padding: 2px; display: inline-block;">Semester Credit: 1</div> Grade (s): 11-12 * may take 2 semesters



Prerequisite: On track to graduate, good attendance record, and an interest in developing employability skills while gaining work experience.

Youth Apprenticeship is a one or two-year program that combines mentored, and on-the-job learning with academic and technical classroom instruction. It opens doors for students by giving them the chance to “try-out” a career area while experiencing an adult working environment. Students gain paid, hands-on learning with a business mentor, while completing classroom instruction related to the career area.

Students apply in the Spring for jobs that will start during the summer of their junior or senior year or can come in with their own business connection. Businesses select the apprentices that are the best fit for their organizations and open positions; there are no forced placements. Once hired, apprentices spend part of their week learning at school and part of the week learning on the job. Students are responsible for their own transportation. Upon completion, students will earn industry certifications and potential of bridging the YA to a Registered Apprentice. Students enrolled

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	<p>in certain programs can also earn credit for UW Admissions.</p> <p>Youth Apprenticeship Program areas include Agriculture, Construction, Financial Services (Banking/Accounting), Human Resources, Communication, Health Science, Hospitality, Information Technology, Manufacturing, Marketing, STEM and Transportation.</p> <p>For more information, contact Stacey Kunde, Youth Apprenticeship Coordinator, smkunde@cesa6.org or go to yawisconsin.org.</p>
29	<ul style="list-style-type: none"> ● Change name of course Art 1 2D and 3D to Intro Art 2D and 3D
31	<ul style="list-style-type: none"> ● Remove Building Trades course ● Change Intro to Engineering Course to Engineering ● Add Intro to DC Circuits Course ● Add Intro to Programming Course ● Change Programming to Programming 1 or 2 ● Change Robotics/Advanced Robotics to Robotics 1 or 2 ● Remove Building trades course description ● Add “The students will work safely and efficiently with both hand and power woodworking tools. Students will learn how to make something out of wood and follow the process from a tree in the



	<p>forest to a finished product and all steps in between.” to Intro to Technology course description</p> <ul style="list-style-type: none"> ● Made Intro to Technology Course 1 credit, grades 9-12 								
33	<ul style="list-style-type: none"> ● Under Engineering Courses, change all to the following: <table border="1"> <thead> <tr> <th>Grade 9</th> <th>Grade 10</th> <th>Grade 11</th> <th>Grade 12</th> </tr> </thead> <tbody> <tr> <td>Intro to Programming Intro to DC Circuits</td> <td>Programming 1 Engineering Robotics 1</td> <td>Programming 1 or 2 Engineering Robotics 1 or 2</td> <td>Programming 2 Engineering Robotics 2</td> </tr> </tbody> </table> <p>Intro to Programming - This course is designed to introduce the student to the fundamentals of programming. Students will learn the basics of block coding and basic game programming. Students will also be introduced to the basics of robotic programming, website design, JavaScript, and Python.</p> <p>0.5 Credit Grades: 9-12 Prerequisite: None</p> <p>Intro to DC Circuits - This course is designed to introduce the student to the fundamentals of direct current circuits. Students will learn the basics of series and parallel circuits, switches, resistors, circuit diagramming, and wiring. Students will also be introduced to Ohm's Law, multimeters, and soldering.</p> <p>0.5 Credit Grades: 9-12 Prerequisite: None</p> <p>Programming 1 - This is an introductory computer science course that takes a wide lens on computer science by covering topics such as problem-solving, programming, physical computing, user-centered design, and data while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.</p>	Grade 9	Grade 10	Grade 11	Grade 12	Intro to Programming Intro to DC Circuits	Programming 1 Engineering Robotics 1	Programming 1 or 2 Engineering Robotics 1 or 2	Programming 2 Engineering Robotics 2
Grade 9	Grade 10	Grade 11	Grade 12						
Intro to Programming Intro to DC Circuits	Programming 1 Engineering Robotics 1	Programming 1 or 2 Engineering Robotics 1 or 2	Programming 2 Engineering Robotics 2						



1.0 Credit Grades: 10-12 Prerequisite: Intro to Programming

Programming 2 - 1 Laude Point This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

1.0 Credit Grades: 10-12 Prerequisite: Programming 1

Engineering - This course is designed to introduce students to the various types of engineering through hands-on activities and challenges. Students will learn about the Engineering Design Process and will apply it to various engineering projects that include 3D printed models, laser-cut products, and automated solutions using Arduino and Raspberri Pi microcontrollers. Students will use higher-level problem-solving skills to devise solutions to real-world problems.

1.0 Credit Grades: 10-12 Prerequisites: Intro to Programming & Intro to DC Circuits

Robotics 1 - 1 Laude Point Students will walk through the engineering design process and build a mobile robot to play a sport-like game. During this process, they will learn key STEM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or on the world stage in the FRC Robotics Competition, the largest and fastest-growing international robotics competition for middle and high school students.

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	<p>1.0 Credit Grades: 10-12 Prerequisites: Intro to Programming & Intro to DC Circuits</p> <p>Robotics 2 - 1 Laude Point Students will continue to use the engineering design process to build mobile robots that could be used in real-world situations such as manufacturing. They will continue to learn key STEM principles and robotics concepts. Students will also work on troubleshooting electrical, mechanical, and circuitry problems in various computers, robots, and toys.</p> <p>1.0 Credit Grades: 11-12 Prerequisites:</p> <p>Robotics 1</p> <ul style="list-style-type: none"> ● Remove Computer Science Section
34	<ul style="list-style-type: none"> ● Remove Survey of Jazz Music, Guitar and Keyboard, and Chamber Singers from courses as these courses have not been taught since 2017 due to the shared staff of music in SDM ● Change High School Band prerequisite to Middle School Band ● Change Choir to High School Choir
36	<ul style="list-style-type: none"> ● Under “Other Offerings” add the following sections <p>AP Classes-- LWHS partners with Wisconsin Virtual School to offer additional online AP Courses. Students can take AP Classes and also the AP exam without taking the course itself. If a student earns a passing score of 3 or higher, students will earn college credit. Students will earn 1.5 Laude points for each AP course as well as high school credit. Students have until September 30 to add additional AP courses for the current school year.</p> <p>Wisconsin Virtual School Classes--LWHS partners with Wisconsin Virtual School for high school courses not offered here. These courses are 20 weeks long and are fully online. Students are given time in their schedule to</p>

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	<p>complete work. Courses must be applied for by Feb 28 for fall courses and September 30 for spring courses. All courses receive one semester high school credit. Up-to-date course offerings may be found at https://www.wisconsinvirtualschool.org/courses/high-school-courses.cfm#d636900</p>
37 and beyond	<ul style="list-style-type: none">● Add Academic and Career Planning, Career Clusters and Career Pathways section as presented on the following pages● These sections replace the former “Academic and Career Planning” Handbook, so the course catalog and everything high school students need for their plan is under one book.

Academic and Career Planning

ACP or Academic and Career Planning is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, and careers for life after high school. It is part of Wisconsin Department of Public Instruction’s overall vision for every student to graduate high school academically, socially, emotionally, and life ready. The following are components involved in academic and career planning. For more information, see <https://dpi.wi.gov/acp2>

4 Year Course Plan

Course selections based on academic and career goals including highest education desired, career cluster(s) of interest, and career pathway(s) of interest.

Career/ Work Based Learning Experiences

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Students in 9th and 10th grade are encouraged to work with their families and the school counselor to explore job shadow or interview opportunities in their areas of interest. Students in 11th and 12th grade may participate in Work Study, Youth Apprenticeship, or job shadowing.

Virtual ACP Portfolio in Xello

Xello is a software that helps students in grades 6-12 create their very own unique roadmap for future success. This roadmap will enable students to discover their own personal pathway through self-knowledge, exploration, and planning. Built on a proven model for student success, Xello is aligned to Academic and Career Planning ACP. Students complete interactive lessons each year in their virtual portfolio.

<https://xello.mcoutput.com/1366560/Xello%20Scope%20and%20Sequence.pdf>

Career Clusters and Pathways

There are 16 career clusters in the National Career Clusters Framework, representing more than 79 career pathways to help students navigate their way to greater success in college and career. They help students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college, and career.

The Little Wolf High School Course Catalog along with the career clusters and pathways are ways for students to group their required and elective courses into a coherent sequence in preparation for college and careers. By connecting education to future goals, students are motivated to work harder and enroll in more rigorous courses and meet their future goals. A list of clusters, pathways, and LWHS offered courses follows this section.

https://cte.careertech.org/sites/default/files/CareerClustersPathways_0.pdf

Extracurricular Activities

Students can participate in clubs and athletics

Assessment Results

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Students take Wisconsin Forward Exams, ACT Aspire, PreACT, ACT Plus Writing, AP exams

Financial Plan

Students complete Employability Skills/Financial Literacy course in their senior year

Potential Post-Secondary Options

Technical School, Associate Degree or Certificate, 4-year College, Trade School, Apprenticeship, Work, Military

Career Clusters and Pathways

Agriculture, Food, & Natural Resources

This career cluster prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical, and educational services.

The Seven Pathways and Careers for this cluster:

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Food Products and Processing Systems

- Food and Drug Inspector
- Food/Meat Processor
- Agricultural Engineer
- Agricultural Educator
- Bioengineer
- Microbiologist
- Dietitian
- Quality Control Specialist
- Food Scientist

Power, Structural and Technical Systems

- Database Administrator
- Machine Operator
- Welder
- Agricultural Engineer
- Waste Water Treatment Plant Operator
- Machinist
- Farm Equipment Technician

Natural Resources Systems

- Fish and Game Official
- Geologist
- Ecologist
- Logger
- Park Manager
- Wildlife Manager
- Agronomists

Plant Systems

- Plant Breeder and Geneticist
- Soil and Water Specialist

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- Certified Crop Advisor
- Botanist
- Horticulturists
- Education and Extension Specialist
- Golf Course Superintendent
- Green House Manager
- Forest Genetics

Animal Systems

- Animal Caretaker/Trainer
- Animal Scientist
- Equine Manager
- Dairy Farmer
- USDA Inspector
- Veterinarian
- Veterinary Assistant
- Animal Nutritionist

Environmental Service Systems

- Soil Conservationists
- Chemical Engineer
- Recycler
- Hazardous Materials Handler
- Water Quality Manager
- Toxicologist
- Conservation Wardens
- Wildlife Biologist

Agribusiness Systems

- Dairy Herd Supervisor
- Farm Manager
- Bank/Loan Office
- Agricultural Lender

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- Feed Supply Store Manager
- Agricultural Products Buyer/Distributor

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Agriculture and Science Courses	Technology and Engineering Courses
Plants, Animals, and You	Intro to Technology
Food Science	Metals 1
Leadership	GMAW and SMAW
Animal Science TC	Furniture and Cabinetry
Ecology TC	Intro to DC Circuits
Biology and Biology 2	Engineering
Chemistry	Robotics
Additional Courses through WVS and FVTC	Additional Courses through WVS and FVTC

Architecture & Construction

This diverse career cluster prepares learners for careers in designing, planning, managing, building and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

The Three Pathways and Careers for this Cluster:

Construction

- Carpenter
- Construction Engineer

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- Electrician
- Mason
- Contractor
- Drywall Installer
- Plumber
- Roofer
- Safety Director
- Tile and Marble Setter

Design/Pre-Construction

- Architect
- Civil Engineer
- Drafter
- Electrical Engineer
- Industrial Engineer
- Safety Director
- Structural Engineer
- Landscape Architect
- Interior Designer
- Fire Protection and Prevention Engineer
- Surveying and Mapping Technician

Maintenance and Operations

- Air Conditioning Technician
- Construction Inspector
- Equipment and Material Manager
- Cost Estimators
- Subcontractor
- Wastewater Maintenance Technician
- Hazardous Material Remover
- Demolition
- Service Contractor and Field Supervisor

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LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Agriculture and Science Courses	Technology and Engineering Courses
Plants, Animals, and You	Intro to Technology
Ecology TC	Metals 1
Leadership	GMAW and SMAW
	Furniture and Cabinetry
Art Courses	Intro to DC Circuits/Intro to Programming
Intro to Art	Engineering
Art 3D courses (II -IV)	Robotics
Additional Courses through WVS and FVTC	Additional Courses through WVS and FVTC

Arts, A/V Technology, & Communications Courses

This career cluster prepares learners for designing, producing, exhibiting, performing, writing or publishing multimedia content. Students will apply artistic talent to practical problems and learn visual arts principles that prepare students with skills and techniques to work in any number of creative design and entertainment fields.

The Six Pathways and Careers for this Cluster:

Audio & Video Technology and Film

- Audio Systems Technician
- A/V Designer and Engineer
- Videographer: Special Effects and Animation
- Video Systems Technician

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- Technical Computer Support Technician
- Animator
- Cinematographer
- Medical and Scientific Illustrators

Journalism and Broadcasting

- Editor
- Journalist
- Producer
- Publisher
- Radio and Television Announcer
- Writer
- Reporter
- Design Director
- Control Room Technician

Performing Arts

- Actor
- Composer
- Director
- Makeup Artist
- Lighting Director
- Musician
- Choreographer
- Playwright
- Scenic Designer

Printing Technology

- Desktop Publishing
- Job Printers
- Platemakers
- Press Operators

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Telecommunications

- Office Installers
- Network Technicians
- Telecommunications

Visual Arts

- Painter
- Sculptor
- Print Maker
- Illustrator
- Cartoonist
- Fashion Artist
- Animator
- Art Director
- Graphic Designer
- Commercial Photographer

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Fine Arts Courses	Technology Courses
Intro to Art	Intro to Technology
Art II 2D & 3D	Intro to DC Circuits/Intro to Programming
Art III 2D & 3D	Engineering
Art IV	Programming
Photography & Graphic Design	Digital Information Technology (WVS)
Band	Fashion Design (WVS)

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Choir	Interior Design (WVS)
Additional Courses through WVS and FVTC	Additional Courses through WVS and FVTC

Business Management & Administration

The Business Management and Administration Cluster prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.

The Six Pathways and Careers for this Cluster:

Business Financial Management and Accounting

- Accountant
- Adjuster
- Auditor
- Bookkeeper
- Billing Specialist
- Price Analyst
- Treasurer
- Accounts Payable Clerk
- Billing Clerk

Human Resources

- Human Resources Manager
- Compensation and Benefits Manager
- Training and Development Specialist
- Labor and Personnel Specialist
- Equal Employment Opportunity Specialist
- OSHA/ADA Convention Planner
- Personnel Recruiter

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Marketing

- Marketing Manager
- Store Manager
- Customer Service Supervisor
- Retail Salesperson
- Wholesale or Retail Buyer
- Public Relations Specialist
- Advertising Agent
- Telemarketer

Management

- Entrepreneur
- General Manager
- Public Relations Manager
- Risk Manager
- Advertising Account Executive
- Health Care Administrator
- Small Business Owner

Business Analysis

- Budget Analyst
- Compensation Analyst
- Cost Analyst
- Database Business Analyst
- Investment Analyst
- Marketing Analyst

Administration and Information Support

- Administrative Assistant
- Executive Assistant
- Office Manager
- Desktop Publisher

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- Customer Service Assistant
- Data Entry Specialist
- Receptionist

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Business and Information Technology Classes

Computer Science Principles (WVS)

Digital Information Technology (WVS)

Entrepreneurship (WVS)

International Business (WVS)

Photography & Graphic Design

Web Design (WVS)

Accounting (FVTC)

Additional Courses through WVS and FVTC

Education & Training

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services, and related learning support services. Millions of learners each year train for careers in education and training in a variety of settings that offer academic instruction, career technical instruction, and other education and training services.

The Three Pathways and Career for this Cluster:

Teaching and Training

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- Preschool or Kindergarten Teacher, Aide
- Elementary Teacher, Aide
- Secondary Teacher, Aide
- Special Education Teacher, Aide
- College/University Lecturer/Professor
- Management Development Trainer
- Human Resource Trainer
- Coach
- Child Care Director

Professional Support Services

- Psychologists--Clinical, Developmental, Social
- Social Worker
- Parent Educator
- Counselor
- Speech-Language Pathologist
- Audiologist

Administration and Administrative Support

- Superintendent
- Principal
- Director of Training
- Librarian
- Instructional Coordinator
- Educational Researcher
- College President or Dean
- Curriculum Developer
- Instructional Media Designer

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

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Social Studies Courses	Other Elective Courses
Sociology	Sports Officiating
AP Psychology	Additional Courses through WVS and FVTC
Teacher Aide	
Child Development (WVS)	
Early Childhood Education (WVS)	
Real-World Parenting (WVS)	
Additional Courses through WVS and FVTC	

Finance

The Finance Cluster prepares learners for careers in investment planning, banking, insurance and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and good number sense.

The Four Pathways and Careers for this Cluster:

Financial and Investment Planning

- Personal Financial Advisor
- Tax Preparer
- Sales Agent for Securities and Commodities

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- Investment Advisors
- Brokerage Clerk
- Development Officer

Business Financial Management

- Accountant
- Financial Analyst
- Controller
- Chief Revenue Agent
- Auditor
- Economist
- Tax Examiner
- Collector
- Revenue Agent

Banking and Related Services

- Loan Officer
- Bill and Account Collector
- Teller
- Loan Processor
- Real Estate Appraiser
- Internal Auditor
- Title Researcher and Examiner
- Debt Counselor

Insurance Services

- Claims Agent
- Examiner
- Claims Clerk
- Insurance Appraiser
- Underwriter
- Actuary
- Sales Agent

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- Customer Service Agent
- Processing Clerk

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Business & Information Technology Courses	Social Studies Courses
Entrepreneurship (WVS)	Economics
Computer Science Principles (WVS)	AP Psychology
Digital Information Technology (WVS)	Additional Courses through WVS and FVTC
International Business (WVS)	
Finance (WVS)	Math Courses
Accounting (FVTC)	AP Calculus
Additional Courses through WVS and FVTC	Statistics
	Additional Courses through WVS and FVTC

Government and Public Administration

Government affects Americans in countless ways. In a democratic society, government is the means of expressing the public will. There are some activities that are unique to government. The federal government defends us from foreign aggression; represents American interests abroad; deliberates, passes, and enforces laws; and administers different programs. State and local governments pass laws or ordinances and provide vital services to constituents. There are many opportunities in government in every career area. This cluster focuses on careers that are unique in government and not contained in another Cluster.

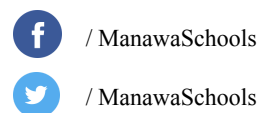
The Seven Pathways and Careers in this Cluster:

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Governance

- Legislative Assistant
- Congressional Aide
- Lobbyist
- County Commissioner
- Legislators
- Mayor
- Governor
- Lieutenant Governor
- Postmaster

Foreign Service

- Foreign Service Officer
- Diplomatic Officer
- Consular Officer
- Ambassador
- Peace Corps
- Translator

Regulation

- Investigator/Examiner
- Code Inspector
- Bank Examiner
- Election Supervisor
- Child Support Officer
- Cargo Inspector
- Border Inspector
- Aviation Safety Officer

Public Management and Administration

- County Administrator or Clerk
- City or County Clerk

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- City Manager
- Purchasing Manager
- Political Scientist

National Security

- Combat Control Officer
- Missile and Space Systems Officer
- Submarine Officer
- Infantry Officer and Specialist
- Air Defense Artillery Officer
- Military Intelligence Officer
- Cryptographer
- Intelligence Analyst

Revenue and Taxation

- Tax Examiner
- Tax Clerk
- Revenue Agent
- Internal Revenue Investigator
- Auditor
- Lawyer

Planning

- Planner
- Census Clerk
- Federal Aid Coordinator
- Economic Development Coordinator
- Chief of Vital Statistics

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Social Studies Courses

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Economics

Sociology

US History

Government

AP Psychology

World History

World Geography (WVS)

Additional Courses through WVS and FVTC

Health Science

The Health Science Career Cluster orients students to careers that promote health, wellness, and diagnosis as well as treating injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, sports arenas, space centers, or within the community.

The Five Pathways and Careers in this Cluster:

Therapeutic Services

- Athletic Trainer
- Certified Nurse Assistant
- Dental Hygienist
- Paramedic
- Massage Therapist
- Anesthesiologist
- Chiropractor

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- Pharmacist
- Physician
- Registered Nurse
- Respiratory Therapist
- Surgical Technician
- Dentist

Diagnostic Services

- Medical Lab Technologist
- Nuclear Medicine Technologist
- Pathologist
- Phlebotomist
- Radiologic Technologist

Health Informatics

- Admitting Clerk
- Data Analyst
- Health Care Administrator
- Health Information Coder
- Medical Biller
- Medical Information Technologist
- Medical Librarian
- Reimbursement Specialist
- Transcriptionist

Biotechnology Research and Development

- Bioinformatics Specialist
- Biostatistician
- Microbiologist
- Sociologist
- Mathematician
- Molecular Biologist
- Pharmacist

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- Research Assistant
- Geneticist
- Statistician

Support Services

- Biomedical Clinical Engineer
- Central Services Technician
- Dietary Technician
- Hospital Maintenance Engineer
- Materials Management Technician

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Science Courses	Social Studies Courses
Biology and Biology II	Economics
Chemistry	AP Psychology
Physical Science	Sociology
Physics	Additional Courses through WVS and FVTC
Human Biology	Math Courses
AP Biology (WVS)	AP Calculus
Additional Courses through WVS and FVTC	Statistics
	Additional Courses through WVS and FVTC

Hospitality and Tourism

The Hospitality and Tourism Cluster prepares learners for careers in the management,

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marketing and operations of restaurants and other food services, lodging, attractions, recreational events and travel-related services. Hospitality operations are located in communities throughout the world.

The Four Pathways and Careers in this Cluster:

Restaurant and Food/Beverage Services

- Food and Beverage Manager
- Catering and Banquets Manager
- Restaurant Owner
- Executive Chef
- Cook
- Bartender and Server
- Banquet Setup Attendant

Lodging

- Front Office Manager
- Executive Housekeeper
- Director of Sales and Marketing
- Director of Operations
- Front Desk Supervisor
- Sales Professional

Travel and Tourism

- Event Planner
- Convention Services Manager
- Heritage Tourism Developer
- Interpreter
- Tour Operator/Guide/Agent
- Tourism Marketing Specialist

Recreation, Amusements, and Attractions

- Club Manager

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- Membership Director
- Parks Director
- Resort Instructor
- Promotional Developer
- Park Ranger
- Zookeeper
- Recreation Director

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Business & Information Technology Courses	Agriculture Courses
Entrepreneurship (WVS)	Plants, Animals, and You
Computer Science Principles (WVS)	Food Science
Web Design (WVS)	Leadership
Marketing (WVS)	Additional Courses Through WVS and FVTC
Additional Courses through WVS and FVTC	

Human Services

This Career Cluster prepares learners for employment in career pathways that relate to serving families and human needs.

The Five Pathways and Careers in this Cluster:

Early Childhood Development and Services

- Director, Childcare Facility
- Childcare Assistant/Worker
- Parent Educator
- Nanny

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- Preschool Teacher/Assistant

Counseling and Mental Health Services

- Career Counselor
- Clinical/Counseling Psychologist
- Marriage, Child, and Family Counselor
- Mental Health Counselor
- Rehabilitation Counselor
- School Counselor
- Substance Abuse Counselor

Family and Community Services

- Community Service Director
- Volunteer Coordinator
- Director, Religious Activities/Education Programs
- Emergency Relief Worker
- Grief Counselor
- Social Services Worker

Personal Care Services

- Cosmetologist
- Funeral Attendant/Director
- Nail Technician
- Personal Trainer
- Skin Care Specialist

Consumer Services

- Consumer Affairs Officer
- Financial Counselor
- Consumer Research Department Representative
- Investment Advisor
- Employee Benefits Representative
- Market Researcher

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LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Agriculture and Science Courses	Social Studies Courses
Leadership	Sociology
Biology	AP Psychology
Biology II	Teacher Assistant
Human Biology	Developmental Psychology (FVTC)
Art Courses	Real-World Parenting (WVS)
Intro to Art	Finance
Art 2D and 3D	Additional Courses through WVS and FVTC
Additional Courses through WVS and FVTC	

Information Technology

Building Linkages in Information Technology Framework, learners will gain skills in the design, development, support, and management of hardware, software, multimedia and systems integration services.

The Four Pathways and Careers in this Cluster:

Network Systems

- Network Administrator
- Network Technician

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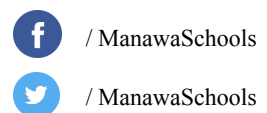
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- Telecommunications Network Technician
- Data Communications Analyst
- Security Administrator

Information Support Services

- Database Administrator
- Enterprise Systems Engineer
- Help Desk Specialist
- Technical Support Engineer
- Technical Writer
- Instructional Designer
- Application Integrator

Programming and Software Development

- Software Applications Architect
- Operating Systems Design/Engineer
- Computer Programmer
- Game Programmer
- Applications Engineer

Interactive Media

- Web Designer
- Webmaster
- 3D Animator
- Virtual Reality Specialist
- Multimedia Producer
- Graphic Artist

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Technology and Engineering Courses	Social Studies Courses
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Intro to DC Circuits/Intro to Programming	Sociology
Engineering	AP Psychology
Programming	
Robotics	Computer/Business Classes
Art Courses	Computer Science Principles (WVS)
Intro to Art	Digital Information Technology (WVS)
Art 2D and 3D	Web Design and Game Design (WVS)
Photography and Graphic Design	Additional Courses Through WVS and FVTC

Law, Public Safety, Corrections, & Security

This Cluster helps prepare learners for careers in planning, providing, and managing legal, public safety, protective services, and homeland security, including professional and technical support services.

The Five Pathways and Careers in this Cluster:

Correction Services

- Warden/Jail Administrator
- Public Information Officer
- Case Manager
- Correctional Officer
- Probation/Parole Officer
- Youth Services Worker

Security and Protective Services

- Security Director

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- Security Systems Designer
- Information Systems Security Specialist
- Computer Forensics Specialist
- Loss Prevention Specialist
- Security Systems Technician
- Security Officer

Law Enforcement Services

- Criminal Investigator
- Immigrations and Customs Inspector
- Federal Marshall
- Police Detective
- Police Officer/Sheriff Deputy
- Police/Fire/Ambulance Dispatcher
- Evidence Technician

Legal Services

- Judge
- Attorney
- Legal Assistant
- Law Clerk
- Case Management Specialist

Emergency and Fire Management Services

- Emergency Management and Response Coordinator
- Emergency Medical Technician
- Fire Fighter
- Hazardous Materials Responder
- Training Officer

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

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Science Courses	Social Studies Courses
Biology and Biology II	Sociology
Chemistry	AP Psychology
Human Biology	Developmental Psychology
	Careers in Criminal Justice (WVS)
Agriculture Course	Criminology (WVS)
Leadership	Forensic Science (WVS)
Additional Courses through WVS and FVTC	Additional Courses through WVS and FVTC

Manufacturing

This diverse Career Cluster prepares learners for careers in planning, managing, and performing the processing of materials into intermediate or final products. Careers also include related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

The Six Pathways and Careers in this Cluster:

Production

- Assemblers
- Automated Manufacturing Technician
- Calibration Technician
- Electromechanical Equipment Assemblers/Operators
- Tool and Die Maker

Manufacturing Production Process and Development

- Design Engineer

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- Industrial Engineer
- Labor Relations Manager
- Manufacturing Engineer
- Precision Inspector, Tester, and Grader
- Process Improvement Technician
- Production Manager

Maintenance, Installation and Repair

- Biomedical Equipment Technician
- Communication System Installer/Repair
- Instrument Control Technician
- Laser System Technician
- Security System Installer/Repair

Quality Assurance

- Calibration Technician
- Inspector
- Lab Technician
- Process Control Technician
- Quality Control Technician
- Quality Engineer

Logistics and Inventory Control

- Dispatcher
- Freight, Stock, and Material Mover
- Industrial Truck and Tractor Operator
- Logistical Engineer
- Material Handler
- Process Improvement Technician
- Traffic Manager

Health, Safety, and Environmental Assurance

- Environmental Engineer

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- Health and Safety Coordinator
- Safety Engineer
- Safety Technician

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Technology and Engineering Courses	Social Studies Courses
Intro to Technology	Sociology
Metals I	AP Psychology
Furniture and Cabinetry	
GMAW/SMAW	Business and Information Technology Courses
Intro to DC Circuits/Intro to Programming	Computer Science Principles (WVS)
Engineering	Biotechnology (WVS)
Robotics	Manufacturing: Production Design & Innovation
Additional Courses through WVS and FVTC	Additional Courses through WVS and FVTC

Marketing, Sales, & Service

This diverse Career Cluster prepares learners for careers in planning, managing, and performing marketing activities to reach organizational objectives.

The Seven Pathways and Careers in this Cluster:

Management and Entrepreneurship

- Chief Executive Officer
- Entrepreneur
- Independent Distributor

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- Small Business Owner

Professional Sales and Marketing

- Account Executive
- Broker
- Regional Sales Manager
- Sales Executive
- Technical Sales Specialist

Buying and Merchandising

- Clerk
- Merchandise Buyer
- Merchandising Manager
- Operations Manager
- Retail Marketing Coordinator
- Sales Associate
- Store Manager

Marketing Communications and Promotion

- Advertising Manager
- Art/Graphics Director
- Creative Director
- Interactive Media Specialist
- Public Relations Manager
- Sales Representative

Marketing Information and Research

- Brand Manager
- Database Manager
- Director of Market Development
- Product Planner
- Research Associate
- Strategic Planner

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Distribution and Logistics

- Distribution Coordinator
- Inventory Manager/Analyst
- Logistics Analyst/Engineer
- Materials Manager
- Shipping/Receiving Administrator
- Shipping/Receiving Clerk
- Warehouse Manager

E-Marketing

- Copywriter/Designer
- Customer Support Specialist
- E-Commerce Director
- E-Merchandising Manager
- Fulfillment Manager
- Online Market Researcher

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Agriculture Courses	Social Studies Courses
Leadership	Sociology
	AP Psychology
Art Courses	
Intro to Art	Business and Information Technology Courses
Art 2D and 3D	Entrepreneurship (WVS)
Photography and Graphic Design	Advertising and Sales (WVS)

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Art 2D and 3D	Media and Communications (WVS)
Additional Courses through WVS and FVTC	Additional Courses through WVS and FVTC

Science, Technology, Engineering, & Mathematics

A career in science, technology, engineering or mathematics is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

The Two Pathways and Careers in this Cluster:

Science and Mathematics

- Biologist
- Chemist
- Geneticist
- Physicist
- Mathematician
- Statistician
- Research Technician
- Science Teacher
- Lab Technician

Engineering and Technology

- Aeronautical Engineer
- Architectural Engineer
- Biotechnology Engineer
- Chemical Engineer
- Civil Engineer
- Construction Engineer

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- Industrial Engineer
- Mechanical Engineer
- Materials Lab and Supply Technician
- Quality Technician

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Math Courses	Science Courses	Technology/Engineering Courses
Algebra	Biology and Biology II	Intro to Technology
Geometry	Physical Science	Metals 1
Advanced Algebra	Chemistry	Furniture and Cabinetry
Precalculus	Ecology TC	Intro to DC Circuits/Programing
AP Calculus	Physics	Engineering
Statistics	AP Chemistry	Programming
Additional Courses through WVS and FVTC	AP Biology	Robotics

Transportation, Distribution, & Logistics

This diverse Career Cluster exposes learners to careers and businesses involved in the planning, management and movement of people, materials, and products by road, air, and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

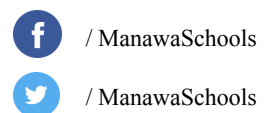
The Six Pathways and Careers in this Cluster:

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Transportation Operations

- Transportation Managers
- Pilots
- Locomotive Engineers
- Flight Engineers and Attendants
- Truck and Bus Drivers
- Air Traffic Controllers
- Ship and Boat Captains
- Aircraft Cargo Handling Supervisors

Logistics Planning and Management

- Logistician
- Logistics Manager
- Logistics Engineer
- International Logistic Specialist

Facility and Mobile Equipment Maintenance

- Industrial Equipment Mechanic
- Electrician and Technician
- Facility Maintenance Manager/Engineer
- Mobile Equipment Maintenance Technician
- Diesel Engine Specialist

Warehousing and Distribution Center Operations

- Storage and Distribution Manager
- Warehouse Manager
- Industrial and Packaging Engineer
- Shipping and Receiving Supervisor
- Production, Planning, and Expediting Clerk
- Freight Material Mover and Supervisor

Transportation Systems/Infrastructure Planning, Management and Regulation

- Traffic Control

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- Urban and Regional Planner
- Vehicle and System Inspector
- Federal, State and Local Transportation Agency Manager

Sales and Service

- Reservation and Travel Agent
- Cargo and Freight Agent
- Customer Service Manager and Representative
- Customer Order Supervisor
- Billing Supervisor

LWHS COURSES for SUPPORTING KNOWLEDGE IN THESE PATHWAYS:

Technology and Engineering Courses	Social Studies Courses
Intro to Technology	Economics
Furniture and Cabinetry	AP Psychology
Metals 1	Sociology
GMAW/SMAW	Manufacturing (WVS)
Intro to DC Circuits/Programming	International Business and Commerce(WVS)
Engineering	Computer Science Principles (WVS)
Programming	Additional Courses through WVS and FVTC
Robotics	

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Course of Study Guide

2022-2023

Little Wolf High School



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“Creating solid foundations for lifelong success.”

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Welcome to Little Wolf High School!

During high school, students are preparing for more advanced curriculum while continuing to strengthen basic skills. It is our intention that this Course of Study Guide helps you gain a general understanding of the type of learning experiences you may participate in throughout the course of high school.

It is **your responsibility** to ensure that you have enough credits to graduate and that you have satisfied all LWHS requirements. You should check your credits at the beginning of each school year. Students planning on post-secondary education must meet with the School Counselor annually to make certain requirements are being met for acceptance to these institutions.

Students interested in discussing the option to drop/add a course, should meet with the school counselor and receive parent permission PRIOR to the start of the school year.

Your involvement in your education plays an important role in your success in school. Please feel free to contact your teachers, school counselor, or school administrators if you need assistance. They look forward to working with you during your high school experience.

Non-discrimination Clause

NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

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

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

This policy is intended to support and promote nondiscriminatory practices in all District and school activities.

School District of Manawa, Policy 2260, updated September 2021.

Wolf Pride



“Creating solid foundations for lifelong success.”

~Tips for School Success~

- ❖ Arrive to class on time with appropriate materials (pen, pencil, notebook, textbooks, folder, Chromebook, etc.).
- ❖ Participate in classroom activities (be a good listener, respect the views of others).
- ❖ Take notes to assist in studying and test taking. Maintain notes in an orderly manner throughout the course.
- ❖ Attendance is crucial to academic success – set a goal for perfect attendance.
- ❖ Need help? Seek out teachers, counselors, or administrators for assistance. Teachers are available during their prep periods and before and after school.
- ❖ Don't procrastinate! Keep up with your studies. Turn in work on time.
- ❖ Know school procedures and policies contained in the school handbook, as well as the Co-curricular Code of Conduct if an athlete.
- ❖ Be involved in school activities, clubs and organizations.
- ❖ Parents – stay involved with your child. Please attend Parent/Teacher Conferences and student co-curricular activities. Also, provide a quiet study space at home that is free from interruptions.

Graduation Requirements

To graduate from Little Wolf High School in 2023, students must earn **24 credits**. Successful completion of the following subjects is required for graduation:

- English 4.0 credits
- Social Studies 3.0 credits
- Mathematics 3.0 credits
- Science 3.0 credits
- Physical Education 1.5 credits*
- Health Education 0.5 credits
- Financial Literacy 0.5 credits
- Elective Courses 8.5 credits

*Beginning in **2024**, students will need **25 credits** to graduate. This is due to moving to an 8-period day.

***Due to Senate Bill 95/WI Act 105**: permits pupils who participate in sports or other organized physical activity to complete an additional .5 credit in English, social studies, math, science or health education in lieu of a .5 physical education credit.

Grade Level Requirements

Students in the 2022-2023 school year are required to have earned a minimum of...

- 6 credits to be considered a sophomore
- 12 credits to be considered a junior
- 18 credits to be considered a senior
- 24 credits to graduate

High school graduation requirements may be different from the entrance requirements for specific colleges and universities. The requirements listed above are the minimum requirements for students to be eligible for admission to these institutions. Students are encouraged to exceed these minimum requirements and to challenge themselves by taking rigorous courses, including Advanced Placement courses, to be competitive in the collegiate admission process.

The Laude System

Our Laude System Policy

This system replaces the class rank system. Class rank will not be routinely provided to colleges for admissions purposes. The transcript will report the student's cumulative GPA with an accompanying Laude point score/distinction. A transcript note will be provided to the colleges explaining our Laude System. This point-based system is combined with the cumulative GPA. It rewards students for completing rigorous courses by enabling students to earn points for certain classes. Students have until September 30 to register for additional AP courses offered through Wisconsin Virtual School in order to have the maximum time allotted to complete these courses. Additionally, the School Counselor will meet with every student who qualifies for the Laude System beginning the fall of their junior year, when most Laude courses are begun, to update students on their Laude Status. The counselor will meet each qualifying student after each semester to continue to update their Laude status. In the event of a tie when the Laude Scores are calculated, the ACT scores will be used to declare the winner. In the event of tied ACT Scores, the Highest Laude Point Score Title will be shared.

Cum Laude or Higher Placement

Students must meet two criteria to earn Laude Distinction:

- Cumulative GPA of 3.4 or higher
- Laude Score of 4 or higher

Cum Laude (With Honor/Distinction: Laude Score of 4-17.49)

Magna Cum Laude (With Great Honor/Distinction: Laude Score of 17.5-28.79)

Summa Cum Laude (With Highest Honor/Distinction: Laude Score of 28.8+)

Laude Point Courses

Start College Now Course(s): 0.5

AP Courses & CAPP Eng.: 1.5

American Lit & College Prep Eng.: 1

Economics: 0.5

Physics: 1

Human Biology: 1

Biology 2: 1

Chemistry 1

AP Chemistry: 1.5

Pre-Calculus/Trigonometry: 1

Statistics: 1

Animal Science TC: 1

Ecology TC: 1

Spanish 3: 1

Spanish 4: 1

Senior Art (3+ Art credits **and** 2+ years art team): 1

Music (Band and/or Chorus/Jazz Band 3+ years **and** 1st on class A Solo/Ensemble): 1

Robotics/Advanced Robotics: 1

SMAW/GMAW Welding Courses: 1

This table is just a guide. To calculate your actual laude score you should multiply your Cumulative GPA by the laude points earned. (example 3.827 GPA x 8.5 Laude Points = 32.53)

		G.P.A.						
		4.0	3.9	3.8	3.7	3.6	3.5	3.4
Honors Points	15	60	58.5	57	55.5	54	52.5	51
	14	56	54.6	53.2	51.8	50.4	49	47.6
	13	52	50.7	49.4	48.1	46.8	45.5	44.2
	12	48	46.8	45.6	44.4	43.2	42	40.8
	11	44	42.9	41.8	40.7	39.6	38.5	37.4
	10	40	39	38	37	36	35	34
	9	36	35.1	34.2	33.3	32.4	31.5	30.6
	8	32	31.2	30.4	29.6	28.8	28	27.2
	7	28	27.3	26.6	25.9	25.2	24.5	23.8
	6	24	23.4	22.8	22.2	21.6	21	20.4
	5	20	19.5	19	18.5	18	17.5	17
	4	16	15.6	15.2	14.8	14.4	14	13.6
	3	12	11.7	11.4	11.1	10.8	10.5	10.2
	2	8	7.8	7.6	7.4	7.2	7	6.8
	1	4						

How do I calculate my Laude Score?

Figure out how many Laude points you have using the listing of Laude courses and their point value and then your GPA.

Four Year Course Planning Worksheet

24 Credits Required for Graduation

FRESHMAN		SOPHOMORE	
English 9	1	World Literature 10	1
US History	1	World History	1
Biology	1	Physical Science	1
Math: Choose	1	Math: Choose	1
P.E. I Health	.5 .5		
Up to 2 elective credits	1-2	Up to 3 elective credits	2-3
MUST TAKE AT LEAST 6 CREDITS	6	MUST TAKE AT LEAST 6 CREDITS	6
JUNIOR		SENIOR	
Course Name	Credits	Course Name	Credits
English 11, American Literature 11 or A.P. English-Literature and Comp.	1	English 12, College Prep English or CAPP English.	1
Chemistry, Biology 2, Physics, Earth Science	1		
Math: Choose	1	Employability Skills Financial Literacy	.5
Global Studies Government	.5 .5	Up to 4 Elective Credits	
Up to 3 Elective Credits			
MUST TAKE AT LEAST 6 CREDITS	6	MUST TAKE AT LEAST 6 CREDITS	6

*If you take a Study Hall this counts as a class and decreases your elective credits by 1.

University of Wisconsin System

Students must meet the following minimum requirements in order to be eligible for admission:

English 4 credits

Mathematics 3 credits (Algebra, Geometry & Algebra 2 minimum)

Science 3 credits

Social Studies 3 credits

Electives/Language 4 credits

Two years of a single foreign language are required for admission to UW-Eau Claire and UW-Madison, and strongly recommended at other UW System campuses.

Nation's Top Universities

Students must meet the following minimum requirements in order to be eligible for admission:

English* 4 credits

Mathematics 4 credits

Science 3-4 credits

Social Studies** 3 credits

World Language*** 3-4 credits

*Intensive work in writing

**Includes American & European History

***At least one world language

Rigorous courses should be taken, including AP level when possible, and SAT or complete ACT achievement tests administered by the College Board.

Wisconsin's Technical Colleges

The following are recommended high school credits for adequate, comprehensive preparation for success in technical college programs:

English 4 credits

Mathematics 3 credits

Science 3 credits

Social Studies 3 credits

Technical Courses 3-4 credits

Technical college programs have admission standards, and some programs have waiting lists. Apply early and seek your counselor's advice regarding your chosen program.

Wisconsin's Private Universities

Students must meet the following minimum requirements in order to be eligible for admission:

English 4 credits

Mathematics 3 credits

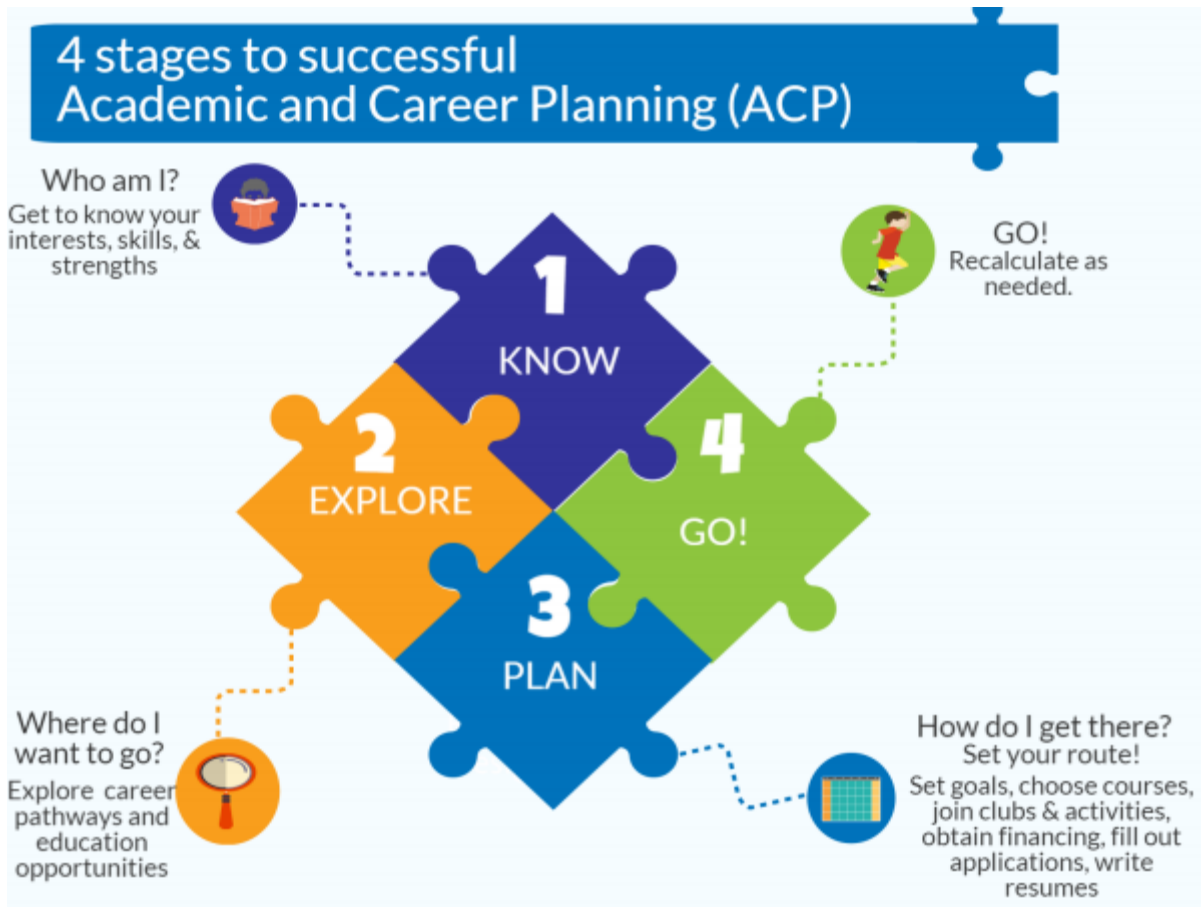
Science 3 credits

Social Studies 3 credits

World Language 2 credits

Considerations for admission include either ACT or SAT scores and grades earned within the context of courses taken, as well as the challenge level of the courses.

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.



What is ACP?

An **ongoing process** to actively engage students to:

- * Develop an understanding of his or her self
- * Create a vision of his or her future
- * Develop individual goals
- * Prepare a personal plan for achieving the vision and goals

A **product** that documents and reflects students':

- * coursework, learning and assessment results
- * post-secondary plans aligned to career goals & financial reality
- * record of college and career readiness skills.

Transcripted Coursework



Transcripted Credit (TC)

- Through a memorandum of understanding and a “wash” contract between L.W.H.S. and F.V.T.C., students take a F.V.T.C. course taught by a WTCS certified high school teacher at Little Wolf High School.
- The curriculum is devised by FVTC and the student is registered in both the high school and FVTC course.
- The student receives a grade from the high school as well as from FVTC and is posted on an official FVTC transcript.
- The high school maintains the student record; FVTC also maintains its own student record.

For more information: www.fvtc.edu/techprep

Little Wolf High School courses:

Transcripted Credit

- Animal Science/Veterinary Medicine **TC**
Ecology **TC**
- Shielded Metal Arc Welding (SMAW) Techniques 1 **TC**
- Gas Metal Arc Welding (GMAW) Techniques 1 **TC**

NCAA Divisions I and II Initial-Eligibility Requirements

Core Courses

- NCAA Division I require 16 core courses. NCAA Division II currently requires 16 core courses.
- NCAA Division I will require 10 core courses to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below).
 - *It is possible for a Division I college-bound student-athlete to receive athletics aid and practice with the team if he or she fails to meet the 10-course requirement but will not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on [Page No. 2](#) of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid **and practice on or after August 1, 2016, is 2.000** (corresponding test-score requirements are listed on sliding scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for **competition on or after August 1, 2016, is 2.300** (corresponding test-score requirements are listed on sliding scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I

16 Core Courses, 4 years English, 3 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School), 1 year of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

DIVISION II

16 Core Courses, 3 years English, 2 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School), 3 years of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

English – 4 credits

The English curriculum is designed to stress skills in reading, writing, listening and speaking. Units of study include literature units such as short stories, novels, drama and writing units such as expository writing, personal writing, and research paper.

Available English Courses:

- English 9
- A.P. English-Literature and Composition (1.5 Laude Points)
- World Literature 10
- English 12
- English 11
- College Prep English 12 (1 Laude Point)
- American Literature 11 (1 Laude Point)
- CAPP English (1.5 Laude Points)

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
English 9 (required)	World Literature 10 (required)	English 11 -OR- American Literature 11 -OR- A.P. English-Literature and Composition (one is required)	English 12 -OR- College Prep English 12 -OR- CAPP English 12 (one is required)

Course Descriptions

English 9 – required – This is a one credit course for all freshmen. Students will read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing will be expected, and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 9th grade American History curriculum.

1 Credit

Grades: 9

Prerequisite: None

World Literature 10 – required – This one credit course is for all sophomores. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical and research writing will be expected, and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 10th grade World History curriculum.

1 Credit

Grades: 10

Prerequisite: English 9

English 11 - *one choice of three for junior students* — This one credit course is designed to meet the needs of those students who do not intend to pursue further education at a four-year university after high school. This course presents an integrated reading and writing curriculum with traditional and modern American literature selections and associated writing assignments and essays. Students read and learn about stories, poems, plays, novels, themes, and authors in a historical context. Communication, language, and vocabulary usage skills will be emphasized. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

1 Credit

Grades: 11

Prerequisite: English 9 and World Lit 10

American Literature 11 – *one choice of three for junior students* — **1 Laude Point--** This one credit course is designed to meet the needs of those students who will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from an American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Writing tasks include a theme-based essay, documented author essay, and a detailed character sketch. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

1 Credit

Grades: 11

Prerequisite: English 9 and World Lit 10

A.P. English-Literature and Composition --*one choice of three for junior students--* **1.5 Laude Points** “The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the way’s writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works” (College Board AP English Literature and Composition Course Description).

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. Literature and Composition test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00. Students who plan to take both A.P. Literature and Composition and A.P. Language and Composition are encouraged to check with any college or university they plan to attend to verify whether that school will allow credit for two A.P. English courses.

1 Credit

Grades: 11-12

Prerequisite: World Lit 10 (grade of A)

English 12 – *one choice of three for senior students.* This on credit course is designed to meet the needs of students who will not be taking CCAP or College Prep English Coursework. This course is focused for students who plan to enter the workforce or an apprenticeship program at a technical college. Students will practice basic narrative, informative, and research writing, as well as, strengthen reading skills. This will also include resume writing, job application, and other workplace writing and communication skills. Vocabulary and grammar/editing skills for workforce application will be emphasized. Reading will consist of both fiction and informational text throughout the course.

1 Credit

Grades: 12

Prerequisite: English 11, American Literature 11, or AP English Literature and Composition.

College Prep English 12--*one choice of three for senior students* --**1 Laude Point** --This one credit course is designed to prepare students for post-secondary training at a four-year university or for a two-year technical college. Integrated reading and writing skills will be the focus, as well as higher level speaking, vocabulary, and critical thinking skills. Various study and note-taking skills important for the college-bound student will be introduced and practiced. A research paper covering a future career will be developed practicing both MLA and APA citation format. Reading will focus on informational text and fiction, with an emphasis on annotation and close reading skills. In addition, guidance and support will be offered to assist students with the transition between high school and college.

1 Credit

Grades: 11-12

Prerequisite: American Literature 11 or A.P. English Literature and Composition

CAPP English 101 (Dual Credit College Course) --*one choice of three for senior students*--**1.5 Laude Points**
-CAPP English focuses on rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in fiction and nonfiction texts alike. This course will prepare students for college and will earn them 3 credits equivalent to college English at over 100 Universities nationwide, including all the UW system campuses. **There is a reduced college tuition cost for this course as college credit is awarded. Student will be enrolled at UW Oshkosh.

1 Credit

Grades: 11-12

Prerequisite: American Literature 11 (Grade of A) or A.P. English Literature and Composition with a grade of B or better.

Mathematics – 3 credits

The mathematics curriculum expands upon students' previous learning in a continuous sequence of courses focusing on advancing the students' mathematical skills in the areas of problem solving, reasoning and critical thinking.

Courses Taught in Mathematics:

Sequence of Courses

<ul style="list-style-type: none"> ● Algebra 1 ● Geometry ● Advanced Algebra ● Pre-Calculus & Trigonometry (1 Laude Point) ● Statistics (1 Laude Point) ● A.P. Calculus AB (1.5 Laude Point) 	<p><u>Algebra</u></p> <p><u>Geometry</u></p> <p><u>Advanced Algebra</u></p> <p><u>Pre-Calculus & Trig or Statistics or Trade Math or Senior Math</u></p> <p><u>AP Calculus (Pre-Calc & Trig required)</u></p>
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NOTE: All students who qualify to take Algebra in their 8th grade year will be granted one credit on their high school transcript. The grade earned for this course is not part of the high school grade point average (GPA) but is counted towards the overall graduation credit requirement. **Failure to earn a grade of a B- or higher for both semesters will require the student to retake Algebra as a freshman. However, this credit does not preclude the student from taking an additional two credits of mathematics while in high school.**

Freshmen, Sophomores, & Juniors must have a minimum of 1 credit of Math per year.

Course Descriptions

Algebra 1 – This course is designed to introduce the student to the topics needed to go into the upper level Algebra courses. It stresses rational expressions and problem solving with variables, number sets and real numbers, solving linear equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponential functions, polynomials and factoring, rational expressions and equations, matrices, and radicals.

1 Credit

Grades: 9

Prerequisite: None

Geometry – A logical approach to the study of real objects and shapes: i.e. parallel lines, triangles, circles, solids, etc. Emphasis is placed on algebraic applications.

1 Credit **Grades: 9-11** **Prerequisite: Algebra or Integrated Algebra**

Advanced Algebra – Extends the student's knowledge of the real number systems and operations with complex numbers. It will develop the student's knowledge of conic sections, polynomial functions, rational expressions, exponential and logarithmic functions, sequences and series, discrete mathematics, and trigonometric functions. It gives the students a degree of understanding that helps them become more proficient in many lines of work. **NOTE:** This course is required for college and university admission.

1 Credit **Grades: 10-12** **Prerequisite: Geometry or Integrated Geometry**
(Recommended grade of C or better)

Trade Math – Intended for students considering attending a technical college or the world of work. Focuses on math skills needed for various trades. Topics include arithmetic fundamentals, percent and proportion applications, the metric system, conversions, practical geometry, measurement applications, signed numbers and formula evaluation. Micrometer, equation solving, and standard rule measurement units are included as needed. Scientific calculator use is introduced as needed.

1 Credit **Grades: 10-12** **Prerequisite: Geometry or Integrated Geometry**

Pre-Calculus & Trigonometry – 1 Laude Point Prepares students for college mathematics. The basic structure of this course is built around the study of functions, their properties, graphs and applications in society. Functions included in this course: linear, polynomial, rational, trigonometric, exponential and logarithmic. Also included in this course is the study of polar coordinates and complex numbers, sequences and series, and probability. The purchase of a graphing calculator is highly recommended for this course. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed.**

1 Credit **Grades: 11-12** **Prerequisite: Advanced Algebra**
(Recommended grade of C or better or by teacher approval)

Statistics – 1 Laude Point Students will learn how to collect, organize, display and interpret data and information. Students will also learn basic probability skills and how to apply it to data. This is a college prep course.

1 Credit

Grades: 11-12

Prerequisite: Advanced Algebra

A.P. Calculus AB – 1.5 Laude Points Equivalent to a first semester college calculus course. The basis of study includes limits and continuity, derivatives, integrals, and the applications. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed.**

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. AB Calculus test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00.

1 Credit

Grades: 11-12

**Prerequisite: Pre-Calculus &
Trigonometry**

**(Recommended grade of B or better or
by teacher approval)**

Senior Math – Practicing math is necessary to keeping skills fresh. Many post-secondary schools do not require more than the 3 high school math credits for graduation. Therefore, some students may choose not to take a math class during their senior year. This semester class is designed for students not enrolled in a math class their senior year but wishing to keep up their skills as they prepare to take math placement tests for their post-secondary education. The course topics will be based on the ACT Mathematics College and Career Readiness Standards.

0.5 Credit

Grades: 12

**Prerequisite: Senior standing and 3
credits earned in mathematics or teacher
recommendation**

Science – 3 Credits

The science curriculum introduces and explores various concepts in the areas of life, earth & space, and physical science. One credit from each of the disciplines is required.

Courses Taught in Science:

Sequence of Courses

<ul style="list-style-type: none"> ● Biology 1 ● Physical Science ● Earth & Environmental Science ● Animal Science TC (1 Laude Point) ● Chemistry (1 Laude Point) ● AP Chemistry (1.5 Laude Points) ● Biology 2 (1 Laude Point) ● Human Biology (1 Laude Point) 	<p>Freshmen: Biology I*</p> <p>Sophomores: Physical Science* Animal Science (C or above in Biology 1)</p> <p>Juniors/Seniors: Science Elective options of*; Chemistry Physics Earth Science Biology 2 Human Biology AP Chemistry</p>
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Course Descriptions

Biology 1 – required – Biology is the study of life. Lab work will be included to develop critical thinking and organizational skills. Units covered include, but are not limited to: The scientific method, ecology (principles, biomes, population biology, natural resources), cells (biochemistry, structure/function, mitosis), genetics (meiosis, genes, chromosomes, DNA, heredity), and the theory of evolution by natural selection.

1 Credit **Grades: 9-12** **Prerequisite: None**

Earth & Environmental Science – A laboratory-oriented course designed to introduce the student to the structure and function of Earth processes. The main topics of study will include geology, astronomy, meteorology, oceanography and the science of the environment.

1 Credit **Grades: 10-12** **Prerequisite: Biology 1**

Physical Science – Designed to expose students to various scientific concepts. The goal is science literacy. The units covered include but are not limited to: basic chemistry (the nature of matter and the changes in matter) and basic physics (motion and energy). Students will learn problem-solving skills and will be shown how science relates to their lives. Lab work is required.

1 Credit

Grades: 10-12

Prerequisite: Biology 1

Chemistry 1 – 1 Laude Point A laboratory-oriented course designed to study the working of chemical reactions meant for students intending to attend a college or university. Labs are practical in nature and focus on applying concepts learned in class. An understanding of Algebra is essential to understand chemistry. Units covered include data analysis, matter, atomic structure, periodic table, compounds and chemical bonds, chemical reactions & equations, mole concept and stoichiometry, solution chemistry, and acids & bases.

1 Credit

Grades: 11-12

**Prerequisite: Biology 1 & Beginning Algebra
(Recommended grade of C or better)**

AP Chemistry - 1.5 Laude Point AP Chemistry is a laboratory science class designed to simulate the first semester, introductory chemistry class at any college or university. For most students, this course enables them to take the second semester of chemistry for any science related major or fulfill the science requirement for non-science majors. This course is approved by the College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework. AP Chemistry is open to all students that have completed chemistry with a C or better and who wish to take part in a rigorous and academically challenging course.

1 Credit

Grades: 11-12

Prerequisite: C or Better in Chemistry 1

Biology 2 – 1 Laude Point Biology 2 is a continuation of Biology 1. The organization of life and the six-kingdom classification system (Taxonomy) will be explored in depth starting with lower life forms and working up to animals. Labs will have an emphasis on identification and dissection of several species.

1 Credit

Grades: 10-12

**Prerequisite: Biology 1 and Physical Science or
Chemistry
(Recommended grade of C or better)**

Human Biology- 1 Laude Point This course presents the structure and function of the human body. Practical use of medical terminology as applied to and identifying organ systems, organs and what they do, pathology, treatments and specialists in medical fields. Students will be required to participate in lab exercises, lab practical, quizzes and exams. This course includes a laboratory component and meets graduation requirements for science.

NOTE: Students are encouraged to purchase The Language of Medicine: 8th Edition, by Chabner (ISBN: 9781416034926), new or used, for note taking and for future use.

1 Credit

Grades: 11-12

**Prerequisite: Biology 1 and Chemistry 1
(Recommended grade of B or better)**

Physics 1 – 1 Laude Point A laboratory-oriented course designed to investigate the physical aspects of our universe and meant for students intending to attend a college or university. Topics studied first term include science principles, laws of motion, Newtonian mechanics, and non-relativistic gravity. The second term will explore rotational motion, momentum, energy, work, simple machines, and fundamentals of electromagnetism.

1 Credit

Grades: 11-12

**Prerequisite: Algebra 1 or Integrated Algebra and
Geometry, Biology 1, Physical Science or Chemistry 1.
(Recommended grade of B or better and Algebra 2)**

Animal Science TC – 1 Laude Point – This class is designed for the person interested in animals. Students will learn about livestock, agriculture, and pets. We will learn about giving injections, suturing wounds, and general animal care. Students will develop a basic understanding of animal nutrition, genetics, reproduction, and health. Guest speakers, demonstrations, job shadows, field trips, and lab experiments are designed as part of this course. Students will also have the opportunity to bring in and incorporate their own animals into the class. FFA projects will be incorporated. This course is articulated with Fox Valley Technical College for Transcribed Credit.

1 Credit

Grades: 10-12

Prerequisite: Biology 1 with C or Above

Social Studies – 3 credits

The social studies curriculum strives to prepare young people to be humane, rational, participating citizens in an ever-changing world by understanding their historical roots and how past events shape their world today. Reconstructing and interpreting historical events provide needed perspective in addressing the past, the present, and the future.

Courses Taught in Social Studies:

- U.S. History
- World History
- Sociology
- Economics (.5 Laude Point)
- Global Studies
- Government
- A.P. Psychology (1.5 Laude Points)
- A.P. U.S. History (1.5 Laude Points)

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
U.S. History (required)	World History (required class of 2021 and above)	A.P. U.S. History A.P. Psychology Sociology Economics Government (required) Global Studies (required)	Sociology Economics A.P. Psychology A.P. US History

Course Descriptions

U.S. History – required – U.S. History is a survey class of the American experience in all of its dimensions. The American experience is one of the most unique chapters in human history. Democracy, internal expansion, race relations, free enterprise economy, rise to superpower status and our role in the post-Cold War world will be discussed during the semester. The class will be taught using a mix of chronological and thematic approaches for a better understanding of our history. We live in a country with a rich history that shapes the American experience we share today and will share in the future.

1 Credit

Grades: 9

Prerequisite: None

World History – required class - World History is concerned with the development of past civilizations, centering on Mesopotamian, Egyptian, Greek, Roman and the European Middle Ages, with an emphasis on their cultural development and contributions to present civilization. Linking the present to the past is an important aspect of the course as students learn to relate history to present events and developments. The course will include an introduction to the historical fictional novel and the research paper.

*This course is recommended for college-bound students.

1 Credit **Grades: 10** **Prerequisite: None**

Sociology – Sociology is the study of human social behavior, and concentrates on patterns of social relationships, primarily in modern societies. This class will explore the sociological point of view towards culture, socialization, social structure, groups and organizations, deviance and social control, social classes and inequalities. Also discussed will be topics such as high school cliques, family structures, education, political and economic institutions, and social collective behaviors. This class will ask students to take a personal look at the roles they play and what groups they associate with as well as evaluate parts of our society.

0.5 Credit **Grades: 11-12** **Prerequisite: None**

Economics - .5 Laude Point Economics will challenge the way you think and react to everyday events, with or without money. Economics is ultimately the study of scarcity and how people, markets and countries deal with limited resources at the personal and global levels. The first level quarter of study will focus on microeconomics, the study of how people make decisions and how those decisions affect others in the economy. Topics of study will include; tradeoffs, opportunity cost, different types of economies, supply and demand, profit maximizing prices and the role of government. At the end of the quarter, the class will switch to macroeconomics, the study of the economy. Topics of study will include; GDP, economic growth, money, banking, the Federal Reserve and international trade.

0.5 Credit **Grades: 11-12** **Prerequisite: None**

A.P. Psychology – 1.5 Laude Points AP Psychology is designed to introduce students to the scientific study of human behavior and mental processes. To accomplish this, the course provides instruction in each of the following 14 content areas: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The intent of this course is to prepare students for the AP Psychology Test and will incorporate opportunities for performance-based assessments as well as free response question.

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P Psychology test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00.

1 Credit **Grades: 11-12** **Prerequisite: None**

A.P. U.S. History - 1.5 Laude Points - The AP program in US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with US History events and issues. AP US History prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. U.S. History test. The A.P. test is offered at Little Wolf High School. Cost is approximately \$93.00.

1 Credit

Grades: 11-12

Prerequisite: Recommended grade of B or better in U.S. History

Global Studies – required – Students may take this course their 11th or 12th grade years. This course will focus on studying the culture of various regions around the world and the global connections of those cultural regions to our own and others around the world. The objectives and learning targets of this course will address two standards of the National Council for Social Studies Curriculum, as adopted by the School District of Manawa: 1-Culture and 9-Global Connections.

0.5 Credit

Grades: 11-12

Prerequisite: None

Government – required – This portion of the course provides the student an opportunity to acquire detailed knowledge of the democratic form of government practiced in the United States. The overall objective of this course is to prepare students for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms our Constitution guarantees us. It will also provide students with a broad overview of modern forms of government, present in today's global community. Finally, it will allow students to investigate and possibly participate in service-learning opportunities for hands on experience of their civic responsibilities.

0.5 Credit

Grades: 11-12

Prerequisite: None

World Language

The world language curriculum develops an understanding of the language, culture, history and literature of Spanish-speaking countries. Spanish courses strive to develop student proficiency in reading, writing, and speaking the language.

Courses Taught in World Language:

- Spanish 1*
- Spanish 2*
- Spanish 3 (1 Laude Point)
- Spanish 4 (1 Laude Point)

*World language can be used as academic credits pertaining to admission requirements. Two to four years of a world language may be required for admission to **some** UW schools. See your school counselor for entrance requirements for colleges to which you plan to apply.

* Other World Language options may be available virtually, subject to counselor and Board of Education approval.

Course Descriptions

Spanish 1 – Students learn the basics of the language: alphabet, vocabulary, sounds and structure. Culture is introduced as a background for the language study. Basic conversation and reading are introduced.

1 Credit **Grades: 9-12** **Prerequisite: None**

Spanish 2 – The course is sequential to Spanish 1. Continued vocabulary and verb study follow but focus on past tenses. Writing skills become more complex. Conversation, reading, and writing skills continue to develop.

1 Credit **Grades: 9-12** **Prerequisite: Spanish 1**
(Recommended grade of C or better)

Spanish 3 – 1.0 Laude Point Conversation and writing skills are emphasized. While continuing to learn new vocabulary and advanced grammar, students now put into practical application what they have learned in the previous two years.

1 Credit **Grades: 10-12** **Prerequisite: Spanish 2**
(Recommended grade of C or better)

Spanish 4 – 1.0 Laude Point Continued conversational and writing skills are emphasized. More vocabulary and advanced grammar skills are added to proficiency level. A sampling of native Spanish literature is read.

1 Credit **Grades: 11-12** **Prerequisite: Spanish 3**
(Recommended grade of C or better)

Physical Education - 1.5 Credits and Health - .5 Credit

The physical education and health curriculum focus on understanding the human body, enjoying exercise, and maintaining a desirable level of physical fitness.

Courses Taught in Physical Education and Health:

- Physical Education 1
- Health: A Wellness Decision
- Physical Education Elective
- Personal Fitness
- Team Sports

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
PE 1 -AND- Health: A Wellness Decision Both are required	PE Elective Personal Fitness	PE Elective Personal Fitness Team Sports	PE Elective Personal Fitness Team Sports

Course Descriptions

Physical Education I – *required* – Freshman Course. Units covered are geared toward individual and team sports. The units covered are flag football, soccer, volleyball, basketball, weight training, fitness, badminton, softball, OMNIKIN, Tsegball, Eclipse Ball, and floor hockey.

0.5 Credit Grades: 9 Prerequisite: None

Health: A Wellness Decision – *required* – Designed to reinforce positive health attitudes and skills previously developed and to allow young people to assess the lifestyle decisions that contribute to wellness. Units of study within the course include positive ways of handling stress vs. negative ways of handling stress, addictions, your health history, sexuality and responsible behavior, self-care vs. the pill-fairy model, first aid and CPR.

0.5 Credit Grades: 9 Prerequisite: None

Physical Education Elective – Units are geared toward lifetime sports. Units covered are snowshoeing, cross-country skiing, golf, archery, badminton, bowling, pickleball, and fitness walking/principles. Team sports include flag football, volleyball, basketball, soccer, speedball, Tsegball, Eclipse Ball, floor hockey, and cooperative games. Guest speakers to promote careers in physical education are scheduled. This course may be taken more than one time. This is not a freshman course.

0.5-1 Credit

Grades: 10-12

Prerequisite: Physical Education 1

Personal Fitness – Throughout this course, students will achieve a personal level of fitness through goal setting, participation, and knowledge of weight lifting. This course motivates a student to strive for optimal personal fitness, as well as create a self-awareness of lifetime wellness, with a final outcome of creating their own fitness program. Students will benefit from cardiorespiratory endurance activities and wide-ranging weight training exercises. Course includes lectures dealing with proper technique, 5 components of fitness, and the FITT principle, as well as teacher demonstration, weight training, aerobics, yoga, fitness walking, running, and other fitness activities. This is not a freshman course.

0.5-1 Credit

Grades: 10-12

Prerequisite: Physical Education 1

Team Sports -Throughout this course, students will participate in a variety of team building activities, sports, and projects dealing with teamwork, problem solving, and strategizing. This course motivates a student to strive for leadership skills and critical thinking skills. Course includes *COMPETITIVE* play in units such as volleyball, basketball, football, Tsegball, Tchoukball, ultimate Frisbee, eclipse ball, baseball/softball, mat ball, OMNIKIN, soccer, speedball, etc.

0.5-1 Credit

Grades: 11-12

Prerequisite: 11th or 12th grade

Additional Physical Education Options:

- A student can take one-half credit of PLATO PE to meet physical education requirement
- A student can earn one-half credit of PE if there has been participation in marching band for at least three years

Agriculture

Agriculture courses are for any student who has an interest in animals, plants, food, leadership and/or the environment. Students who take agriculture courses experience many diverse and challenging topics. Twenty percent of all careers are directly related to agriculture. Experience premier leadership, personal growth and career success through courses in the agriculture department.

Courses Taught in Agriculture:

- Plants, Animals & You: Exploratory Agriculture
- Animal Science TC (1 Laude Point)
- Ecology TC (1 Laude Point)
- Food Science
- Independent Study – Agriculture—needs instructor approval
- Leadership
- Employability Skills/Financial Literature (Required)
- Youth Apprenticeship

Recommended Sequence of Courses:

Grade 9	Grade 10	Grade 11	Grade 12
-Plants, Animals & You -Food Science	-Any course offered in 9 th grade -Animal Science TC	-Any courses offered in 9 th or 10 th grades -Ecology TC -Leadership -Independent Ag -Youth Apprenticeship -Work Study	-Any courses offered in 9 th , 10 th , or 11 th grades -Work Study -Employability Skills/Fin Lit (required) -Independent Ag.

Course Descriptions

Plants, Animals & You: Exploratory Agriculture – This introductory class covers a wide range of topics in agriculture, including animals, food, fiber, the outdoors and leadership. This project-based class includes lessons on careers, food science, plants, pets, animals, biotechnology, business, and the outdoors. Emphasis will be on how agriculture relates to your daily life and your future. Field trips may be taken during the year. FFA projects will be incorporated.

1 Credit Grades: 9-12 Prerequisite: None

Food Science – This course focuses on the science of production and processing of food. Learn about how food technology is changing agriculture. You will learn about careers and the science related to food. Create projects and research the history of food. Study everything from apples to zucchini, chocolate and cheese, and other tasty treats. This fast-growing career field is one to take a look at! FFA projects will be incorporated.

1 Credit Grades: 9-12 Prerequisite: None

Animal Science TC – 1 Laude Point This class is designed for the person interested in animals. Students will learn about livestock, agriculture, & pets. We will learn about giving injections, suturing wounds, and general animal care. Students will develop a basic understanding of animal nutrition, genetics, reproduction and health. Guest speakers, demonstrations, job shadows, field trips and lab experiments are also designed as a part of this course. Students will also have the opportunity to bring in and incorporate their own animals into the class. FFA projects will be incorporated. This course is articulated with Fox Valley Technical College for Transcribed Credit. See class listing for Little Wolf High School Transcribed Courses.

1 SCIENCE Credit Grades: 10-12 Prerequisite: Recommended Biology 1

Leadership – Students will learn about leadership as it affects individuals, organizations, and systems in food, fiber, and natural resources enterprises. This class explores the skills and abilities needed to be an influential leader in our school, home, and community. Students will learn how to be confident public speakers, to run a meeting, to effectively work as a team, to be a group leader, and most importantly become involved in the community. Students will explore leadership roles, learning styles and human relations skills for personal growth and career success. Emphasis will be placed on community service, goal setting and individual projects. FFA projects will be incorporated. Students may earn a State Leadership certificate through this course.

1 Credit Grades: 11-12 Prerequisite: None

Independent Study – Students develop their own projects based on interests.

1 Credit Grades: 11-12 Prerequisite: FFA Membership & Instructor Approval

Ecology TC- 1 Laude Point - This class examines the relationships and interrelationships of living organisms in their environment. Students study natural selection and speciation, environmental conditions, populations and competition, succession, energy flow and biogeochemical cycles, and the diversity of ecosystems.

1 Credit Grades: 11-12 Prerequisite: Biology 1, Other Agriculture Courses

Work Study – Students must be employed and work regular hours during the school year. Students must meet credit requirements to be on track for graduation. Qualified students may be granted a maximum of one period daily for work release. Approval by school counselor, principal and employer are necessary. Class will meet 32 minutes each Wednesday for instruction.

NOTE: This course is offered to juniors and seniors.

1 Credit Grades: 11-12 Prerequisite: Employed

Youth Apprenticeship - Youth Apprenticeship is a one or two-year program that combines mentored, and on-the-job learning with academic and technical classroom instruction. It opens doors for students by giving them the chance to “try-out” a career area while experiencing an adult working environment. Students gain paid, hands-on learning with a business mentor, while completing classroom instruction related to the career area. Students apply in the Spring for jobs that will start during the summer of their junior or senior year or can come in with their own business connection. Businesses select the apprentices that are the best fit for their organizations and open positions; there are no forced placements. Once hired, apprentices spend part of their week learning at school and part of the week learning on the job. Students are responsible for their own transportation. Upon completion, students will earn industry certifications and potential of bridging the YA to a Registered Apprentice. Students enrolled in certain programs can also earn credit for UW Admissions.

Youth Apprenticeship Program areas include Agriculture, Construction, Financial Services (Banking/Accounting), Human Resources, Communication, Health Science, Hospitality, Information Technology, Manufacturing, Marketing, STEM and Transportation.

For more information, contact Stacey Kunde, Youth Apprenticeship Coordinator, smkunde@cesa6.org or go to yawisconsin.org.

1 Credit

Grades: 11-12

Prerequisite: On track to graduate, good attendance record, and an interest in developing employability skills while gaining work experience.

0.5 Credit - Financial Literacy/Employability Skills Required

Financial Literacy/Employability Skills – REQUIRED **Employability Skills** - This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to postsecondary options. Curriculum study units will include assessment, transition, Covey’s 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Students may earn a State Employability Skills certificate through this course - **Financial Literacy** –This portion of the course will help prepare students for planning and managing their personal finances. Through instruction and activities students will be introduced to the workings of budgeting, saving, investing, the dangers of credit and debt, taxes, insurance, consumer awareness and charitable contributions.

0.5 Credit

Grades: 12

Prerequisite: None

ART

Courses Taught in Art:

Intro to Art 2D & 3D
Art II - 2D & 3D
Art III - 2D & 3D
Art IV (Senior Art)

Graphic Design
Traditional Photography
Fiber Arts A & B

1 Laude Point Earned for Senior Art (3+ credits of art and 2 years on Art Team)

ART Course Descriptions

Art I - 2D– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) drawing with various media, acrylic painting, reduction (EZ Cut) printmaking and papermaking.

.5 Credit (1 Semester)

Prerequisite: None

Art I - 3D– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) hand built pottery, wheel pottery, sculpture, jewelry (bead weaving), metals and glass (etching).

.5 Credit (1 Semester)

Prerequisite: None

Art II - 2D – Accelerated level of study in the areas explored in Art I - 2D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) drawing with various media, watercolor painting, intaglio printmaking, and paper arts (bookbinding).

.5 Credit (1 Semester)

Prerequisite: Art I- 2D

Art II - 3D – Accelerated level of study in the areas explored in Art I - 3D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) intermediate hand-built pottery, wheel pottery, sculpture, jewelry, metals (lost wax cast silver rings), and glass (mosaics)

.5 Credit (1 Semester)

Prerequisite: Art I- 3D

Art III- 2D – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) drawing with various media, oil, watercolor or acrylic painting, printmaking (monoprint and collagraph), paper arts (quilling, manipulated paper)

.5 Credit (1 Semester)

Prerequisite: Art II-2D

Art III- 3D – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) advanced hand-built pottery, potter's wheel, art metals (fabrication), stained glass (copper foil technique), advanced jewelry.

.5 Credit (1 Semester)

Prerequisite: Art II-3D

Art IV - A– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently. Students considering going on into an art or design related field are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration and prepare a portfolio for future use. Projected cost is \$10 - \$75 depending on materials used (see above). Replaces Senior Art

.5 Credit (1 Semester)

Prerequisite: Art III

Art IV - B– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently. Students considering going on into an art or design related field are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration and prepare a portfolio for future use. Projected cost is \$10 - \$75 depending on materials used (see above). Replaces Senior Art

.5 Credit (1 Semester)

Prerequisite: Art III

Photography and Graphic Design– This class is also an introduction to darkroom photography. Projects include (but not limited to) building a rudimentary “pinhole” camera, use a 35mm “point and shoot” camera, developing film and black and white photos in the darkroom, frame and dry mount the finished photographs. Photographic terminology and art history will also be explored, as well as some photo construction projects. Students will learn graphic design and commercial art techniques through projects created by hand as well as using Photoshop on the computer. Projects may include (but not limited to) printing, enhancing digital images, manipulating/editing images on the computer, package design, calligraphy, text/font design, creation of print media (posters, flyers, ads, business cards, notepads, stationery, etc).

.5 Credit (1 Semester)

Fiber Arts - A– Students will explore projects and skills that they may use throughout their life as a hobby or a vocation. Students will learn to read instructions and follow patterns, as well as make up their own patterns. Projects may include (but not limited to) knitting, crocheting, needlecrafts, embroidery, latch-hook rugs, basketry, weaving, quilting, fabric painting, basketry, etc. as well as art history of those mediums, and the wellness associated with participating in fiber arts.

.5 Credit (1 semester)

Fiber Arts - B– Students will explore skills used in everyday life, such as (but not limited to) hand sewing techniques, hemming, sewing on buttons, snaps, zippers, grommets, use a sewing machine, understanding of different types of fabric, etc. Projects will include the creation of a “quiet” book, soft sculptures, quilt squares, bags, etc.

.5 Credit (1 semester)

****Please Note: Students may have an “art bill” if the student chooses to do more than one of the specific projects, purchase extra supplies or materials, chooses to make more than one of the required projects, or if the student breaks or loses some art equipment that they are responsible for.***

Technology and Engineering

Technology courses are designed to encourage the study of how people apply knowledge, scientific, mathematical and communication skills using various tools and materials to solve problems and meet human needs. The purpose of the curriculum is to prepare all students to function in an ever-changing technological society, develop employability, and provide the transition from school to gainful employment.

Courses Taught in Technology/Engineering Education:

- Intro to Technology
- Furniture and Cabinet Making
- Metals 1
- Shielded Metal Arc Welding (SMAW) Techniques 1 – **TC** (1 Laude Point)
- Gas Metal Arc Welding (GMAW) Techniques 1 – **TC** (1 Laude Point)
- Intro to DC Circuits
- Intro to Programming
- Engineering
- Programming 1 or 2
- Robotics 1 or 2 (1 Laude Point for each)

Recommended Technology Course Sequence:

Grade 9	Grade 10	Grade 11	Grade 12
Intro to Technology Building Trades	Furniture & Cabinetry Metals 1	Furniture & Cabinetry Metals 1 SMAW GMAW	Furniture & Cabinetry Metals 1 SMAW GMAW

Course Descriptions

Intro to Technology - Designed to introduce students to a broad range of areas in Tech. Ed. Areas of study will contain but will not be limited to construction, manufacturing, transportation, and engineering. The course will provide hands-on experience with processes, materials, tools, machines, management ideas, and the impacts of technology. Students will understand basic measurements, how to read a tape measure, research different possible careers in the areas of study, basic woodworking principles, basic metal manufacturing, automotive knowledge (small engines), and the importance of proper tool usage. The students will work safely and efficiently with both hand and power woodworking tools. Students will learn how to make something out of wood and follow the process from a tree in the forest to a finished product and all steps in between.

1 Credit **Grades: 9-12** **Prerequisite: None**

Furniture & Cabinet Making – Students will use the skills they obtained from Building Trades to plan, develop, and build a series of small projects or one big project for the semester. Students will be able to use all necessary tools to make a finished product.

1 Credit **Grades: 10-12** **Prerequisite: Intro to Tech (Recommend grade of C or better)**

Metals 1 - This course will cover the basic manufacturing processes used in the production of goods from metal. It will also allow the student to become familiar with the different types of metals and their properties. The student will learn basic skills in arc welding, cutting, tool usage, welding symbols, and safety.

1 Credit Grades: 10-12 Prerequisite: Intro to Technology

Shielded Metal Arc Welding (SMAW) Techniques 1 TC – 1 Laude Point This class is articulated through Fox Valley Technical College (FVTC). It covers the process commonly known as stick welding. Upon completion of this course, the student will be able to weld in all positions, read some basic weld symbols, and have a basic understanding of written welding procedures.

Purpose/Goals

- Identify, terminology, nomenclature, electrode selection, power source equipment requirements, quality standards, limitations and variables.
- Perform fillet and groove welds in all positions on plain carbon steel and stainless-steel fillet welds in the horizontal position using the shielded metal arc welding process.

**1 Credit Grades: 10-12 Prerequisite: Metals 1
(2 Credits FVTC)**

Gas Metal Arc Welding (GMAW) Techniques 1 TC – 1 Laude Point This class is articulated through Fox Valley Technical College (FVTC). It demonstrates welding on steel sheet metals and plates. Emphasis is placed on axial spray, pulse spray and short circuit mode of transfer. Upon completion of this course, the student will be able to weld in all positions, read basic weld symbols, and understand written welding procedures.

Purpose/Goals

- Identify terminology, equipment, shielding gas and consumable requirements, limitations and quality standards.
- Perform fillet and groove welds on plain carbon steel in all positions with the short circuit and pulse spray mode of transfer; fillet and groove welds in the flat and horizontal positions with the spray transfer mode; and performance weld test to evaluate welders' abilities.

**1 Credit Grades: 10-12 Prerequisite: Metals 1
(2 Credits FVTC)**

Engineering Courses

Recommended Engineering Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
Intro to Programming Intro to DC Circuits	Programming 1 Engineering Robotics 1	Programming 1 or 2 Engineering Robotics 1 or 2	Programming 2 Engineering Robotics 2

Intro to Programming - This course is designed to introduce the student to the fundamentals of programming. Students will learn the basics of block coding and basic game programming. Students will also be introduced to the basics of robotic programming, website design, JavaScript, and Python.

0.5 Credit

Grades: 9-12

Prerequisite: None

Intro to DC Circuits - This course is designed to introduce the student to the fundamentals of direct current circuits. Students will learn the basics of series and parallel circuits, switches, resistors, circuit diagramming, and wiring. Students will also be introduced to Ohm's Law, multimeters, and soldering.

0.5 Credit

Grades: 9-12

Prerequisite: None

Programming 1 - This is an introductory computer science course that takes a wide lens on computer science by covering topics such as problem-solving, programming, physical computing, user-centered design, and data while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

1.0 Credit

Grades: 10-12 Prerequisite: Intro to Programming

Programming 2 - 1 Laude Point This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

1.0 Credit

Grades: 10-12

Prerequisite: Programming 1

Engineering - This course is designed to introduce students to the various types of engineering through hands-on activities and challenges. Students will learn about the Engineering Design Process and will apply it to various engineering projects that include 3D printed models, laser-cut products, and automated solutions using Arduino and Raspberri Pi microcontrollers. Students will use higher-level problem-solving skills to devise solutions to real-world problems.

1.0 Credit

Grades: 10-12

Prerequisites: Intro to Programming & Intro to DC Circuits

Robotics 1 - 1 Laude Point Students will walk through the engineering design process and build a mobile robot to play a sport-like game. During this process, they will learn key STEM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or on the world stage in the FRC Robotics Competition, the largest and fastest-growing international robotics competition for middle and high school students.

1.0 Credit

Grades: 10-12

Prerequisites: Intro to Programming & Intro to DC Circuits

Robotics 2 - 1 Laude Point Students will continue to use the engineering design process to build mobile robots that could be used in real-world situations such as manufacturing. They will continue to learn key STEM principles and robotics concepts. Students will also work on troubleshooting electrical, mechanical, and circuitry problems in various computers, robots, and toys.

1.0 Credit

Grades: 11-12

Prerequisites: Robotics 1

Music Education

LWHS music courses are designed to address a wide range of student skills and interests. Numerous performance opportunities, travel and competition are an integral part of the music program.

1 Laude Point earned for 3+ years participation in Band and/or Choir and a 1st on a Class A Solo & Ensemble

Courses Taught in Music Education:

- High School Band
- High School Choir

Course Descriptions

High School Band– The High School Band performs a variety of music throughout the year, ranging from classical to pop. Performing opportunities include, concert band, solo/ensemble music festival, pep band, marching band, and all-conference band. As a member of the High School band, students will develop their instrumental skills, appreciation for music, and knowledge of music theory, history, and composition. All students will receive a calendar of required and non-required performances at the start of the school year.

NOTE: Due to the early performance schedule for this course, any drop/adds must be made **PRIOR** to the first day of the school year. Drop/add requests following first rehearsal may or may not be granted according to the instructor's discretion. Parent permission is required for drop/add requests to be considered.

1 Credit

Grades: 9-12

Prerequisite: Middle School Band or instructor's approval

High School Choir- This is a performing group for singers. Class work will include singing, writing, note reading, listening exercises, vocal technique and singing tests. Public performance is a mandatory part of the class grade.

1 Credit

Grades: 9-12

Prerequisite: None

Other Offerings

Early College Credit Program/Start College Now – Wisconsin's Start

College Now (formerly known as Youth Options) program allows public high school **students** who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college or one of the state's participating private nonprofit institutions of higher education. Approved courses can count toward high school graduation as well as for college credit.

This program opens the door for greater learning opportunities for motivated students who are considering a technical career, students wishing to start college early, or students who want to prepare themselves to enter the workforce immediately after high school graduation.

Parents/Guardians are responsible for satisfactory student attendance and transportation to and from the postsecondary institution. **Students will be required to reimburse the school district for tuition and fees if the student drops or fails the course.**

Students wishing to participate in this Program should contact the school counseling office. Students must be registered for the program by September 30th if they wish to enroll for the spring semester and March 1st if they wish to enroll for the following fall semester. Information sheets are also available in the Counseling Office. **Students must have a 2.5 GPA to apply. (.5 Laude Points per College Level course)**

AP Classes-- LWHS partners with Wisconsin Virtual School to offer additional online AP

Courses. Students can take AP Classes and also the AP exam without taking the course itself. If a student earns a passing score of 3 or higher, students will earn college credit. Students will earn 1.5 Laude points for each AP course as well as high school credit. Students have until September 30 to add additional AP courses for the current school year.

Wisconsin Virtual School Classes--LWHS partners with Wisconsin Virtual School for high school courses not offered here. These courses are 20 weeks long and are fully online. Students are given time in their schedule to complete work. Courses must be applied for by Feb 28 for fall courses and September 30 for spring courses. All courses receive one semester high school credit. Up-to-date course offerings may be found at <https://www.wisconsinvirtualschool.org/courses/high-school-courses.cfm#d636900>

Academic and Career Planning

ACP or Academic and Career Planning is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, and careers for life after high school. It is part of Wisconsin Department of Public Instruction's overall vision for every student to graduate high school academically, socially, emotionally, and life ready. The following are components involved in academic and career planning. For more information, see <https://dpi.wi.gov/acp2>

4 Year Course Plan

Course selections based on academic and career goals including highest education desired, career cluster(s) of interest, and career pathway(s) of interest.

Career/ Work Based Learning Experiences

Students in 9th and 10th grade are encouraged to work with their families and the school counselor to explore job shadow or interview opportunities in their areas of interest. Students in 11th and 12th grade may participate in Work Study, Youth Apprenticeship, or job shadowing.

Virtual ACP Portfolio in Xello

Xello is a software that helps students in grades 6-12 create their very own unique roadmap for future success. This roadmap will enable students to discover their own personal pathway through self-knowledge, exploration, and planning. Built on a proven model for student success, Xello is aligned to Academic and Career Planning ACP. Students complete interactive lessons each year in their virtual portfolio.

<https://xello.mcoutput.com/1366560/Xello%20Scope%20and%20Sequence.pdf>

Career Clusters and Pathways

There are 16 career clusters in the National Career Clusters Framework, representing more than 79 career pathways to help students navigate their way to greater success in college and career. They help students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college, and career.

The Little Wolf High School Course Catalog along with the career clusters and pathways are ways for students to group their required and elective courses into a coherent sequence in preparation for college and careers. By connecting education to future goals, students are motivated to work harder and enroll in more rigorous courses and meet their future goals. A list of clusters, pathways, and LWHS offered courses follows this section.

https://cte.careertech.org/sites/default/files/CareerClustersPathways_0.pdf

Extracurricular Activities

Students can participate in clubs and athletics

Assessment Results

Students take Wisconsin Forward Exams, ACT Aspire, PreACT, ACT Plus Writing, AP exams

Financial Plan

Students complete Employability Skills/Financial Literacy course in their senior year

Potential Post-Secondary Options

Technical School, Associate Degree or Certificate, 4-year College, Trade School, Apprenticeship, Work, Military

2021-22 School District of Manawa School Sponsored Clubs and Activities

The following is a listing of the many clubs and organizations available in the School District of Manawa. All club and organization participation is voluntary. Students are encouraged to discuss their interest in clubs or organizations with their parents or guardians before joining.

HS Forensics

Advisors-- Mrs. Konkol and Ms. Gruman-Trinkner

Meeting Location, Date, & Time-- Planning and introductory meetings begin in December (meeting in Mrs. Konkol's room, 12/1/21 during lunch - 11:26-11:56) and participants meet with coaches individually and as a team to practice for competitions occurring February through mid-April. Meetings occur in Mrs. Konkol's classroom. Participants must attend team meetings and practices with coaches (during and after school), as well as all meets to try to earn passing scores that allow them to advance to the next level of competition.

Description-- The mission of the LWHS forensics program is to help students improve their public speaking skills, build their confidence, and share their talents in a supportive atmosphere. The program is open to all high school students. Participants choose their own categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The LWHS forensics program belongs to the WHSFA (Wisconsin High School Forensic Association), follows its rules, and attends sub-district, district, and state competitions through this organization. Manawa occasionally hosts a competition, but most are held at neighboring schools; the state competition is held at UW-Madison. There is no student fee associated with this program.

MS Forensics

Advisors-- Ms. Gruman-Trinkner and Mrs. Konkol

Meeting Location, Date, & Time-- Locations include choir room and the stage area. Planning and introductory meetings begin in December and participants meet with coaches individually and as a team to practice for two competitions occurring in February/early March. Participants must practice with coaches (during and after school) and attend both meets to earn ribbons/medals based on their performances.

Description--The mission of the Manawa Middle School forensics program is to help students improve their public speaking skills, build their confidence, and share their talents in a supportive atmosphere. The program is open to 6th-8th grade students. Participants choose from 14 categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The MMS forensics program belongs to the middle level of the WHSFA (Wisconsin High School Forensic Association), follows its rules, and attends meets through this organization. Manawa occasionally hosts a meet, but most are held at neighboring schools. There is no student fee associated with this program.

HS Art Club

Advisor-- Mrs. Zabler

Meeting Location, Date, & Time-- Periodically to discuss fundraisers, decide on field trip location, etc. in the Art Room

Description-- High School Art students interested in raising funds to visit an Art Museum/Gallery. (selling Serogy's chocolate bars) Occasionally Art Club members participate in community service activities, such as face painting, downtown window decoration, etc. Fundraising generally starts in Fall, the trip location is based on the amount raised and student interest. This club provides an opportunity to see famous works of art that the student may not otherwise have the opportunity to see, expanding their experiences. (some options - Milwaukee Art Museum and Horticultural Domes, Madison Chazen Art Museum, Leigh Yawkey Woodson Art Museum, Chicago Art Institute).

HS Art Team

Advisor-- Mrs. Zabler

Meeting Location, Date, & Time-- 1-2 times per week during Rtl or after school in the fall, then more often as weeks leading up to the spring competition in the Art Room

Description-- Mrs. Zabler - (Gifted & Talented program) - Students participate in a state-wide high school Art competition, sponsored by the Wisconsin Art Education Association (thus following the rules and bylaws of the competition). 12 members + up to 3 alternates may participate. Students choose from artistic media and prompt, create a "long term" artwork (Oct - Feb). At competition students will create an "on-site" project, as well as participate in a team "artist quiz bowl". The regional competition is in March at U.W.-Stevens Point, State Competition is in April at U.W.-Madison. There is no fee for Art Team participation, ATeam T-shirts are paid for through Art Club funds (as most ATeam members are also Art Club members). (Mrs. Zabler is currently the U.W.- Stevens Point Regional Chairperson.)

Ski Club

Advisors-- Mr. Bortle and Mrs. Bortle

Meeting Location, Date, & Time-- Nordic Mountain, Tentative dates based on weather conditions are 12/20/21, 1/17/2022, 2/15/22, 2/22/22 - 4:30 p.m. - 7:00 p.m.

Description-- Sixth through twelfth-grade students interested in skiing and snowboarding participate in four dates of skiing at Nordic Mountain near Wild Rose. All students are required to have lessons if they have not skied or snowboarded before. Students can rent their own equipment or bring their own equipment with them. Helmets are mandatory. The purpose of this club is to provide the students of Manawa the opportunity to learn and explore activities that help develop a healthy lifestyle beyond their school years.

National Honor Society

Advisor-- Ms. Connolly

Meeting Location, Date, & Time-- Meetings occur in the LWHS/MMS Commons once per month during homerooms.

Description-- National Honor Society membership is by invitation only to juniors in their second semester and seniors with a cumulative grade point average of 3.4 or higher. The mission of

NHS is to honor students who have excelled in scholarship, leadership, service, and character. Students must also have staff and community member recommendations to be in this club. The purpose of this club is to give members an opportunity to share their scholarship, leadership, and service within the school community. National Honor Society has a long-standing partnership with the Community Blood Center and hosts 3-4 Blood Drives each year for the students who are 16 years of age and older to donate blood. Students also assist with tutoring as needed and must do other service projects within the community.

HS Student Council

Advisor-- Ms. Eck

Meeting Location, Date, & Time-- Once per month in Ms. Eck's classroom and TBD in the summer

Description-- Little Wolf High School Student Council is open to all high school students who are interested in its mission. The purpose of the Student Council is to promote social activities within the school and the community as well as make Little Wolf High school a better place. The LWHS Student Council belongs to the Wisconsin Association of School Councils (WASC) and participates in leadership activities through WASC including the Fall Regional and Spring State WASC Conferences. There is no fee for students to participate in the Student Council.

(Pilot) - Sources of Strength

Advisors-- Ms. Connolly, Mrs. Cordes, Ms. Eck, Ms. Gruman-Trinkner, Mrs. Krause, Ms. Wright, and Mr. Ziemer

Meeting Location, Date, & Time-- Typically the 3rd Monday of the month during homeroom. Meetings occur during school hours minimally once per month during homerooms, lunches, and/or RTIs in the LWHS/MMS Commons.

Description-- Sources of Strength is an evidence-based program geared toward increasing student strengths which helps with student mental health and suicide prevention. This club is open voluntarily to students from grades 6-12. Students plan various campaigns to help students recognize and build on areas of strength including positive friends, mentors, healthy activities, generosity, spirituality, physical health, mental health, and family support. This club initially began with grants from the Department of Public Instruction and ThedaCare and is being piloted during the 2021-22 school year.

HS Debate

Advisor-- Mr. Polkki

Meeting Location, Date, & Time-- Debate season takes place at tournaments held at participating schools from September through early December. Practices are held in Mr. Polkki's classroom.

Description-- Debate is open to all High School Students. High School Debate is an organization with a set format to create a fair and challenging debating contest in which participants will often debate both sides of an issue. Debates are centered on a resolution (a controversial statement). Resolutions are about a variety of topics, chosen largely by the students participating in the league. In every debate, the affirmative (Pro) side speaks in favor of the resolution and the negative side (Con) speaks against it. A debate takes about 45 minutes and consists of a series

of speeches for and against the resolution. There is also cross-examination, in which competing teams challenge each other's ideas. Each debate has a judge who listens carefully to the arguments presented and chooses a winner. Debate meets feature 4-5 rounds in a Tournament. Debate offers a wide range of benefits and appeals to many students by providing them chances to improve in areas such as public speaking skills, research skills, teamwork, note-taking and listening skills, knowledge of current event issues, and self-confidence.

HS FOR (Friends of Rachel) Club

Advisors-- Ms. Eck and Mrs. Krause

Meeting Location, Date, & Time-- One to two times a month during homeroom. Meetings occur in the LWHS/MMS Commons, in order to plan small and large activities to promote kindness.

Description-- The Little Wolf High School FOR Club is focused on spreading kindness throughout the school community. It is open to any high school student who is interested in promoting the cause. Although the FOR club is not affiliated with any state or national organization, it is based on the story of Rachel Scott, one of the first victims of the Columbine school shooting. Her writings inspired a movement based on the idea that kindness towards others could be a spark to improve the lives of young people throughout school communities. There is no student fee associated with this program.

MS FOR (Friends of Rachel) Club

Advisors-- Ms. Eck and Mrs. Krause

Meeting Location, Date, & Time-- One to two times a month during homeroom. Meetings occur in the LWHS/MMS Commons, in order to plan small and large activities to promote kindness.

Description-- The Manawa Middle School FOR Club is focused on spreading kindness throughout the school community. It is open to any middle school student who is interested in promoting the cause. Although the FOR Club is not affiliated with any state or national organization, it is based on the story of Rachel Scott, one of the first victims of the Columbine school shooting. Her writings inspired a movement based on the idea that kindness towards others could be a spark to improve the lives of young people throughout school communities. There is no student fee associated with this program.

HS Yearbook

Advisor-- Ms. Wright

Meeting Location, Date, & Time-- During lunch in Ms. Wright's office; year-long club that anyone could join at any point in time

Description--The mission of the LWHS Yearbook Club is to provide students the opportunity to create the Little Wolf yearbook. No artistic talents are needed as students decide on the media that will be included in the yearbook while designing the pages. As a student-led club, students have the final say for all information included. Ms. Wright will facilitate and help keep the students organized while following a timeline for production. Students will use the Jostens website to fully develop the yearbook. There is no student fee associated with this program.

MS Yearbook

Advisor-- Ms. Wright

Meeting Location, Date, & Time-- During lunch in Ms. Wright's office; year-long club that anyone could join at any point in time

Description-- The mission of the MMS Yearbook Club is to provide students the opportunity to create the Manawa Middle School yearbook. No artistic talents are needed as students decide on the media that will be included in the yearbook while designing the pages. As a student-led club, students have the final say for all information included. Ms. Wright will facilitate and help keep the students organized while following a timeline for production. Students will use the Jostens website to fully develop the yearbook. There is no student fee associated with this program.

Bowling Club

Advisor/Coach--Mr. Beyer

Meeting Location, Date, & Time-- Thursdays after school at Keglers Bowling Center.

Description-- Practice starts October 1st with the first match starting the first week of November. There are 10 matches from November until mid-February. State competition is held the first weekend in March if the team qualifies. All matches are baker format or team bowling. Matches travel to area schools on Sundays. There is a fee of \$50 to help cover entries, practice, uniforms. There are some fundraising opportunities throughout the season. No experience is needed. Coaches will teach/coach to all interested students. Scholarships are available through tournaments. The middle school team is also available.

Pep Band

Advisor-- Mr. Plekan

Meeting Location, Date, & Time-- Band Room. Dates and times of performances vary by athletic season. A typical rotation would include 3 home football games, 4 home volleyball games, 4 home boy's basketball games, and 4 girls' home basketball games. The season runs from September through March.

Description-- The mission of the pep band is to provide all interested HS instrumentalists an opportunity to learn and play Pop Genre music while growing as musicians and in turn supporting LWHS athletic teams, assemblies, and activities. Occasionally a Pep Band performance will be an extension of the Little Wolf High School Band curricular performance requirements but the majority of the performances are voluntary and count towards letter points where band members can earn a letter for their performances above and beyond the class band performance requirements.

Solo and Ensemble Festival

Advisor-- Mr. Plekan and Ms. Gruman-Trinkner

Meeting Location, Date, & Time-- As scheduled with the advisor in either the band or choir room.

Description-- Solo and Ensemble (S&E) is a curricular and co-curricular opportunity for students grades 6-12 in band and/or choir to perform for either adjudication or critique. The mission of S&E is to help students grow as musicians through the learning and performance of solos and/or ensemble groups. Pieces of music are selected from the state list provided by the Wisconsin School Music Association (WSMA). Students are required to learn a solo from the WSMA list for class (a grade) and they may choose to perform the piece at the conference festival. However, every student must perform at least one piece, or solo or ensemble, at the festival as part of their band/choir grade.

Music on the list is categorized into Class C (beginning level), Class B (intermediate level), and Class A (advanced level). Students and advisors will confer and decide on the appropriate level for each student or group. Students who are adjudicated will be given points according to the adjudication sheets used by the WSMA. They will then earn 1st, 2nd, 3rd, 4th, or 5th place ratings. In addition, students in Class A can earn a 1* which will qualify them for the State Festival in late Spring.

Drama Club

Advisor-- Ms. Gruman-Trinkner

Meeting Location, Date, & Time-- LWHS/MMS Commons with dates/times TBD; rehearsal schedules will vary according to the season and the selected production with rehearsals outside of the school day, generally after school or in the evening.

Description-- The Mission of the Drama Club is to educate students on theater production both onstage and off stage and to promote the growth of their skills in all aspects of theater while providing performance opportunities. Drama Club is an extracurricular group that produces musicals, plays, and one-act plays periodically throughout the school year. It is open to students in grades 6-12 enrolled in the School District in Manawa. Students will participate in all aspects of theatrical production from the crew, building, costumes, lighting, sound, acting, etc. The final production will be performed for the public.

Manawa FFA

Advisor-- Mrs. Cordes

Meeting Location, Date, & Time-- Before school/homeroom/lunch/evening events and held in Mrs. Cordes' classroom unless otherwise indicated.

Description-- Manawa FFA is a youth organization for students in grades 9 - 12 who wish to develop premier leadership, personal growth, and career success through agricultural education. **Students in 7th and 8th grade may join FFA to complete a specific independent study project, e.g. exhibiting at the county fair or participating in a career development event (CDE) or leadership development event (LDE).

FFA is an intracurricular organization as instruction is delivered through three components: classroom/laboratory instruction (contextual learning), Supervised Agricultural Experience (SAE) programs (work-based learning), and FFA. The cost to join is \$20/year which includes a t-shirt and membership in Manawa FFA, Wisconsin FFA, and National FFA. Additional fees may apply for travel or competitive events.

The FFA Program of Activities follows national FFA standards in order to grow leaders, build communities, and strengthen agriculture. The FFA officer leadership team and advisor coordinate voluntary activities for the members. Information about opportunities is available on Google Classroom, announcements, Manawa Facebook page, in the agriculture room, and at meetings. Major fundraiser: dessert auction at annual member banquet. FFA is a buffet of opportunities!

MS Class Officers

Advisors-- Middle School Core Teachers

Meeting Location, Date, & Time-- Meetings are held in the MMS Suite and MMS classrooms and meet at various times throughout the school year to plan activities in the MMS area.

Description-- The purpose of middle school class officers is to promote social activities within the middle school, and at times, the community to make our school and community better places. Along with that, this is a way for students to explore their burgeoning leadership skills and an early understanding of civic responsibility and voting. This opportunity is open to all middle schoolers who are interested, which is then narrowed down to the elected class officers. There is no fee for students to be a class officer.

High School Gay-Straight Alliance (GSA) Club

Advisors-- Ms. Gruman-Trinkner and Ms. Connolly

Meeting Location, Date, & Time-- Weekly meetings on Fridays in the choir room during lunch.

Description-- The Gay-Straight Alliance (GSA) aims to create a safe, welcoming, and accepting environment for all youth, regardless of sexual orientation or gender identity. The mission of the club is to showcase the similarities between LGBTQ+ students and non LGBTQ+ student allies through group activities, discussion, and community service. This club encourages the acceptance and support of all students.

High School Quiz Bowl

Advisor-- Mr. Collins

Meeting Location, Date, & Time-- Typical meetings take place in the advisor's room during lunch. The season begins in January and ends in March with practices beginning in November. The championship for our conference is on March 5, 2021.

Description-- Quiz Bowl is a club for high school students in which they can participate in a trivia competition against other CWC schools. At a Quiz Bowl meet two teams of four will be asked various questions about wide-ranging topics from current events, math knowledge, to even Christmas song lyrics. Students compete at either the A or B level and a competition consists of one match at each level. In addition to all the knowledge gained with answering questions and learning trivia, students also work on public speaking, teamwork, and problem-solving skills.

The following SDM Clubs/Activities are currently inactive:

- Powerlifting
- Archery
- Future Business Leaders of America (FBLA)

Manawa Elementary Student Council

Advisors-- Mrs. Ziemer, Mrs. Whitman, and Ms. Ujazdowski

Meeting Location, Date, & Time-- Over lunch or Wolf Time in Mrs. Whitman's classroom

Description-- The Manawa Elementary School Student Council was established to help students with natural leadership skills work to make MES a fun, inviting learning environment for all students. Each year the Student Council develops and leads a variety of different activities for the entire school. The Student Council does a variety of activities like promoting Red Ribbon Week, organizing and running the October school-wide assembly, promoting World Kindness Day, and planning for the yearly school-wide food drive that collects Thanksgiving meal foods for families in need.

Additionally, there is a student-led Bible Club that meets in Mr. Patrick Collin's classroom under his supervision about once a week. Mr. Collins does not lead or participate in the activities. This is a community activity that simply makes use of school space for their meetings.

On occasion, the Waupaca County 4-H groups may also use various school spaces.

A variety of community-based youth sports programs use the school facilities.



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

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 12/2/2021
Re: Adult Meal Price Adjustment

I recommend to change the adult meal price as follows:

	Current	Adjusted per Non-pricing Calculation	Price Increase
Breakfast	\$1.80	\$2.56	\$0.76
Lunch	\$3.65	\$4.65	\$1.00

Rationale

The adult meal prices must sufficiently cover the full cost of providing the meal, including labor, food, supplies, as well as revenue and entitlements received. There are two methods to calculating the adult meal price, the Non-pricing Calculation or the Price based on Cost Data. Mrs. Suehs, Food Service Manager, used the DPI food pricing tools and found that cost higher than the non-pricing calculation.

According to Updated Guidance for Adult Meal Pricing for School Year (SY) 2021-22 (next document in this packet), these are the minimum prices that must be charged.





Date: Monday, November 15, 2021

To: Authorized Representatives and Food Service Directors of School Food Authorities (SFAs) Participating in the U.S. Department of Agriculture (USDA) Child Nutrition Programs

From: Jessica Sharkus, RDN, CD
Director, School Nutrition Team

Subject: Updated Guidance for Adult Meal Pricing for School Year (SY) 2021-22

The School Nutrition Team (SNT) distributed guidance on adult meal pricing for school year (SY) 2021-22 in the October 13, 2021 School Meals News Bulletin. We have received feedback from school food authorities (SFA) regarding this guidance. As a result, we have been in contact with the U.S. Department of Agriculture (USDA) and received clarifying guidance and some flexibility that SFAs may take advantage of for school year (SY) 2021-22.

The adult meal price must sufficiently cover the full cost of providing the meal, including labor, food, supplies, along with revenue and entitlement received to support the meal. Many SFAs have reported increased costs for labor, food, and other supplies critical to the operation of their food programs. As such, please ensure the adult meal is priced accordingly. Adult Meal Pricing guidance is found in the [USDA FNS Instruction 782-5 Rev. 1](#).

Adult Meal Pricing Options for SY 2021-22

1. Option 1: Use the Non-pricing Calculation

Since students are not charged for meals while operating the Seamless Summer Option (SSO), the school meal programs are considered “non-pricing”. This calculation is an easy streamlined approach to determine the adult meal price and required if meal cost data is not available. This calculation includes the amount of reimbursement received for a free meal, plus the per meal value of USDA Foods (\$0.26) and State Reimbursement (\$0.0664).

Updated guidance: The USDA has provided flexibility to allow all SFAs, including those operating SSO, the option to utilize either the National School Lunch (NSLP) and School Breakfast Program (SBP) or SSO reimbursement rates for this calculation. SFAs are encouraged to utilize the SSO reimbursement rates due to the increased costs of operating the programs in SY 2021-22.

The following tables provide the *minimum* adult meal price using the non-pricing calculation for lunch and breakfast utilizing either the NSLP/SBP or SSO reimbursement rates.

Lunch – choose the option that best covers the full cost of the adult meal

Program	Reimbursement	State Lunch Aid	USDA Foods Value	Minimum Adult Meal Price
NSLP	\$3.75	\$0.0664	\$0.26	\$4.08
SSO	\$4.31	\$0.0664	\$0.26	\$4.65

Breakfast – choose the option that best covers the full cost of the adult meal

Program	Reimbursement	State Breakfast Aid	Minimum Adult Meal Price
SBP	\$2.35	\$0.095	\$2.45
SSO	\$2.46	\$0.095	\$2.56

This is only the minimum adult price that must be charged. Schools that pay a higher amount for an adult meal purchased from a vendor or through a joint agreement, may need to charge more than this formula would indicate to recoup costs.

2. Option 2: Establish the Adult Meal Price Based on Cost Data for the Meal

This option is available for SFAs that have meal cost data to support a lower adult meal price than provided in Option 1. This price must be sufficient to cover the full cost of providing the meal including food, labor, and supplies. The State Lunch Reimbursement of \$0.0664 and the USDA Foods entitlement value of \$0.26 must also be included in this calculation. Documentation to support how the adult meal price was calculated must be maintained as part of program record retention requirements.

Update School Nutrition Online Contract

The school nutrition online contract must reflect the current adult meal price being charged for SY 2021-22. Based on the option selected above, please review your [School Nutrition Contract](#) and ensure the adult meal price is correct. If your SFA has already updated the contract per the previous guidance, no further action is required unless you plan to adjust the adult meal price based on the flexibility provided above.

If a contract update is required, make the adjustment, and resubmit for approval by February 1, 2022.

If you have any further questions, please contact the SNT at dpifns@dpi.wi.gov or 608-267-9228.

We know this year has been extremely challenging and we hope this updated guidance will be welcoming and provide some additional flexibility and local control. We have also provided some additional time to put this in place if needed.

Thank you all for all you do for the children of Wisconsin!

FUNDRAISER INFORMATION			
2021-22 Budget Year			
Name of Fundraiser (4K-5)	Class or Club	Purpose	Dates
Box Tops for Education	All Grades	To purchase unbudgeted teacher items.	All Year
PTO Wolf Walk	PTO	To fund PTO activities to support school functions.	Fall - Optional
PTO Penny War	PTO	To offset unbudgeted expenses and support positive school climate activities at MES.	Spring
Hansen's Food	All Grades	To fund field trips and other class activities.	All Year
Student Council Fundrasier; No more than 2 per year	Student Council	To fund Student Council activities.	Two Per Year
Read-A-Thon	Librarian	To fund books for library, book room, and/or classrooms.	21-May
Book Fair/BOGO Fair	Librarian	To fund books for library, book room, and/or classrooms.	November & May
Mocha Mondays and/or Java Fridays, various student made craft sales	Special Education	Self-sustaining work experience for students to raise money for community improvement activities.	All Year
MES Playground Equipment Fundraisers - Bean Bag/Corn Hole Tourney, Rummage Sale	MES - All Grades	To offset the cost of new playground equipment	All Year - various fundraisers Tourney - Jan/Feb, Rummage Sale with city-wide sales
Waupaca County Humane Society	Grade 2	Donation of goods to support the humane society	October
Name of Fundraiser (6-12)	Class or Club	Purpose	Dates
Gr. 7-8 Dances	Grades 7 and 8	Offset costs of PBIS Reward Trips/Washington D.C. Trip	All Year
Seroogy's	Art Club/Art Team	To fund an artistic venue field trip.	All Year
Concessions	Student Council	To pay for projects.	Football season, volleyball season, girls basketball season, boys basketball season, track season, and a portion of the wrestling season
Vandewalls Chocolate	Grades 7 and 8	To fund 2021 Washington D.C. trip.	All Year
Fruit Sales	Choir/Band	To provide opportunities for students to raise funds for trip	Nov/Dec
Mr. Z's Fundrasing (cookie dough, pizzas, pies etc.)	Choir/Band	To provide opportunities for students to raise funds for trip	January
Kiss A Pig	Choir/Band	To provide opportunities for students to raise funds for trip	January
Raffle (baskets and prizes)	Choir/Band	To provide opportunities for students to raise funds for trip	December
Concert Concessions	Choir/Band	To provide opportunities for students to raise funds for trip	Yearlong
Movie Nights: for MS & HS students.	Choir/Band	To provide opportunities for students to raise funds for trip	November, December January
Kids Day Out - Holdiay	Choir/Band	To provide opportunities for students to raise funds for trip	December
Kids Day Out - February	Choir/Band	To provide opportunities for students to raise funds for trip	14-Feb
Royal Tea for ES Students	Choir/Band	To provide opportunities for students to raise funds for trip	January

Show Choir Camp for Elementary students	Choir/Band	To provide opportunities for students to raise funds for trip	January
Kickball tournament	Choir/Band	To provide opportunities for students to raise funds for trip	30-Jan
Direct Contribution Sponsorship Letters to family	Choir/Band	To provide opportunities for students to raise funds for trip	Dec- March
FFA Dessert Auction (At Banquet)	FFA	To pay for leadership development/chapter expenses.	March or April
Cookie Dough (Great American Opportunities)	Band	Fund trip.	January/June
50-50 Raffle Tickets Football Games	Girls Basketball	Uniforms/other activities.	September/October
50-50 Raffle Tickets Basketball Games	Junior Class	Prom.	Winter
Rodeo Parking	Football	Support ongoing program wishlist	July
Discount Cards	Football	Support ongoing program wishlist	September
Holiday Bread Order	Special Education	Self-sustaining work experience for students. To fund community outings.	November-January
Various Projects	Think Pink	Raising money to donate to the American Cancer Society.	All Year
Name of Fundraiser (Districtwide)	Class or Club	Purpose	Dates
Project Backpack	Manawa Project Backpack Committee	To support the ongoing food and supply costs for student program participants.	Solicitation of donation letter
Color Run	Secondary Special Education	District technology or academic enhancements.	May - Every Other Year - 2018/2020/2022/ etc.

RED = eliminated fundraisers
 YELLOW = updated/revised fundraisers

GREEN = did not happen this year but will be resumed in the future



School District of Manawa

To: Board of Education Members
From: Dr. Melanie J. Oppor and Mrs. Carmen O'Brien
Date: December 8, 2021
Re: One-Time Early Dismissal of Teachers on 12-22-2021

The purpose of this memo is to request a one-time, non-precedent setting early dismissal of teachers on Wednesday, December 22, 2021 at 2:10 p.m. The teachers official end of workday is 3:30 p.m. Approving this recommendation would allow teachers to leave work about 90 minutes early as long as all students in their care are safely off the school site.

Rationale:

- On a typical Wednesday, students leave school one hour early to enable teachers to do collaborative work. The winter break this year begins on Thursday, December 23. Teachers would appreciate the opportunity to start their Christmas/Winter Break preparations early which may include travel.
- The day before a holiday break is not likely to be the most productive meeting time.
- For years, there has been a precedence to allow teachers to leave as soon as students are safely off the school grounds on the day before the start of a break or a holiday. This means that teachers would probably be able to leave the building between 15-20 minutes before the end of their official work day at 3:30 p.m.
- This is a one-time non-precedent setting event as no other breaks this school year are timed like the start of Winter Break that impact an early release Wednesday. Also next school year, early release Wednesdays are being discontinued.

Please do not hesitate to contact me should you have any questions. Thank you for your thoughtful consideration.

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



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

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 12/8/2021
Re: Food Service Team Member – MES job description update

Recommendation

I recommend increasing the hours from 5.5 hours per day to 5.75 hours per day for the Food Service Team Member that works primarily at the Manawa Elementary School.

Rationale

The number of students participating in the breakfast and lunch program has increased due to all meals being free of charge for families. An increase of 15 minutes per day will allow the employee in this position more time to assist in clean-up after the lunch service. The food service department is financially able to support this increase.





SCHOOL DISTRICT OF MANAWA

Job Description

FOOD SERVICE TEAM MEMBER MES SERVING LINE - DISHWASHER - PREP COOK

QUALIFICATIONS:

1. Education or experience in Food Service
2. Food Safety Certification
3. Professional communication skills
4. Ability to take direction
5. Ability to work in a team environment
6. Ability to work calmly and effectively under pressure
7. Ability to take initiative in resolving challenges
8. Friendly and positive attitude especially when serving food to customers

JOB GOAL:

Follow all food safety requirements to provide healthy meals in a friendly manner to students and staff.

REPORTS TO:

Food Service Manager

EVALUATED BY:

Food Service Manager

TERMS OF EMPLOYMENT:

School-year, part-time position - 5.75 hours per day, reports with students and as directed by administration.

Salary and benefits as determined by the Board of Education and Employee Handbook.

PERFORMANCE RESPONSIBILITIES:

- Maintains confidentiality to the School District of Manawa
- Promotes a positive image of the District at all times
- Attends work regularly and is punctual
- Assembles and serves prepared food items as directed by the Food Service Manager
- Ensures food quality standards are met, from delivery to presentation of the final product
- Serves customers in a friendly, efficient manner
- Operates computer system for student purchase of food
- Adheres to all statutes relating to the school nutrition program
- Delivers food to Manawa Elementary School
- Cleans, sanitizes, and organizes food service areas as directed by the Food Service Manager
- Operates a variety of standard kitchen equipment
- Able to reach, bend, stoop, and frequently lift up to 35 pounds and occasionally lift/move up to 50 pounds and stand for extended periods of time
- Any other duties assigned by the Food Service Manager

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

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.



Book	Policy Manual
Section	5000 Students
Title	Copy of GRADUATION REQUIREMENTS
Code	po5460
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016
Last Revised	November 16, 2020

5460 - GRADUATION REQUIREMENTS

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

High School courses taken by **middlejunior-high** school students shall appear on the student's high school transcript, along with the grade received however the grade and class will not be factored into the student's high school grade point average.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board as provided by State law.

A student must meet the following graduation requirements in order to be eligible to receive a Little Wolf High School diploma:

- A. Student must attend high school for eight (8) semesters. Students may be eligible for early graduation in accordance with established policy and procedures. Students may have this requirement waived if the early graduation procedures established in the rules are followed.
- B. In accordance with State law, a board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in s. 115.28(7)(e)1) or is participating in a Board-approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.
- C. Credits - A Little Wolf High School diploma shall be granted upon successful completion of a total of **2524** credits for Class of **202419** and beyond in grades 9 through 12 to include:

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits

Electives for **202419** and beyond **109** credits

In order to earn a high school diploma, a student must successfully complete a civics assessment in accordance with State statute.

A student must also have participated in a curriculum relating to financial literacy in order to earn a diploma.

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit.

All required courses shall be successfully completed, and any failure shall be made up before a diploma will be issued.

D. Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. team may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements). The IEP team and any other necessary members will review the student's academic progress and the alternative achievement standards for graduation criteria.

E. Alternative Provisions for Earning a Manawa Little Wolf High School Diploma

A post-high school candidate is a student who is less than twenty-two (22) years of age at the time of their requested re-enrollment and whose class has previously graduated. District Administrator approval is required for all students who are twenty-two (22) years of age or older.

Post-high school candidates must meet the graduation requirements as established at the time of their re-enrollment and not the requirements that previously existed for the class of which s/he was a member.

F. Post-Secondary Course Work

Post-secondary course work to be applied toward a high school diploma must be taken through

1. correspondence/online school.

Such courses must be evaluated and approved by the high school principal in order to apply toward the high school diploma.

2. accredited college/technical college.

Course work taken at a college/technical college will be approved and credits earned apply toward a high school diploma if:

- a. The college/technical college course is not a duplicate of a high school course.
- b. If the course is a logical next step course in the subject sequence and is not offered in any form by the high school.
- c. If the desired course is not offered by the high school but is determined, by the principal, to meet the educational goals and interests of the student.

The costs for the above-described course work will be based upon and follow the policies established via the Early College Credit Program (ECCP).

G. Attendance

Current seniors, like all students, must comply with all attendance expectations as set forth in the district's Attendance/Truancy Plan. A senior identified as truant during their last semester of coursework will not be permitted to participate in the graduation ceremony.

H. School Program Obligations

All fees, fines, detentions, and similar obligations arising from student participation in school programming must be fulfilled before the student can participate in the commencement ceremony.

The Board may waive graduation requirements, except for the core requirements, in exceptional cases to suit the needs of a student subject to Wis. Admin Code, §§ PI 18.03 and PI 18.04.

Graduation Activities and Ceremony

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees. The District Administrator and high school principal may establish additional requirements for participation in the graduation activities and may organize said activities to have the appearance and decorum deemed reflective of the District.

Only those students who have met all District graduation requirements as set forth in this policy and are wearing the prescribed cap and gown and complying with administrative behavioral expectations shall be permitted to participate in the commencement ceremony.

Policy Reporting and Review

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the District Administrator, and the principal.

It shall be the policy of the Board to periodically review and revise this policy specifying the criteria for awarding a diploma.

Revised 1/21/19
Revised 11/18/19

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Legal	115.28, Wis. Stats.
	118.30, Wis. Stats.
	118.33, Wis. Stats.
	PI 18.03 and PI 18.04

Last Modified by Melanie Oppor on December 13, 2021



Book	Administrative Guideline Manual
Section	5000 Students
Title	Copy of GRADUATION REQUIREMENTS
Code	ag5460
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018
Last Revised	December 17, 2018

5460 - GRADUATION REQUIREMENTS

In order for a student to qualify for a diploma in this District, s/he must have enrolled in a class or participated in an activity approved by the Board during each class period of each school day. Additionally, s/he must have satisfactorily completed the following courses and earned at least four (4) credits of English, including writing composition, three (3) credits of social studies including State and local government, three (3) credits of mathematics, three (3) credits of science, one and one-half (1.5) credits of physical education and one-half (.5) credit of health education, and ~~ten~~ **nine (109)** elective credits.

A student must successfully complete a civics assessment in order to be granted a high school diploma.

A computer science class may count as a mathematics credit and an agricultural sciences course may count as a science credit.

If the Board approves a career and technical education course as qualifying for mathematics and/or science credit, any student may satisfy a total of one credit of required science and/or mathematics credits through the Board-approved career and technical education course.

Annually, the administration will determine whether sufficient interest exists among eligible ~~middle school 7th and 8th grade~~ students to take course offerings that qualify for high school credit as approved by the Board. The principal and each student's advisor shall determine the eligibility of any student to take such course(s) for high school credit.

- A. Courses qualifying for high school credit will only be offered if there is sufficient interest and if a teacher certified in the subject matter at the high school level can be scheduled to teach the course(s). Students are eligible to acquire as many high school credits as are available and for which the student qualifies.
- B. Courses qualifying for high school credit may be taken at the District High School or through Distance Learning/online options when those options are deemed appropriate by the administration. Where classes are held at the high school, appropriate transportation shall be arranged by the student's parent with the principal prior to a student being enrolled in an approved high school course. Students are eligible to acquire as many high school credits as are available and for which the student qualifies.

The Board does permit students to earn credit by demonstrating competency or creating a learning portfolio. A student shall not earn more than half (1/2) of the required credits through this process.

While the District does not require students to participate in community service activities to receive a high school diploma, community service is a valuable key performance indicator that is encouraged and monitored.

The District may grant a high school diploma to a student who has not satisfied the requirements under this policy if the student was enrolled in an alternative education program and the District determines that the student has demonstrated a level of proficiency in the subjects required under this policy. An alternative education program is defined as an instructional program, approved by the

School Board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms, or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school or a home-based private educational program.

Graduation must be earned by passing all mandated subjects and earning total units required for the specific diploma sought.

Students in special education shall either receive a diploma if certified they have properly completed the requirements of their IEP, or receive the recommendation of the IEP Team, as related to the completion of credit requirements through regular, special, or alternative education. They may participate in all graduation activities.

A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.

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Last Modified by Melanie Oppor on December 7, 2021



Book	Administrative Guideline Manual
Section	5000 Students
Title	Copy of LAUDE SYSTEM
Code	ag5430
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018
Last Revised	December 17, 2018

5430 - **LAUDE SYSTEM**

The Laude System replaces the class rank system. It allows the district to recognize and encourage students to take appropriate courses that will better prepare them for the future. This system is a point-based system that gets combined with a student's GPA, under the high school's normal grading scale. This system rewards a student for completing designated rigorous courses and will earn the student one and one half (1.5) honor points (any AP course, year-long or semester), one (1) honor point (year-long courses) or half (.5) honor point (semester courses) for taking these designated courses.

To qualify for Cum Laude or Higher: The student must minimally have a 3.4 cumulative grade point average and have earned a minimum of four (4) Laude points.

Once students meet these requirements they will earn one (1) of the following distinctions:

- A. Cum Laude (with honor/distinction), 4 - 17.49 honor points
- B. Magna Cum Laude (With great honor/distinction) 17.5 - 28.79 honor points
- C. Summa Cum Laude (With highest honor/distinction), 28.8 honor points or more.

In the event that two or more students receive identical top Summa Cum Laude scores, a tie will be declared and all students with that score will be granted the role of class valedictorians at the graduation ceremony.

Last Modified by Melanie Oppor on December 7, 2021



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

WISCONSIN OVERVIEW AND COMMENTS

Nondiscrimination and Anti-Harassment July 2021

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

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

Questions?

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

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

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

The Update Material

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

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

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

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

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

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

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

Caveat RE: Neola's Warranty

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

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

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

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

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

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

BYLAWS AND POLICIES

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

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

Policy 1422 - Nondiscrimination and Equal Employment Opportunity (Revised)

Policy 3122 - Nondiscrimination and Equal Employment Opportunity (Revised)

Policy 4122 - Nondiscrimination and Equal Employment Opportunity (Revised)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

These administrative guidelines should be deleted.

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

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

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

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

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

These administrative guidelines should be updated.

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

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

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

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

These administrative guidelines should be updated.

Last Modified by Steve LaVallee on July 24, 2021



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

WISCONSIN OVERVIEW AND COMMENTS

Volume 30, Number 2 July 2021

Social Media (Policy/AG 7544) Revisited

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

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

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

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

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

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

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

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

Title IX/Nondiscrimination/Anti-Harassment

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

Reminders

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

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

Bylaws and Policies

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

Bylaw 0100 - Definitions (Revised)

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

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

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

Bylaw 0144.2 - Board Member Ethics (Delete)

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

Bylaw 0144.3 - Conflict of Interest (Revised)

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

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

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

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

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

Bylaw 0145 - Board Member Anti-Harassment (Revised)

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

Bylaw 0167.3 - Public Comment at Board Meetings (Revised)

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

Bylaw 0174.2 - School Performance Report (Delete)

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

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

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

Policy 1210 – Board-District Administrator Relationship (Revised)

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

Policy 2240 - Controversial Issues in the Classroom (Revised)

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

These revisions are recommended for adoption.

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

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

These revisions are recommended for adoption.

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

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

These revisions are recommended for adoption.

Policy 2431 – Interscholastic Athletics (Revised)

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

These revisions are recommended for adoption.

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

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

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

Policy 3120 - Employment of Professional Staff (Revised)

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

Policy 3170/Policy 4170 – Substance Abuse (Delete)

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

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

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

These revisions are recommended for adoption.

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

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

Policy 4120 - Employment of Support Staff (Revised)

Policy 4120.04 - Employment of Substitutes (Revised)

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

Policy 4161 – Unrequested Leaves of Absence (Revised)

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

These revisions are recommended for adoption.

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

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

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

Policy 5112 – Entrance Age (Revised)

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

These revisions are recommended for adoption.

Policy 5500.01 – Conduct in Virtual Classroom (New)

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

Policy 5520 - Disorderly Conduct (Revised)

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

Policy 5720 – Student Activism and Expression (Revised)

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

These revisions are recommended for adoption.

Policy 5880 – Public Performance by Students (Revised)

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

These revisions are recommended.

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

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

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

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

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

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

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

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

Policy 7440.01 - Video Surveillance and Electronic Monitoring (Revised)

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

These revisions are recommended for adoption.

Policy 7450 – Property Inventory (Revised)

Policy 7455 - Accounting System for Capital Assets (Revised)

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

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

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

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

These revisions are recommended for adoption.

Policy 8500 - Food Services (Revised)

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

This revision is recommended for adoption.

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

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

This revision is recommended for adoption.

Policy 9500 – Relations with Educational Institutions and Organizations

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

These revisions are recommended.

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

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

These revisions are strongly recommended.

ADMINISTRATIVE GUIDELINES

AG 2240 - Controversial Issues in the Classroom (Revised)

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

AG 2440 - Summer and Interim Session School (Revised)

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

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

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

The revision is recommended for adoption.

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

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

AG 5111 – Admission to the District (Revised)

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

AG 5112A - Admission to Kindergarten (Revised)

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

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

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

AG 5320 - Immunization of Students in School (Revised)

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

AG 5600A - Student Discipline (Delete)

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

AG 5610.01 - Alternative Expulsion Hearing Procedure (New)

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

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

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

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

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

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

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

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

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

Last Modified by Steve LaVallee on July 25, 2021



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

0100 - **DEFINITIONS**

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

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

Administrative Guideline

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

Agreement

A collectively negotiated contract with a recognized bargaining unit.

Apps and Services

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

Board

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

Bylaw

Rule of the Board for its own governance.

Clerk

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

District

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

District Administrator

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

Due Process

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

Full Board

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

Information Resources

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

Law Enforcement Officer(s) or Agencies

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

Legal Custodian of Records

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

May

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

Medical Advisor

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

Meeting

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

Parent

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

Personal Communication Devices

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

Policy

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

President

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

Principal

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

Professional Staff Member

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

Relative

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

School Nurse

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

School Official

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

Shall

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

Social Media

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

Student

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

Superintendent

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

Support Staff

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

Technology Resources

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

Treasurer

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

Vice-President

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

Voting

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

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

Revised 8/22/16

Revised 7/17/17

Revised 12/18/17

Revised 4/27/20

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Book Policy Manual

Section For Board Review - Vol. 30, No. 2 + Special Update

Title Copy of BOARD POWERS

Code po0122

Status

Adopted April 25, 2016

0122 - **BOARD POWERS**

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

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

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

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

0144.3 - **CONFLICT OF INTEREST**

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

- A. no Board member shall use his/her position as a Board member to obtain financial gain or anything of substantial value for himself/herself, immediate family as defined in 19.42(7), Wis. Stats., or any organization with which s/he is associated;
- B. no Board member shall accept any offer of anything of value from a person either directly or indirectly, nor shall solicit or accept anything of value, if it could be reasonably expected to influence the Board member's actions;
- C. no Board member shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system and as a public officer;
- D. when a member of the Board determines that the possibility of such a personal or financial interest conflict exists, s/he should, prior to the matter being considered, disclose his/her interest (such disclosure shall become a matter of record in the minutes of the Board), and thereafter shall abstain from participation in both the discussion of the matter and the vote thereon. In the event that the potential conflict involves a program or activity in whole or in part financed through Federal grant funds, the potential conflict of interest must be disclosed to the Federal granting agency consistent with the requirements of the particular granting agency;-
- E. Board members shall also perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in a contract with the District in an amount that exceeds \$15,000 annually or by participating in making or performing some function as a Board member with respect to a contract in which the Board member has a private pecuniary interest, unless statutory exceptions apply.

~~Board members shall also perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats., by having a private interest in a contract with the District in an amount that exceeds \$15,000 annually.~~

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

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



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	BOARD MEMBER ANTI-HARASSMENT
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0145 - ~~BOARD MEMBER ANTI-SEXUAL AND OTHER FORMS OF HARASSMENT~~

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

The Board will vigorously enforce its prohibition against harassment based on race, color, national origin, age, sex (including gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices (hereinafter referred to as "Protected Classes"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. ~~Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.~~

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

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

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

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

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

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

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

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of PUBLIC COMMENT AT BOARD MEETINGS
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0167.3 - **PUBLIC COMMENT AT BOARD MEETINGS**

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

Agenda Item

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

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

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

Public Comment Section of the Meeting

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

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

The presiding officer shall be guided by the following rules:

- A. Public comment shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.

- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. Participants shall address only topics within the legitimate jurisdiction of the Board.
- H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- I. The presiding officer may:
 - 1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - 2. request any individual to leave the meeting when that person does not observe reasonable decorum;
 - 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 - 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
 - 5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- J. The portion of the meeting during which the comment of the public is invited shall be limited to fifteen (15) minutes unless extended by a vote of the Board.
- K. The Board may authorize the administration to arrange for the ~~recording,~~ filming, photographing, broadcasting, or live streaming of open sessions of Board meetings.
- L. Signage, banners, or other material which impedes any person's view of the proceedings, including a Board member's view, shall be relocated so as not to obstruct views.

Recording, filming, or photographing the Board's open meetings by Third Parties is permitted pursuant to 19.90, Wis. Stat. 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.

Revised 11/16/2020

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Legal 19.90, Wis. Stats.

Last Modified by Steve LaVallee on September 16, 2021



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

1210 - **BOARD - DISTRICT ADMINISTRATOR RELATIONSHIP**

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

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

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

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

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

Revised 6/19/17

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Last Modified by Steve LaVallee on July 24, 2021



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

1422 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board does not discriminate in the employment of administrative staff on the basis of ~~the Protected Classes of~~ race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other legally protected category in its programs and activities, including employment opportunities characteristic protected by law in its employment practices.

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

Definitions

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

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

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

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

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

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

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals

who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

District Compliance Officers

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

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

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

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

The COs are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation, or denial of equal access. The COs shall also verify that proper notice of nondiscrimination has been provided for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, ~~Title IX of the Education Amendment Act of 1972,~~ Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public. ~~A copy of each of the Acts and regulations on which this notice is available upon request from the CO.~~

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

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

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

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

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

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

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

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

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

Investigation and Complaint Procedure

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

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

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

Complaint Procedure

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

Due to the sensitivity surrounding complaints of ~~unlawful~~ discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged~~should make every effort~~ to file a complaint within thirty (30) ~~calendar~~ days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employees, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO at the employee's first opportunity, but no later than~~within~~ two (2) ~~business~~ days.

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

All complaints must include the following information to the extent known it is available: the identity of the Respondent~~individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct~~; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including; but not limited to; a change of work assignment or schedule for the Complainant and/or the Respondent~~person who allegedly engaged in the misconduct~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with~~his/her position to~~ the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still may take whatever actions are deemed~~s/he deems~~ appropriate in consultation with the District Administrator.

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

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

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

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

The investigation will include:

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

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of ~~unlawful~~ discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant ~~Complainant has been subjected to unlawful discrimination/retaliation~~. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

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

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

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator either must ~~either~~ issue a written final decision regarding whether the charges have been substantiated or request further investigation. A summary explanation of the copy of the District Administrator's final decision will be provided delivered to both the Complainant and the Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) ~~business~~-days, or as quickly as possible if additional time is necessary due to the availability of necessary witness(es) or documents. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in discrimination/retaliation toward the Complainant, the District Administrator ~~Complainant was subjected to unlawful discrimination/retaliation, s/he~~ must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

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

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

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

The Board reserves the right to investigate and resolve a complaint or report of ~~unlawful~~ discrimination/retaliation regardless of whether the ~~Complainant~~~~employee alleging the misconduct~~ pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

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

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

Privacy/Confidentiality

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

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity. ~~Additionally, the Respondent must be provided the Complainant's identity. All Complainants will be advised that their identities may become known to the Respondent(s) through the investigation process.~~

During the course of an investigation, the CO will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided ~~s/he learns and/or provides~~ during the course of the investigation.

Remedial ActionSanctions and Monitoring

~~The Board shall vigorously enforce its prohibitions against unlawful discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable State law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies and/or the Employee Handbook.~~

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

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

Sanctions and Disciplinary Action

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

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

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

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

Retaliation

Retaliation against a person who makes a report or files a complaint alleging ~~unlawful~~ discrimination/retaliation, or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy. ~~Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised their rights, aided or encouraged any other person in the exercise of any right granted or protected by those laws.~~

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

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

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

Education and Training

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

Retention of Investigatory Records and Materials

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

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any ~~supportive~~ ~~interim~~ measures offered and/or provided to the Complainant and/or the Respondent ~~complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;:-
 - N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
 - O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
 - P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**
- It is suggested the following records also be maintained, as appropriate.**
- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
 - R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
 - S. copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;
 - T. copies of any notices sent to the Complainant and alleged perpetrator in advance of any interview or hearing;
 - U. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

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

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

Revised 11/19/18

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Legal

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

Last Modified by Steve LaVallee on September 16, 2021



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

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

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

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

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

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

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

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

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

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

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

Genetic Information Nondiscrimination Act of 2008 (GINA) Disclosure Requirement

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

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

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

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

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

Last Modified by Steve LaVallee on September 16, 2021



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

1623 - **SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT**

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

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

Definitions

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

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

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

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

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

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

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

Major Life Activities

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

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

Impairment That Substantially Limits a Major Life Activity

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

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

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

Qualified Individual with a Disability

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

Reasonable Accommodation

The Board will provide a reasonable accommodation to a qualified individual who has an actual disability or who has a record of a disability unless the accommodation would impose an undue hardship on the operation of the ~~Board District's~~ program and/or activities. A reasonable accommodation is not ~~necessarily~~ required for an individual who is merely regarded as having a disability.

Facilities

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

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

District Compliance Officer(s)

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

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

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

dwolfgram@manawaschools.org

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

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

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

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

Training

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

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

Facilities

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

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

Notice

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

Complaint Procedures

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

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

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed with COs within the time limits specified below. The COs are available to assist individuals in filing a complaint.

Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. An employee with a complaint based on alleged discrimination on the basis of disability may first discuss the problem with the CO.
- B. If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the CO. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the Complainant or someone authorized to sign for the Complainant, describe the alleged discriminatory action in sufficient detail to inform the CO of the nature and date of the alleged violation and propose a resolution. The complaint must be filed within thirty (30) ~~calendar~~ days of the circumstances or event giving rise to the complaint unless the time for filing is extended by the CO for good cause.
- C. The CO will conduct an independent investigation of the matter (which may or may not include a hearing). This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint. The CO will provide the Complainant with a written disposition of the complaint within ten (10) ~~business~~ days. If no decision is rendered within ten (10) business days, or the decision is unsatisfactory in the opinion of the Complainant, the employee may file, in writing, an appeal with the District Administrator. The CO shall maintain the District's files and records relating to the complaint.
- D. The District Administrator will, within ten (10) ~~business~~ days of receiving the written appeal, conduct a hearing with all parties involved in an attempt to resolve the complaint.

The District Administrator will render his/her decision within ten (10) ~~business~~ days of the hearing.
- E. The employee may be represented, at his/her own cost, at any of the above-described meetings/hearings.
- F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

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

OCR Complaint

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

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

Privacy/Confidentiality

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

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

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

Remedial Action and Monitoring

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

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

Sanctions and Disciplinary Action

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

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

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

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

Retaliation

Retaliation against a person who makes a report or files a complaint alleging ~~unlawful~~ discrimination/retaliation, or participates as a witness in an investigation, is prohibited. ~~Neither the Board nor any other person may intimidate, threaten, coerce, Specifically, the Board will not discriminate/retaliate against, coerce, intimidate, threaten~~ or interfere with any individual because the person opposed any act or practice made ~~unlawful~~ by Section 504 or the ADA, or because that individual made a report, formal complaint~~charge~~, testified, assisted or participated, or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

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

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

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

Education and Training

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

Retention of Investigatory Records and Materials

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

- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;

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

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

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

Revised 11/19/18

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

Last Modified by Melanie Oppor on October 8, 2021



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

1662 - **EMPLOYEE ANTI-HARASSMENT**

Prohibited Harassment

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

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, age, sex (including ~~trans~~gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters (collectively, "Protected Classes"), or any other characteristic protected by law in its employment practices (hereinafter referred to as "harassment" "Protected Classes Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

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

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

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

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

Notice

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

Definitions

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

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

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

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

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

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

Bullying

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

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

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

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

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

Examples are:

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

Sexual Harassment

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

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

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

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

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

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

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

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

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

Boundary Invasions

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However, other behaviors might be going too far, are inappropriate and may be signs of sexual grooming. Inappropriate boundary invasions may include, but are not limited to the following:

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

- O. being overly "touchy" with students;
- P. favoring certain students by inviting them to come to the classroom at non-class times;
- Q. getting a student out of class to visit with the staff member;
- R. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
- S. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
- T. being alone with a student behind closed doors without a legitimate educational purpose;
- U. telling a student "secrets" and having "secrets" with a student;
- V. other similar activities or behavior.

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

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

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

Age Harassment

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

Race/Color Harassment

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references regarding racial customs.

Disability Harassment

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

Anti-Harassment Compliance Officers

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

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

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

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

Reports and Complaints of Harassing Conduct

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

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

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

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

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

Reporting procedures are as follows:

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

- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate District officials are as follows:
1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who will coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO. ~~for such complaints.~~
 2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- E. The reporting party or Complainant shall be encouraged to use a report form available from the Principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator or other supervisory employee.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

If during an investigation of alleged bullying, aggressive behavior, and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 1662 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

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

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

Investigation and Complaint Procedure

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

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

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR"), the Wisconsin Equal Rights Division, and/or Equal Employment Opportunity Commission ("EEOC"). The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

Complaint Procedure

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

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

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

All written complaints must include the following information to the extent known it is available: the identity of the Respondent ~~individual believed to have engaged in, or be actively engaging in, harassment~~; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); ~~and~~ a list of potential witnesses; and the resolution sought by the Complainant.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the Complainant and/or the Respondent ~~alleged harasser~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed ~~s/he deems~~ appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the Complainant or Respondent.

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

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

Within five (5) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.

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

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

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

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who ~~may~~ reasonably may be expected to have any information relevant to the allegations, as determined by the CO;

- D. consideration of any documentation or other evidence presented by the Complainant, ~~R~~espondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

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

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

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

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator must either issue a written final-decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and the ~~R~~espondent.

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

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

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

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

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

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

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

Privacy/Confidentiality

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

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided~~s/he learns or that s/he provides~~ during the course of the investigation.

Directives During Investigation

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

The CO shall determine whether any witnesses in the course of an investigation should be provided a *Garrity* warning apprising the person of his/her obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution.

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

Remedial Action ~~Sanctions~~ and Monitoring

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

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

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

Sanctions and Disciplinary Action

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

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

When imposing discipline, the District Administrator shall consider the totality of the circumstances. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

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

Retaliation

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

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

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

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

Allegations Constituting Criminal Conduct

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

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

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

Reprisal

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

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

Miscellaneous

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

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

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

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

Retention of Investigatory Records and Materials

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

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;

- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
 - I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
 - J. dated written determinations to the parties;
 - K. dated written descriptions of verbal notifications to the parties;
 - L. written documentation of any supportive~~interim~~ measures offered and/or provided to Complainant and/or the Respondent~~Complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
 - M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.
 - N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
 - O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
 - P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**
- It is suggested the following records also be maintained, as appropriate.**
- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
 - R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
 - S. copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;
 - T. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

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

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

Revised 12/18/17

Revised 7/22/19

Revised 11/18/19

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Legal

111.31, 118.195, 118.20, Wis. Stats.
29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967
29 U.S.C. 794, Rehabilitation Act of 1973
42 U.S.C. 1983
42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964
42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
29 C.F.R. Part 1635
National School Boards Association Inquiry and Analysis - May 2008

Last Modified by Melanie Oppor on October 8, 2021



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

2240 - **CONTROVERSIAL ISSUES IN THE CLASSROOM**

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

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

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

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

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

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

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

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

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

personal opinions in the classroom.

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

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

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

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

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Legal

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

Last Modified by Steve LaVallee on September 16, 2021



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

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

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

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including **trans**gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

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

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

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

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

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

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

Principal's Responsibilities

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

District Administrator's Responsibilities

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

A. Curriculum Content

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

B. Staff Training

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

C. Student Access

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

All programs need to be designed and scheduled so the location or nature of the facility or area will not deny an otherwise qualified student with a disability the opportunity to participate in the academic or other school programs on the same basis as students without disabilities.
4. require that service animals for students who require this type of assistance shall be permitted access to all facilities, programs, and events of the District.

D. District Support

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

E. Student Evaluation

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

Definitions

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

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

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

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

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

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

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

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

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

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

Reporting Procedures

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

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

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

If during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may constitute unlawful discrimination based on a Protected Class, the Principal

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

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

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

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

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

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

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

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

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

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

Investigation and Complaint Procedure

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

All complaints must include the following information to the extent known it is available: a description of the alleged violation, the identity of the Respondent individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); ~~and~~ a list of potential witnesses; and the resolution sought by the Complainant.

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

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

for the Complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the **Complainant to assess whether the individual agrees with the proposed action prior to any action being taken. If the Complainant is unwilling to consent to the proposed change, the CO still may take whatever actions are deemed appropriate in consultation with the District Administrator.**~~The Complainant should be notified of any proposed action prior to such action being taken.~~

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

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

The investigation will include:

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

At the conclusion of the investigation, the CO ~~or designee~~ shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

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

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

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

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ~~five (5)~~~~ten (10)~~ ~~business~~ days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

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

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

investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

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

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

Additional School District Action

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

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations. Confidentiality cannot be guaranteed, however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

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

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

Privacy/Confidentiality

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

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

Remedial Action and Monitoring

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

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

Sanctions and Disciplinary Action

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

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

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

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

Retaliation

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

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

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

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

Education and Training

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

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

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

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts related to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any ~~supportive~~~~interim~~ measures offered and/or provided to Complainant and/or the Respondent~~complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties

acknowledged receipt; and

- M. documentation of all actions, both individual and systemic, taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**

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

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

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

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

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

Last Modified by Steve LaVallee on October 25, 2021



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

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

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

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

Free Appropriate Public Education

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

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

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

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

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

Definitions

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

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

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

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

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

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

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

Major Life Activities

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

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

Impairment That Substantially Limits a Major Life Activity

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

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

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

Qualified Individual with a Disability

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

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

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

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

Reasonable Accommodation

With respect to employment, the Board will provide a reasonable accommodation to a qualified individual who has an actual disability or who has a record of a disability, unless the accommodation would impose an undue hardship on the operation of the Board's program and/or activities. A reasonable accommodation is not required for an individual who is merely regarded as having a disability.

Facilities

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

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

District Compliance Officers (hereinafter referred to as the "COs")

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

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

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

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

The COs ~~are~~ responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination/retaliation or denial of equal access. The COs also shall verify that proper notice of nondiscrimination for Title II of the

~~Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act of 1975 is provided to staff members and the general public. A copy of each of the Acts and regulations on which this notice is based will be made available upon request from the CO and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the CO.~~

~~The CO will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.~~

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

Training

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

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

Facilities

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

~~For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities.~~

Education

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

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

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

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

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

Reports and Complaints of Discrimination and Retaliation

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

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

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

If during an investigation of alleged bullying, aggressive behavior and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may constitute discrimination based on a Protected Class, the Principal shall report the act to one of the COs, who shall investigate the allegation in accordance with this policy. While the CO investigates the allegation, the Principal shall suspend the Policy 5517.01 investigation to await the CO's written report. The CO shall keep the Principal informed of the status of the Policy 2260 investigation and provide the Principal with a copy of the resulting written report.

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

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

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

Investigation and Complaint Procedure

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

All complaints must include the following information to the extent known it is available: a description of the alleged violation, the identity of the Respondent individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); ~~and~~ a list of potential witnesses; and the resolution sought by the Complainant.

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

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further ~~discrimination or retaliation~~~~loss of educational opportunity~~, including but not limited to a change of ~~work assignment or~~ class schedule for the Complainant ~~and/or the Respondent~~, ~~tentative enrollment in a program, or other appropriate action~~. In making such a determination, the CO should consult the **Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO still may take whatever actions are deemed appropriate in consultation with the District Administrator**~~prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.~~

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

Within five (5) business days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the complainant and informing the complainant of the investigation process.

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

The investigation will include:

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

At the conclusion of the investigation, the CO or the designee shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant~~definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard~~. The CO's recommendations must be based upon the totality of the circumstances, ~~including the ages and maturity levels of those involved~~. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

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

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

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

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5)~~ten (10) business~~ days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

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

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

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

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

Additional School District Action

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

Privacy/Confidentiality

The District will employ all~~make~~ reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigate, take appropriate action, and comply with any discovery or disclosure obligations~~privacy of any individuals involved in the investigation process~~. Confidentiality cannot be guaranteed, however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

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

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

Remedial Action and Monitoring

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

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

Sanctions and Disciplinary Action

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

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

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

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

Impartial Due Process Hearing

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

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

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

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

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

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

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

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

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

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

OCR Complaint

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

U.S. Department of Education
Office for Civil Rights
Chicago Office
John C. Kluczynski Federal Building
230 S. Dearborn Street, 37th Floor
Chicago, IL 60604
Telephone: 312-730-1560
FAX: 312-730-1576
TDD: 800-877-8339
E-mail: OCR.Chicago@ed.gov
Web: <http://www.ed.gov/ocr>

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

Notice

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

Retaliation

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

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

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

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

Education and Training

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

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

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

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;

- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
 - F. all documentary evidence;
 - G. e-mails, texts, or social media posts related to the investigation;
 - H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
 - I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
 - J. dated written determinations to the parties;
 - K. dated written descriptions of verbal notifications to the parties;
 - L. written documentation of any supportive~~interim~~ measures offered and/or provided to the Complainant and/or the Respondent~~Complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
 - M. documentation of all actions, both individual and systemic, taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.
 - N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
 - O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
 - P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; [REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]
- It is suggested the following records also be maintained, as appropriate.**
- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
 - R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
 - S. copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;
 - T. copies of any notices sent to the Complainant and alleged perpetrator in advance of any interview or hearing;
 - U. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

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

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

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

12/9/21, 10:55 AM

BoardDocs® PL

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

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

Last Modified by Steve LaVallee on September 16, 2021



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

2414 - **HUMAN GROWTH AND DEVELOPMENT**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials, and of their right to have their child excused from the instruction. The notice shall state that, in the event a student is excused, that student will still receive instruction under ~~Wis. Stat.~~ 118.01(2)(d)2c, [Wis. Stats.](#) unless exempted and under ~~Wis. Stat.~~ 118.01(2)(d)8, [Wis. Stats.](#)

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Legal 115.35, 118.01(2)(d), 118.019, Wis. Stats.
 P.I. 8.01(2)(j), Wis. Adm. Code

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of DISTRICT-SPONSORED CLUBS AND ACTIVITIES
Code	po2430
Status	
Adopted	October 17, 2016
Last Revised	March 15, 2021

2430 - **DISTRICT-SPONSORED CLUBS AND ACTIVITIES**

The Board believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are related to the District's curriculum and/or mission.

The purpose of District-sponsored~~curricular-related~~ activities shall be to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still directly related to accomplishing the educational outcomes for students as adopted by the Board in Policy 2131. The Board encourages all students, including those students in elementary and middle school grades, to participate in such opportunities. In implementing this policy, the District Administrator shall take steps to make such opportunities accessible to all students.

For purposes of this policy, District-sponsored~~curricular-related~~ activities are typically defined as those activities in which:

- A. the subject matter is actually taught or will be taught in a regularly offered course;
- B. the subject matter concerns the District's composite courses of study;
- C. participation is required for a particular course;
- D. participation results in academic credit; or
- E. the subject matter is of interest to students and aligns with the District's goals and mission.

No ~~curricular-related~~ activity shall be considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the District Administrator.

Such activities, along with competitive extra-curricular activities/athletics (not directly related to courses of study), may be conducted on-or-off-school premises by clubs, associations, and organizations of students sponsored by the Board and directed by a staff advisor.

Non-District sponsored~~Non-curricular~~ student activities that are initiated by parents or other members of the community may be allowed under the provisions of Policy 7510 - Use of District Facilities. The Board, however will not:

- A. assume any responsibility for the planning, conducting, or evaluating of such activities;
- B. provide any funds or other resources;

C. allow any member of the District's staff to assist in the planning, conducting, or evaluating of such an activity during the hours s/he is functioning as a member of the staff.

No non-district-sponsored organization may use the name, logo, mascot, or any other name which would associate an activity with the District. Additionally, no nondistrict-sponsored organization may use the assets of the District, including but not limited to facilities, technology, or communication networks without the specific permission(s) as outlined in the relevant District policies.

In addition to the eligibility requirements established by the Wisconsin Interscholastic Athletic Association, to be eligible for any athletic or other extra-curricular activity, a student must meet the criteria established in the Activities Code.

Students shall be fully informed of the curricular-related activities available to them and of the eligibility standards established for participation in these activities. District-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

The District Administrator shall prepare administrative guidelines to implement a program of curricular-related clubs and activities. Such guidelines should ensure that the needs and interests of the students are properly assessed and procedures are established for continuing evaluation of each club and activity.

To remain a member of a District-established student group or national organization such as the National Honor Society, a student must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or the organization.

Revised 12/18/17

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Legal 120.12(23), Wis. Stats.
 P.L. 98-377

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	po2431
Status	
Adopted	October 17, 2016
Last Revised	December 18, 2017

2431 - **INTERSCHOLASTIC ATHLETICS**

The Board recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible and in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

The Board recognizes that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of each participant with emphasis on the proper ideals of sportsmanship, ethical conduct and fair play. Athletics should encourage leadership, use of initiative and good judgment by the participants.

Interscholastic athletic programs provide opportunities for participants to develop positive school morale, practice hospitality and exercise the qualities of fair play and courtesy. The interscholastic athletic program is a part of the school curriculum, educational in purpose and conduct.

The athletic program affords opportunities for wholesome school-community relations under constructive conditions. It is the responsibility of school authorities to inform the community regarding the purposes of the program. The community should recognize that an athletic contest is an integral part of the school program because of its educational values. If interscholastic athletics cease to possess educational value, then these should cease to be school functions.

The Board encourages the full participation of elementary and middle school students in interscholastic athletic activities. For purposes of Board policy, "full participation" means fair and equal participation to the extent that the budget, facilities or type of activity allow.

The District shall maintain membership in the Wisconsin Interscholastic Athletic Association (WIAA) and the District's conference. The District shall abide by all WIAA and conference rules and regulations, and student athletes shall also be expected to abide by all eligibility rules and regulations.

The District Administrator ~~shall develop appropriate administrative guidelines for the operation of the Athletic Program and a Code of Conduct for those who participate. Such guidelines should provide for~~ provides the following safeguards:

- A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a District-approved physician and parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- B. Any student who is found to have a health condition which may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate.

- C. Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.
- D. Any student suspected of having a head injury or concussion shall be provided with safety protocols specified in Policy 5340 - Student Accidents/Illness/Concussion.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

The District Administrator is authorized to establish a set of behavior expectations for participants as well as the implementation of appropriate disciplinary procedures for those who violate sportsmanship expectations. ~~The guidelines should also provide a set of behavioral expectations for each type of participant. The District Administrator is authorized to implement suitable disciplinary procedures against those who violate the following sportsmanship expectations.~~

To support the efforts to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

- A. adopt policies (upon recommendation of the administration) that reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;
- B. support and reward participants, coaches, school administrators, and fans who display good sportsmanship.

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Legal 120.12(23), Wis. Stats.
 P.I. 9.03(1)(h), Wis. Adm. Code

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of EMPLOYMENT OF PROFESSIONAL STAFF
Code	po3120
Status	
Adopted	May 16, 2016
Last Revised	July 22, 2019

3120 - **EMPLOYMENT OF PROFESSIONAL STAFF**

The Board recognizes that positions be filled with highly-qualified and competent personnel are vital to the successful operation of the District.

All employees other than the District Administrator or support staff members (Policy 0100 – Definitions) are considered professional employees.

The Board shall approve the employment, fix the compensation, and establish the term of employment for each professional staff member employed by this District. Teachers, governed by Wis. Stat. 118.22 and administrators, governed by Wis. Stat. 118.24, may only be employed by contract and only following majority vote of the full membership of the Board or as required or permitted by law.

The District Administrator shall provide a description of the work schedule, hours of work per week, a determination of whether the employee is exempt or non-exempt for purposes of overtime eligibility (See Policy 6700). For non-exempt employees, there shall be a clear statement in the job description and employee handbook which states the following: "No non-exempt employee may perform work for the District outside of his/her regular schedule without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment," and for overtime eligible employees, there shall be a clear statement in the job description and employee handbook which states the following: "No overtime eligible employee may perform overtime work for the District without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment."

Such approval shall be given only to those candidates for employment recommended by the District Administrator.

When any recommended candidate has been rejected by the Board, the District Administrator shall make a substitute recommendation.

All applications for employment shall be referred to WECAN.

~~Relatives of Board members may be employed by the Board. If the Board member benefits financially either directly or indirectly, the Board member may not participate in any way in the discussion or vote on any matter relating to said employment.~~

Relatives of Board Members may be employed by the Board. If the Board Member benefits financially either directly or indirectly, the Board Member may not participate in any way in the discussion or vote on any matter relating to said employment.

Relatives of staff members may be employed by the Board. The newly employed staff member shall not be placed in a position in which s/he will be supervised directly by, or supervise directly, his/her relative.

Any professional staff member's intentional misstatement of fact pertaining to his/her qualifications for employment or the determination of salary shall constitute grounds for dismissal by the Board.

The employment of professional staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the educational program, except as prohibited by law, including the employment of full-time teachers and certain administrative employees on a substitute basis, pending Board approval. Employment shall be recommended to the Board at the next regular meeting.

No candidate for employment as professional staff shall receive recommendation for such employment without having proffered visual evidence of proper certification or application for such certification. For staff members instructing children in reading and/or language arts, pre-school and/or grades kindergarten through sixth grade, their certificate must verify successful completion of instruction that includes the teaching of phonics.

For each candidate, a satisfactory background check will be conducted by the Department of Public Instruction or appropriate State agency.

Any person who signs a contract to teach in the District must, within ten (10) days after signing the contract, file in the office of the District Administrator a statement showing the date of expiration and the grade and character of the certificate or license held.

The District Administrator shall prepare procedures for the recruitment and selection of all professional staff that includes reporting newly hired employees to the Wisconsin Department of Workforce Development.

DISTRICT SUPPORTED ALTERNATIVE LICENSING PROGRAMS

As part of the Board's efforts to provide the highest quality education for all students in all subject areas, the Board authorizes the District Administrator, where appropriate, to support teacher licensure opportunities.

EXPERIENCED-BASED LICENSURE FOR TECHNICAL AND VOCATIONAL EDUCATION

"Technical education" means technology education and any technology-related occupation.

"Vocational education" means agriculture, child services, clothing services, food services, housing and equipment services, family and consumer education, family and consumer services, home economic-related occupations, health care-related occupations, trade specialist, business education, business and office, and marketing education.

The District Administrator may support the application for an experience-based license for a teacher to teach in a technical and/or vocational education field, provided that the individual can be credited with at least 100 points using the following system:

A. The following points for experience in a technical field (must comprise at least twenty-five (25) of the required 100 points):

1. For a bachelor's degree in any science, technology, engineering, or mathematics field and any teaching license or permit, or in a field related to the vocational subject, 100 points.
2. For a bachelor's degree in any science, technology, engineering, or mathematics field, or in a field related to the vocational subject seventy-five (75) points.
3. For a bachelor's degree in a field other than those described in numbers 1. and 2., above, any science, technology, engineering, mathematics, or technical or technology education field, sixty-five (65) points.
4. For industry or vocational certification, ninety (90) points.
5. For industry experience in a trade or technical field or vocation, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points.
6. For an internship in a trade or technical field or in the vocation, twenty-five (25) points.
7. For being mentored in a trade or technical skill or in the vocation by a colleague or a Wisconsin Technology Education Association or a recognized vocational association approved mentor, twenty-five (25) points.
8. For an apprenticeship in a trade or technical field or in the vocation, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points.

B. The following points for pedagogical experience (must be at least twenty-five (25) out of the 100 required points):

1. For a bachelor's degree in technical or technology education, 100 points.
2. For a bachelor's degree in a field other than any science, technology, engineering, mathematics, or technical or technology education field, or in a subject related to the vocation and any teaching license or permit, seventy-five (75) points.
3. For credit earned at an accredited institution of higher education or technical college, three (3) points per credit up to a maximum of seventy-five (75) points for technical or technology education courses and science, technology, engineering, or mathematics courses or any field related to the vocation and three (3) points per credit up to a maximum of seventy-five (75) points for education and pedagogical courses.
4. For completing at least 100 hours of training in pedagogy, five (5) points per fifty (50) hours up to a maximum of seventy-five (75) points.

Individuals that have sufficient points may be employed by the District under an experience-based license provided that the District Administrator implements a professional development curriculum for the teacher to follow during the three (3) year period of the initial license. The District Administrator shall monitor the teacher's progress in fulfilling the curriculum.

PROFESSIONAL TEACHING PERMIT

The District Administrator may support the teaching license application of an individual to teach a course in engineering, mathematics, science, computer science, art, music, or world languages that do not yet hold a professional teacher license provided that the following criteria are met:

- A. The District is experiencing a shortage in the availability of teachers with professional teaching certification in the subject area and is unable to fill a position with an acceptable licensed teacher.
- B. The individual holds at least a bachelor's degree in engineering, mathematics, science, computer science, art, music, or world languages.
- C. The individual possesses at least five (5) years of verifiable industry experience in the same field as the bachelor's degree.
- D. The individual has completed at least 100 hours of pedagogical training in an alternative teacher licensing program approved by DPI.
- E. The District Administrator shall implement a plan to provide supervision of the teacher by a teacher that holds regular professional teaching licensure during the two (2) year period of the permit.
- F. The hiring of the teacher under this alternative licensure program will not displace a regularly licensed teacher in the District.

Revised 8/22/16

Revised 7/17/17

Revised 11/19/18

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Legal

118.191, Wis. Stats.

118.192, Wis. Stats.

118.21, Wis. Stats.

118.22(2), Wis. Stats.

118.24, Wis. Stats.

121.02, Wis. Stats.

Wis. Admin. Code P.I. 34

Last Modified by Melanie Oppor on November 1, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po3122
Status	
Adopted	October 17, 2016
Last Revised	July 22, 2019

3122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

The Board does not discriminate in the employment of professional staff on the basis of ~~the Protected Classes of~~ race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District’s premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other legally protected category in its programs and activities, including employment opportunities characteristic protected by law in its employment practices.

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

Definitions

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

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

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

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

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

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

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals

who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

District Compliance Officers

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

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

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

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

The COs are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation, or denial of equal access. The COs shall also verify that proper notice of nondiscrimination has been provided for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, ~~Title IX of the Education Amendment Act of 1972~~, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public. ~~A copy of each of the Acts and regulations on which this notice is available upon request from the CO.~~

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

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

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

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

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

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

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

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

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

Investigation and Complaint Procedure

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

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

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

Complaint Procedure

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

Due to the sensitivity surrounding complaints of ~~unlawful~~ discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged~~should make every effort~~ to file a complaint within thirty (30) ~~calendar~~ days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employees, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO at the employee's first opportunity, but no later than~~within~~ two (2) ~~business~~ days.

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

All complaints must include the following information to the extent known it is available: the identity of the Respondent~~individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct~~; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including; but not limited to; a change of work assignment or schedule for the Complainant and/or the Respondent~~person who allegedly engaged in the misconduct~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with~~his/her position to~~ the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still may take whatever actions are deemed~~s/he deems~~ appropriate in consultation with the District Administrator.

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

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

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

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

The investigation will include:

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

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of ~~unlawful~~ discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant ~~Complainant has been subjected to unlawful discrimination/retaliation~~. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

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

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

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator either must ~~either~~ issue a written final decision regarding whether the charges have been substantiated or request further investigation. A summary explanation of the copy of the District Administrator's final decision will be provided delivered to both the Complainant and the Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) ~~business~~-days, or as quickly as possible if additional time is necessary due to the availability of necessary witness(es) or documents. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in discrimination/retaliation toward the Complainant, the District Administrator ~~Complainant was subjected to unlawful discrimination/retaliation, s/he~~ must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

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

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

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

The Board reserves the right to investigate and resolve a complaint or report of ~~unlawful~~ discrimination/retaliation regardless of whether the ~~Complainant~~~~employee alleging the misconduct~~ pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

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

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

Privacy/Confidentiality

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

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity. ~~Additionally, the Respondent must be provided the Complainant's identity. All Complainants will be advised that their identities may become known to the Respondent(s) through the investigation process.~~

During the course of an investigation, the CO will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided ~~s/he learns and/or provides~~ during the course of the investigation.

Remedial ActionSanctions and Monitoring

~~The Board shall vigorously enforce its prohibitions against unlawful discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable State law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies and/or the Employee Handbook.~~

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

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

Sanctions and Disciplinary Action

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

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

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

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

Retaliation

Retaliation against a person who makes a report or files a complaint alleging ~~unlawful~~ discrimination/retaliation, or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy. ~~Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised their rights, aided or encouraged any other person in the exercise of any right granted or protected by those laws.~~

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

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

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

Education and Training

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

Retention of Investigatory Records and Materials

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

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any ~~supportive~~ ~~interim~~ measures offered and/or provided to the Complainant and/or the Respondent ~~complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;:-
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**

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

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

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

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

Revised 11/19/18

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Legal

111.31 et seq., Wis. Stats.

111.335(d)(2), Wis. Stats.

118.195, Wis. Stats.

118.20, Wis. Stats.

Fourteenth Amendment, U.S. Constitution

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

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended

38 U.S.C. 4301 et seq., Uniformed Services Employment and Reemployment Rights Act

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

42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964

42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act of 1973 as amended

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

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

29 C.F.R. Part 1635, The GINA Regulations

34 C.F.R. Part 110, The Age Discrimination Act Regulations

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE
Code	po3122.02
Status	
Adopted	May 16, 2016

3122.02 - NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE

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

The identity of the Compliance Officer (see Policy 3122 - Nondiscrimination and Equal Employment Opportunity) shall be posted throughout the District and published in any District statement regarding the prohibition of discrimination on the basis of genetic information in all aspects of employment, in any staff handbooks, and in general information publications of the District as required by Federal and State law and on the District website.

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

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

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

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

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

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

The ~~District Administrator shall appoint a~~ Compliance Officer ~~(See Policy 3122 - Nondiscrimination and Equal Employment Opportunity) is who shall be~~ responsible for overseeing the ~~Board~~District's compliance with this policy and GINA and proposing revisions and additions to this policy as necessary to ensure the Board's compliance with GINA~~Federal regulations and promptly dealing with any inquiries or complaints.~~ This person shall be responsible for working with the Board's legal counsel to fully implement the requirements of GINA in all activities of the School District. The Compliance Officer ~~S/He~~ shall also verify that proper notice of nondiscrimination for Title II of ~~GINA~~~~the Genetic Information Nondiscrimination Act of 2008~~ is provided to staff members, and that all ~~District~~ requests for health-related information (e.g., to support an employee's request for reasonable accommodation under the ADA or a request for sick leave) ~~are~~is accompanied by a written warning that directs the employee or health care provider not to collect or provide genetic information. The warning shall read as follows:

Genetic Information Nondiscrimination Act of 2008 (GINA) Disclosure Requirement

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

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

The grievance procedure for complaints of discrimination in Policy 3122 applies to complaints of discrimination, including harassment, or retaliation prohibited by GINA and may be utilized if a District employee alleges discrimination or harassment on the basis of genetic information or retaliation for identifying, objecting to, or filing a complaint concerning a violation of GINA or this policy.

~~[NOTE: It should be noted that any sections of the District's collective bargaining agreements dealing with terms and conditions of employment should contain a statement of nondiscrimination similar to that in the Board's statement above.]~~

42 U.S.C. 2000ff et seq.

Title II of, ~~T~~the Genetic Information Nondiscrimination Act of 2008

29 C.F.R. Part 1635

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Legal

42 U.S.C. 2000ff et seq.

Title II, The Genetic Information Nondiscrimination Act of 2008

29 C.F.R. Part 1635

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of SUBSTANCE ABUSE
Code	po3170 - Delete - Incorporated in Other Policies
Status	
Adopted	May 16, 2016

~~3170~~ — **SUBSTANCE ABUSE**

~~The Board of Education recognizes alcoholism and drug abuse as treatable illnesses. When such illnesses impair the performance of professional staff members, the Board recognizes the responsibility to assist in a manner recommended by appropriate specialists in the treatment of those illnesses.~~

~~A professional staff member having an illness or other problem relating to the use of alcohol or other drugs will receive the same careful consideration and offer of assistance that is presently extended to professional staff members having any other illness.~~

~~The responsibility to correct unsatisfactory job performance or behavior resulting from a suspected alcohol or drug problem rests with the professional staff member. Failure to do so will result in appropriate corrective or disciplinary action as determined by the Board. The Board will assist an employee with an alcohol or drug problem in developing reasonable accommodations so that the employee may perform his/her work, consistent with State and Federal law. Existence of a substance abuse problem does not excuse misconduct in employment or violation of Board policy.~~

~~No professional staff member will have his/her job security or promotion opportunities jeopardized by his/her request for counseling or referral assistance.~~

~~Professional staff members who suspect they may have an alcohol or other drug abuse problem are encouraged to seek counseling and information on a confidential basis by contacting resources available for such service such as the District's Employee Assistance Program.~~

~~This policy shall be administered in accordance with the Americans with Disabilities Act of 1990 and applicable State laws.~~

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Legal	Americans with Disabilities Act of 1990
	Wis. Stat. 111.34

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of USE OF TOBACCO AND NICOTINE BY PROFESSIONAL STAFF
Code	po3215
Status	
Adopted	May 16, 2016
Last Revised	November 16, 2020

3215 - USE OF TOBACCO AND NICOTINE BY PROFESSIONAL STAFF

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any professional staff of the District to use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

FDA approved cessation products or tobacco dependence products are exempt from this policy for adults and staff eighteen years and older. Staff using such products and bringing them to any school property or school-sponsored activity are responsible for safe-keeping of these products at all times and are responsible for assuring that no students are able to obtain access to these products.

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff, and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

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- Legal 111.321, Wis. Stats.
- 120.12(20), Wis. Stats.
- 20 U.S.C. 6081 et seq.
- 20 U.S.C. 7182

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of STAFF DRESS AND GROOMING
Code	po3216
Status	
Adopted	May 16, 2016

3216 - **STAFF DRESS AND GROOMING**

The Board believes that professional staff members set an example in dress and grooming for their students to follow. ~~A professional staff member who understands and adheres to this belief enhances his/her status, presents an image of dignity, and encourages discipline and respect for authority.~~

The Board authorizes the development of standards for staff dress and grooming that promote a professional educational atmosphere that gives consideration to the impact on the educational process and the diversity of the District's staff.

~~The Board retains the authority to specify the following dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process.~~ When assigned to District duty, all professional staff members shall follow the guidelines as identified in the Employee Handbook.

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	ETHICS AND CONFLICT OF INTEREST
Code	po3230
Status	
Adopted	May 16, 2016
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3230 - ETHICS AND CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and the District's employees, officers and agents and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines designed to avoid the occurrence or appearance of any conflicts of interest do not occur. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all-inclusive, nor to substitute for good judgment on the part of all professional employees, officers, and agents. Professional employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No professional employee, officer, or agent shall engage in or have a personal or financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. Specifically, professional employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in an amount that exceeds~~This includes not only those interests that violate state criminal law, which typically requires at least \$15,000 in financial interest,~~ but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.
- B. Professional employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, anything of substantial value, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

1. the provision of any private lessons or services for a fee unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the professional staff member's regular duties.
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
3. the use, sale, or improper divulging of any privileged information through his/her access to School District records, about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District.

4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
 5. the requirement of employees, students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator and approval of the Board of Education before entering into any private relationship.
- D. Professional employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- E. Professional employees, officers, and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.
- Professional employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.
- However, pursuant to Federal rules, the School District has set standards for when an employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.
- F. Professional employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.
- The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.
- G. Professional employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action up to and including termination.

No professional staff employee may accept or engage in any employment, consulting, advising, or other professional activity with any organization other than the District, whether the employee will receive compensation for such outside activity or not, without first providing notice to the District Administrator.

In the event that, within the course of administering a Federally funded grant program or service to the District, any professional employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family, as defined in 19.42(7), Wis. Stats.

Revised 8/22/16
 Revised 11/19/18
 Revised 7/22/19
 Revised 4/27/2020

Legal

19.42(7), Wis. Stats

19.59, Wis. Stats.

946.13, Wis. Stats.

2 C.F.R. 200.12

7 C.F.R. 3019.42

2 C.F.R. 200.113

2 C.F.R. 200.318

7 C.F.R. 3016.36(b)(3)

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - EMPLOYEE ANTI-HARASSMENT
Code	po3362
Status	
Adopted	October 17, 2016
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3362 - EMPLOYEE ANTI-HARASSMENT

Prohibited Harassment

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

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, age, sex (including ~~trans~~gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters (collectively, "Protected Classes"), or any other characteristic protected by law in its employment practices (hereinafter referred to as "harassment" "Protected Classes Characteristics"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

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

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

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

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

Notice

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

Definitions

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

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

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

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

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

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

Bullying

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

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

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

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

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

Examples are:

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

Sexual Harassment

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

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

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

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

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

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

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

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

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

Boundary Invasions

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However, other behaviors might be going too far, are inappropriate and may be signs of sexual grooming. Inappropriate boundary invasions may include, but are not limited to the following:

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

- O. being overly "touchy" with students;
- P. favoring certain students by inviting them to come to the classroom at non-class times;
- Q. getting a student out of class to visit with the staff member;
- R. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
- S. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
- T. being alone with a student behind closed doors without a legitimate educational purpose;
- U. telling a student "secrets" and having "secrets" with a student;
- V. other similar activities or behavior.

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

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

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

Age Harassment

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

Race/Color Harassment

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references regarding racial customs.

Disability Harassment

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

Anti-Harassment Compliance Officers

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

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

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

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

Reports and Complaints of Harassing Conduct

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

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

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

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

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

Reporting procedures are as follows:

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

- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate District officials are as follows:
1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who will coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.~~for such complaints.~~
 2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- E. The reporting party or Complainant shall be encouraged to use a report form available from the Principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator or other supervisory employee.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

If during an investigation of alleged bullying, aggressive behavior, and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 1662 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

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

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

Investigation and Complaint Procedure

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

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

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR"), the Wisconsin Equal Rights Division, and/or Equal Employment Opportunity Commission ("EEOC"). The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

Complaint Procedure

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

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

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

All written complaints must include the following information to the extent known it is available: the identity of the Respondent ~~individual believed to have engaged in, or be actively engaging in, harassment~~; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); ~~and~~ a list of potential witnesses; and the resolution sought by the Complainant.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the Complainant and/or the Respondent ~~alleged harasser~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed s/he deems appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the Complainant or Respondent.

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

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

Within five (5) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.

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

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

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

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who ~~may~~ reasonably may be expected to have any information relevant to the allegations, as determined by the CO;

- D. consideration of any documentation or other evidence presented by the Complainant, ~~R~~espondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

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

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

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

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator must either issue a written final-decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and the ~~R~~espondent.

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

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

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

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

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

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

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

Privacy/Confidentiality

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

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided~~s/he learns or that s/he provides~~ during the course of the investigation.

Directives During Investigation

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

The CO shall determine whether any witnesses in the course of an investigation should be provided a *Garrity* warning apprising the person of his/her obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution.

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

Remedial ActionSanctions and Monitoring

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

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

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

Sanctions and Disciplinary Action

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

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

When imposing discipline, the District Administrator shall consider the totality of the circumstances. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

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

Retaliation

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

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

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

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

Allegations Constituting Criminal Conduct

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

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

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

Reprisal

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

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

Miscellaneous

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

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

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

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

Retention of Investigatory Records and Materials

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

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;

- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
 - I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
 - J. dated written determinations to the parties;
 - K. dated written descriptions of verbal notifications to the parties;
 - L. written documentation of any supportive~~interim~~ measures offered and/or provided to Complainant and/or the Respondent~~Complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
 - M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.
 - N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
 - O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
 - P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**
- It is suggested the following records also be maintained, as appropriate.**
- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
 - R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
 - S. copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;
 - T. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

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

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

Revised 12/18/17

Revised 7/22/19

Revised 11/18/19

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Legal

111.31, 118.195, 118.20, Wis. Stats.
29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967
29 U.S.C. 794, Rehabilitation Act of 1973
42 U.S.C. 1983
42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964
42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
29 C.F.R. Part 1635
National School Boards Association Inquiry and Analysis - May 2008

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of EMPLOYMENT OF SUPPORT STAFF
Code	po4120
Status	
Adopted	May 16, 2016
Last Revised	March 15, 2021

4120 - **EMPLOYMENT OF SUPPORT STAFF**

The Board recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with qualified and competent support staff.

All employees other than the District Administrator or Professional Staff Members (Policy 0100 – Definitions) are considered Classified or Support Employees.

The Board shall approve the employment and fix the compensation for each support staff member employed by this District.

The District Administrator shall provide a description of the work schedule, hours of work per week, a determination of whether the employee is exempt or non-exempt for purposes of overtime eligibility (See Policy 6700). For non-exempt employees, there shall be a clear statement in the job description and employee handbook which states the following: "No non-exempt employee may perform work for the District outside of his/her regular schedule without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment," and for overtime eligible employees, there shall be a clear statement in the job description and employee handbook which states the following: "No overtime eligible employee may perform overtime work for the District without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment."

Such approval shall be given only to those candidates for employment recommended by the District Administrator.

When any recommended candidate has been rejected by the Board, the District Administrator shall make a substitute recommendation.

All applications for employment shall be referred to the District Office.

~~Relatives of Board members may be employed by the Board, provided the Board member does not participate in any way in the discussion or vote on any matter related to said employment.~~

Relatives of Board Members may be employed by the Board, provided the Board Member does not participate in any way in the discussion or vote on any matter related to said employment.

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which s/he would be supervised directly by the relative staff member.

Any support staff member's intentional misstatement of fact material to his/her qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.

The employment of support staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board at the next regular meeting.

When appropriate, no candidate for employment as a support staff member shall receive recommendation for such employment without having proffered visual evidence of proper certification, when appropriate, or that application for such certification is in process. There must also be verification that a satisfactory background check has been conducted in compliance with District procedures to include local, State, and Federal sources of information.

The District Administrator shall prepare procedures for the recruitment and selection of all support staff that include reporting newly hired employees to the Wisconsin Department of Workforce Development.

REQUIREMENTS FOR TITLE I PARAPROFESSIONALS

All paraprofessionals hired for a Title I supported program must have a secondary school diploma or its recognized equivalent and one of the following:

- A. Completed two (2) years study at an institution of higher education; or
- B. Obtained at least an associates degree; or
- C. Met a rigorous standard of quality and demonstrate through formal State or local academic assessment:
 - 1. knowledge of and the ability to assist in instructing, reading, writing and mathematics; or
 - 2. knowledge of and the ability to assist in instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.

Existing paraprofessionals – All current paraprofessionals working for a Title I supported program must:

- A. Have a secondary school diploma or its recognized equivalent;
- B. Meet the requirements for newly hired paraprofessionals as described above.

Exceptions – These requirements do not apply to a paraprofessional:

- A. Who is proficient in English and a second language and serves as a translator primarily to enhance the participation of children in Title I programs; or
- B. Whose duties consist solely of conducting parental involvement activities.

Paraprofessional duties – Paraprofessionals working for a Title I supported program may be assigned to:

- A. provide one-on-one tutoring for eligible students during times when the teacher would not otherwise be instructing the student;
- B. assist with classroom management, such as organizing instructional and other materials;
- C. provide assistance in a computer laboratory;
- D. provide support in a library or media center;
- E. conduct parental involvement activities;
- F. act as a translator;
- G. provide instructional services to students, if working under the direct supervision of a teacher;
- H. perform limited duties beyond classroom instruction.

Revised 5/16/16

Revised 7/17/17

Legal

20 U.S.C. 6319

Last Modified by Melanie Oppor on November 1, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of EMPLOYMENT OF SUBSTITUTES
Code	po4120.04
Status	
Adopted	May 16, 2016

4120.04 - **EMPLOYMENT OF SUBSTITUTES**

The Board recognizes its responsibility to procure the services of substitute support staff in order to prevent the interruption of the operation of the schools.

The names of potential substitute personnel and the positions in which they may substitute shall be maintained by the District Office.

~~Relatives of Board members may be employed by the Board, provided a member of the Board does not participate in any way in the discussion or vote on the employment when conflict of interest is involved.~~

Relatives of Board Members may be employed by the Board, provided a member of the Board does not participate in any way in the discussion or vote on the employment when conflict of interest is involved.

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which s/he is supervised directly by the relative staff member.

The employment of substitute support staff prior to approval by the Board is authorized when their employment is required to maintain continuity of services in the District.

Retroactive employment shall be recommended to the Board at the next meeting.

Substitutes will receive in June a letter of reasonable assurance of continued employment.

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Legal 118.19, Wis. Stats.
P.I. 3.03(8), Wis. Adm. Code

Last Modified by Melanie Oppor on November 1, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po4122
Status	
Adopted	October 17, 2016
Last Revised	July 22, 2019

4122 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board does not discriminate in the employment of support staff on the basis of ~~the Protected Classes of~~ race, color, national origin, age, sex (including ~~trans~~gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other legally protected category in its programs and activities, including employment opportunities characteristic protected by law in its employment practices.

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

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Military status: refers to a person's status in the uniformed services, which includes the performance of duty on a voluntary or involuntary basis in a uniformed service, including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty, and performance of duty or training by a member of Wisconsin organized militia. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any duty listed above.

Respondent is the individual who has been alleged to have engaged in discrimination/retaliation, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

School District community means students and Board employees (i.e., administrators, and professional and support staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals

who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators"; hereinafter referred to as the "COs").

Carmen O'Brien
Business Manager
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org

Daniel Wolfgram
High School/Middle School Principal
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5310
dwolfgram@manawaschools.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and on the School District's website.

The COs are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation, or denial of equal access. The COs shall also verify that proper notice of nondiscrimination has been provided for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, ~~Title IX of the Education Amendment Act of 1972,~~ Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public. ~~A copy of each of the Acts and regulations on which this notice is available upon request from the CO.~~

Reports and Complaints of ~~Unlawful~~ Discrimination and Retaliation

Employees are required to~~expected to promptly~~ report incidents of ~~unlawful~~ discrimination and/or retaliation to an administrator, supervisor, or other supervisory employees so that the Board may address the conduct. Any administrator, supervisor, or other supervisory employees who receive such a report/complaint shall file it with the CO at the employee's/his/her first opportunity, but no later than two (2) ~~business~~ days.

Discrimination against an individual based on their sex (including gender status, sexual orientation, and gender identity) is discrimination in violation of Title VII. Specifically, discrimination on the basis of sex stereotyping/gender-nonconformity constitutes sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior. Employment actions based upon an individual's sex could be suspect and potentially impermissible.

COs are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her gender status, sexual orientation, and gender identity.

Any questions concerning whether alleged conduct might violate this prohibition should be brought to the CO's attention promptly.

Employees who believe they have been ~~unlawfully~~ discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint will not adversely affect the ~~Complainant's/complaining individual's~~ employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to ~~unlawful~~ discrimination/retaliation. COs shall accept reports/complaints of ~~unlawful~~ discrimination/retaliation directly from any member of the School District community or a Third Party, ~~or receive reports that are initially filed with another Board employee (District employees, students, parent(s), and member of the Board), a resident of the District, or a visitor to the District.~~ Upon receipt of a report of alleged discrimination/retaliation/complaint, ~~the either directly or through a school building administrator, a~~ CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation) investigation, or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. ~~the CO will designate a specific individual to conduct such a process.~~ The CO will

provide a copy of this policy to the Complainant and the Respondent upon request.~~any person who files a complaint. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.~~

Any Board employee who directly observes ~~unlawful~~ discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of ~~unlawful~~ discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO must contact the Complainant~~employee~~ within two (2) business days to advise ~~him/her~~ of the Board's intent to investigate the alleged wrongdoing.

Investigation and Complaint Procedure

Except for sex discrimination and/or sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee who alleges to have been~~Any employee who believes that s/he has been~~ subjected to ~~unlawful~~ discrimination or retaliation may seek resolution of ~~the~~his/her complaint through the procedures described below. The complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) ~~business~~ days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of ~~unlawful~~ discrimination or retaliation with the United States Department of Education Office for Civil Rights, the Wisconsin Equal Rights Division, or the Equal Employment Opportunity Commission ("EEOC").

Complaint Procedure

A Complainant who alleges discrimination/retaliation~~An individual who believes s/he has been subjected to unlawful discrimination/retaliation (hereinafter referred to as the "Complainant");~~ may file a complaint, either orally or in writing; 1) with a Principal; 2) the CO; or 3) to the District Administrator or other supervisory employees. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall coordinate with the other appointed/designated~~assume the role of~~ CO or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.~~for such complaints.~~

Due to the sensitivity surrounding complaints of ~~unlawful~~ discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged~~should make every effort~~ to file a complaint within thirty (30) ~~calendar~~ days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employees, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO at the employee's first opportunity, but no later than~~within~~ two (2) ~~business~~ days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known it is available: the identity of the Respondent~~individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct~~; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including; but not limited to; a change of work assignment or schedule for the Complainant and/or the Respondent~~person who allegedly engaged in the misconduct~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with~~his/her position to~~ the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still may take whatever actions are deemed~~s/he deems~~ appropriate in consultation with the District Administrator.

Within two (2) days of receiving the complaint, the CO or designee will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.~~Within two (2) business days of~~

~~receiving the complaint, the CO will initiate an investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.~~

Simultaneously, the CO will inform the Respondent that a formal individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and upon request provided with a copy of any relevant policies and/or administrative guidelines, including this Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint and the obligation to do so within five (5) ~~business~~-days.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint. ~~though certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:~~

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of ~~unlawful~~ discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant ~~Complainant has been subjected to unlawful discrimination/retaliation~~. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

The CO may consult with the Board's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation, the CO may in consultation with the District Administrator or Board President, if the matter involves the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator either must ~~either~~ issue a written final decision regarding whether the charges have been substantiated or request further investigation. A summary explanation of the copy of the District Administrator's final decision will be provided delivered to both the Complainant and the Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) ~~business~~-days, or as quickly as possible if additional time is necessary due to the availability of necessary witness(es) or documents. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in discrimination/retaliation toward the Complainant, the District Administrator ~~Complainant was subjected to unlawful discrimination/retaliation, s/he~~ must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the District Administrator may appeal through a signed written statement to the Board within five (5) ~~business~~-days of the party's his/her receipt of the District Administrator's ~~final~~ decision. The written statement of appeal must be submitted to the District Administrator, who will forward the request to the Board President.

In an attempt to resolve the complaint, the Board shall review the findings and may meet with the concerned parties and their

representatives within twenty (20) ~~business~~ days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) ~~business~~ days of its decision. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of ~~unlawful~~ discrimination/retaliation regardless of whether the ~~Complainant~~~~employee alleging the misconduct~~ pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described interviews/meetings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint ~~process~~~~procedure~~ is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The Board will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity. ~~Additionally, the Respondent must be provided the Complainant's identity. All Complainants will be advised that their identities may become known to the Respondent(s) through the investigation process.~~

During the course of an investigation, the CO will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided ~~s/he learns and/or provides~~ during the course of the investigation.

Remedial Action ~~Sanctions~~ and Monitoring

~~The Board shall vigorously enforce its prohibitions against unlawful discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable State law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies and/or the Employee Handbook.~~

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due to the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The Board shall vigorously enforce its prohibitions against discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and any relevant codes of conduct.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior ~~disciplinary~~~~remedial~~ action has been taken against ~~the Respondent~~~~an employee~~, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging ~~unlawful~~ discrimination/retaliation, or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy. ~~Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised their rights, aided or encouraged any other person in the exercise of any right granted or protected by those laws.~~

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of ~~unlawful~~ discriminatory practices. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff where appropriate. All training, as well as all information provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all ~~information,~~ documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include ~~including,~~ but are not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any ~~supportive~~ ~~interim~~ measures offered and/or provided to the Complainant and/or the Respondent ~~complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;:-
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**

It is suggested the following records also be maintained, as appropriate.

- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
- S. copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;
- T. copies of any notices sent to the Complainant and alleged perpetrator in advance of any interview or hearing;
- U. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

The ~~information~~, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The ~~information~~, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 11/19/18

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Legal

111.31 et seq., Wis. Stats.

111.335(d)(2), Wis. Stats.

118.195, Wis. Stats.

118.20, Wis. Stats.

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended

38 U.S.C. 4301 et seq., Uniformed Services Employment and Reemployment Rights Act

42 U.S.C. 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964

42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act of 1973 as amended

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended

29 C.F.R. Part 1635, The GINA Regulations

34 C.F.R. Part 110, The Age Discrimination Act Regulations

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE
Code	po4122.02
Status	
Adopted	May 16, 2016

4122.02 - **NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE**

The Board ~~of Education~~ prohibits discrimination on the basis of genetic information in all aspects of employment, including hiring, firing, compensation, job assignments, promotions, layoffs, training, fringe benefits, or any other terms, conditions, or privileges of employment. The Board also does not limit, segregate, or classify applicants or employees in any way that would deprive or tend to deprive them of employment opportunities or otherwise adversely affect the status of ~~the person~~an employee as an employee, based on genetic information. Harassment of a person because of ~~his/her~~ genetic information ~~is also~~ is prohibited. Likewise, retaliation against a person for identifying, objecting to, or filing a complaint concerning a violation of this policy~~an applicant or employee for engaging in protected activity~~ is prohibited.

The identity of the Compliance Officer (see Policy 4122 - Nondiscrimination and Equal Employment Opportunity) shall be posted throughout the District and published in any District statement regarding the prohibition of discrimination on the basis of genetic information in all aspects of employment, in any staff handbooks, and in general information publications of the District as required by Federal and State law and on the District website.

In accordance with Title II of the Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff, et seq., and 29 C.F.R. Part 1635 ("GINA"), the Board shall not request, require or purchase genetic information of employees, their family members or applicants for employment. Further, in compliance with GINA this Act, applicants and employees are directed not to provide any genetic information, including the individual's family medical history, in response to necessary requests for medical information, with the exception that family medical history may be ~~provided~~acquired as part of the certification process for FMLA leave, or when an employee is asking for leave to care for an immediate family member with a serious health condition. Applicants for employment are directed not to provide any genetic information, including the individual's family medical history, in response to requests for medical information as part of the District's application for employment process. Employees and applicants for employment shall not be penalized for providing genetic information in good faith in response to a request from a Board employee or agent, unless that applicant or employee refuses to delete the information at the request of the employee or agent of the Board.

The ~~Board~~District recognizes that genetic information may be acquired through commercially and publicly available media including documents like newspapers, books, magazines, periodicals, television shows or the Internet. The ~~Board~~District prohibits, ~~however,~~ its employees and agents including commercial background investigation agents from searching ~~these~~such sources with the intent of finding or obtaining genetic information, or accessing sources from which they are likely to acquire genetic information. If genetic information about an employee or applicant is obtained in error, it shall immediately be redacted and not shared beyond the point of first receipt.

As used in this policy, "Genetic information," as defined by GINA, means information about: (a) an individual's genetic tests; (b) the genetic tests of that individual's family members; (c) the manifestation of disease or disorder in family members of the individual (i.e., family medical history); (d) an individual's request for, or receipt of, genetic services, or the participation in clinical research that includes genetic services by the individual or a family member of the individual; or (e) the genetic information of a fetus carried by an individual or a pregnant woman who is a family member of the individual and the genetic information of an embryo legally held by an individual or family member using assistive reproductive technology.

The term "genetic information" does not include information about the sex or age of the individual, the sex or age of family members, or information about the race or ethnicity of the individual or family member that is not derived from a genetic test.

As used in this policy, "genetic test" means an analysis of human DNA, RNA, chromosomes, proteins, or metabolites that detect genotypes, mutations, or chromosomal changes. The term includes any test of a person's DNA/RNA.

If the ~~Board's employees or agents~~District either legally and/or inadvertently receives genetic information about an employee or applicant ~~for employment from the employee, applicant for employment or a medical provider~~ it shall be treated as a confidential medical record in accordance with law.

The ~~District's~~District Administrator shall appoint a Compliance Officer (see Policy 4122 - Nondiscrimination and Equal Employment Opportunity) ~~is who shall be~~ responsible for overseeing the ~~Board~~District's compliance with this policy and GINA and proposing revisions and additions to this policy as necessary to ensure the Board's compliance with GINA ~~Federal regulations and promptly dealing with any inquiries or complaints.~~ This person shall be responsible for working with the Board's legal counsel to fully implement the requirements of GINA in all activities of the School District. The Compliance Officer ~~S/He shall~~ also ~~shall~~ verify that proper notice of nondiscrimination for Title II of ~~GINA~~the Genetic Information Nondiscrimination Act of 2008 is provided to staff members, and that all ~~District~~ requests for health-related information (e.g., to support an employee's request for reasonable accommodation under the ADA or a request for sick leave) ~~are~~ accompanied by a written warning that directs the employee or health care provider not to collect or provide genetic information. The warning shall read as follows:

Genetic Information Nondiscrimination Act of 2008 (GINA) Disclosure Requirement

The Genetic Information Nondiscrimination Act of 2008 ~~or ("GINA")~~ prohibits employers and other entities covered by the law ~~GINA Title II~~, including the Board ~~of Education~~, from requesting or requiring genetic information of an employee or applicant ~~individual~~ or family member of an employee or applicant ~~the individual~~, except as specifically allowed by law. To comply with GINA ~~this law~~, do not provide any genetic information when responding to this request for medical information (unless the request pertains to a request for FMLA leave for purposes of caring for an immediate family member with a serious health condition). "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic test, the fact that an individual or an individual's family member sought or received genetic services or participated in clinical research that includes genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services. Questions concerning compliance with the requirements of GINA may be directed to the GINA Compliance Officer at 920-596-5840.

The ~~Board~~District offers health services, including a wellness program. Participation in the services/program is voluntary. Genetic information (such as family medical history) may be obtained as part of an individual's participation in the service/program. If that occurs, individual genetic information may be provided to the individual receiving the services and to his/her health services providers, but only genetic information in aggregate form will be provided to the ~~District~~Board and no applicant or employee shall be identified or identifiable from the reported information.

The grievance procedure for complaints of discrimination in Policy 4122 applies to complaints of discrimination, including harassment, or retaliation prohibited by GINA and may be utilized if a District employee alleges discrimination or harassment on the basis of genetic information or retaliation for identifying, objecting to, or filing a complaint concerning a violation of GINA or this policy.

~~[NOTE: It should be noted that any sections of the District's collective bargaining agreements dealing with terms and conditions of employment should contain a statement of nondiscrimination similar to that in the Board's statement above.]~~

42 U.S.C. 2000ff et seq.
Title II, The Genetic Information Nondiscrimination Act of 2008
29 C.F.R. Part 1635

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Legal 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
Title II, The Genetic Information Nondiscrimination Act of 2008
29 C.F.R. Part 1635

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	po4123
Status	
Adopted	October 17, 2016
Last Revised	July 22, 2019

4123 - **SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT**

The Board prohibits discrimination against any employee or applicant based upon his/her disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability, or otherwise discriminate against qualified individuals with disabilities in regard to job application procedures, the hiring, advancement or discharge of employees, employee compensation, job training, or other terms, conditions and privileges of employment. The Board further will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

[Notice of the Board's policy on nondiscrimination in employment practices and the identity of the School District's Compliance Officer\(s\) \(see below\) will be published on the District's website, posted throughout the District, and included in the District's recruitment statements or general information publications.](#)

Definitions

[Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.](#)

[Complainant:](#) is the individual who alleges or is alleged to have been subjected to discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

[Day\(s\):](#) Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

[Respondent:](#) is the individual who is alleged to have engaged in discrimination/retaliation, regardless of whether the Complainant files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

[District community:](#) means students, District employees (i.e., administrators, and professional and support staff), and Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

[Third Parties:](#) include but are not limited to guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with or seeking to do business with the Board, and other individuals who come in contact with members of the District community at school-related events/activities (whether on or off District property).

"An individual with a disability" means a person who has, ~~has had~~ a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities.

Major Life Activities

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

Impairment That Substantially Limits a Major Life Activity

~~An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.~~

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aids or services," learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

Qualified Individual with a Disability

A qualified ~~individual~~ ~~person~~ with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position ~~the~~ ~~such~~ individual holds or desires and ~~, with or without reasonable accommodation,~~ can perform the essential functions of the job in question, with or without reasonable accommodation.

Reasonable Accommodation

The Board will provide a reasonable accommodation to a qualified individual who has an actual disability or who has a record of a disability unless the accommodation would impose an undue hardship on the operation of the ~~Board~~ ~~District's~~ program and/or activities. A reasonable accommodation is not ~~necessarily~~ required for an individual who is merely regarded as having a disability.

Facilities

No qualified person with a disability will be denied the benefits of, excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/American with Disabilities Act (ADA) applies because the District's facilities are inaccessible to or unusable by persons with disabilities.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.

District Compliance Officer(s)

The Board designates the following individual(s) to serve as the District's 504 CO(s)/ADA Coordinator(s) (hereinafter referred to as the "COs").

Carmen O'Brien
Business Manager
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org

Daniel Wolfgram
High School/~~Middle~~ ~~Junior High~~ School Principal
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5310

dwolfgram@manawaschools.org

The names, titles, and contact information of these individuals will be published annually in the staff handbooks and on the School District's website.

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination/retaliation or denial of equal access. The COs also shall verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act of 1975 is provided to staff members and the general public. A copy of each of the Acts and regulations on which this notice is based will be made available upon request from the CO ~~Any sections of the and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the District COs.~~

The COs will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints, as appropriate. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. (See Complaint Procedure below.)

Training

~~The COs will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines, and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.~~

~~The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.~~

Facilities

~~No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.~~

~~For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.~~

Notice

~~Notice of the Board's policy on nondiscrimination in employment practices and the identity of the COs will be posted throughout the District, and published in the District's recruitment statements or general information publications.~~

Complaint Procedures

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation, or misapplication of Section 504. In addition, employees will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed with COs within the time limits specified below. The COs are available to assist individuals in filing a complaint.

Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. An employee with a complaint based on alleged discrimination on the basis of disability may first discuss the problem with the CO.
- B. If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the CO. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the Complainant or someone authorized to sign for the Complainant, describe the alleged discriminatory action in sufficient detail to inform the CO of the nature and date of the alleged violation and propose a resolution. The complaint must be filed within thirty (30) ~~calendar~~ days of the circumstances or event giving rise to the complaint unless the time for filing is extended by the CO for good cause.
- C. The CO will conduct an independent investigation of the matter (which may or may not include a hearing). This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint. The CO will provide the Complainant with a written disposition of the complaint within ten (10) ~~business~~ days. If no decision is rendered within ten (10) business days, or the decision is unsatisfactory in the opinion of the Complainant, the employee may file, in writing, an appeal with the District Administrator. The CO shall maintain the District's files and records relating to the complaint.
- D. The District Administrator will, within ten (10) ~~business~~ days of receiving the written appeal, conduct a hearing with all parties involved in an attempt to resolve the complaint.

The District Administrator will render his/her decision within ten (10) ~~business~~ days of the hearing.
- E. The employee may be represented, at his/her own cost, at any of the above-described meetings/hearings.
- F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If it is determined that the Complainant was subjected to ~~unlawful~~ discrimination, the CO must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, effective, and tailored to the specific situation.

OCR Complaint

At any time, if an employee believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the ADA, the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

U.S. Department of Education Office for Civil Rights Citigroup Center
500 W. Madison Street Suite 1475
Chicago, IL 60661
(312) 730-1560
FAX: (312) 730-1576
TDD: (877) 521-2172
E-mail: OCR.Chicago@ed.gov

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigate, take appropriate action, and conform with any discovery or disclosure obligations.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

Remedial Action and Monitoring

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due to the discrimination or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The Board shall vigorously enforce its prohibitions against discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and any relevant codes of conduct.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging ~~unlawful~~ discrimination/retaliation, or participates as a witness in an investigation, is prohibited. ~~Neither the Board nor any other person may intimidate, threaten, coerce, Specifically, the Board will not discriminate/retaliate against, coerce, intimidate, threaten~~ or interfere with any individual because the person opposed any act or practice made ~~unlawful~~ by Section 504 or the ADA, or because that individual made a report, formal complaint~~charge~~, testified, assisted or participated, or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator shall provide appropriate information to all members of the District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training and information provided regarding the Board's policy and discrimination, in general, will be age and content-appropriate.

Retention of Investigatory Records and Materials

The CO is responsible for overseeing the retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but are not limited to:

- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;

- C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;
 - D. written witness statements;
 - E. narratives, notes from, and audio, video, or digital recordings of witness interviews/statements;
 - F. e-mails, texts, and social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
 - G. notes and summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
 - H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
 - I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
 - J. documentation of any supportive measures offered and/or provided to the Complainant and the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
 - K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
 - L. copies of the Board policy and procedures/guidelines used by the District to conduct the investigation and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
 - M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
 - N. documentation of any training provided to District personnel related to this policy including, but not limited to notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conduct an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time, and location of the training, the name and title (or credentials) of the presenter, and a copy of the materials reviewed or presented during the training.]**
- It is suggested the following records also be maintained, as appropriate.**
- O. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
 - P. copies of any notices sent to the Respondent of the allegations constituting a potential violation of this policy;
 - Q. copies of any notices sent to the Complainant and the Respondent in advance of any interview or meeting;
 - R. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report and any written responses submitted by the Complainant or the Respondent.

The documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law, such as student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years and longer if required by the District's records retention schedule.

Legal 29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended
 42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
 29 C.F.R. Part 1630
 34 C.F.R. Part 104

Last Modified by Melanie Oppor on October 8, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY
Code	po4161
Status	
Adopted	May 16, 2016
Last Revised	November 16, 2020

4161 - **UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY**

It is the policy of the Board to protect the students and employees of this District from the effects of contagious diseases and other circumstances that render support staff members unable to perform their duties.

The Board authorizes the District Administrator to place a support staff member on sick leave or suspend a support staff member for physical or mental disability to perform assigned duties in conformance with the law.

The District Administrator shall require that the support staff member submits to an appropriate examination by a healthcare provider designated by the support staff member, or a healthcare provider designated by the Board and compensated by the District, or both.

The staff member will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) in order to allow the report of the medical examination to be released to the Board/District Administrator and to allow the District Administrator to speak to the health care provider who conducted the medical examination in order to get clarification. Refusal to submit to an appropriate examination or to execute the HIPAA release will be grounds for disciplinary action, up to and including termination.

As required by Federal law and regulation and Board Policy 4122.02, the District Administrator shall direct the provider designated by the Board to conduct the examination not to collect genetic information or provide any genetic information, including the individual's family medical history, in the report of the medical examination.

Pursuant to State law and in accordance with the Americans with Disabilities Act, as amended (ADA) and the Genetic Information Nondiscrimination Act (GINA), the results of any such examination shall be treated as a confidential medical record and will be exempt from release, except as provided by law. If the District inadvertently receives genetic information about an individual who is required to submit to an appropriate examination from the medical provider, it shall be treated as a confidential medical record as required by the ADA.

If, as a result of his/her such examination, the support staff member is found to be unable to perform assigned duties, the support staff member shall be placed on leave of absence pending further determination of ability to perform duties, including an evaluation of any reasonable accommodations in the event of the existence of a disability.

Should a support staff member refuse to submit to ~~the an~~ examination requested by the District Administrator, such refusal shall subject the support staff member to disciplinary action. ~~following the exhaustion of proper appeals, the District Administrator shall consider the certification of charges for reasons of insubordination.~~

The District Administrator may designate any period of leave under this policy as qualifying leave under State and/or Federal FMLA leave entitlement consistent with Policy 4430.01 as provided by law.

Revised 7/17/17
Revised 4/27/2020

Legal

111.32 et seq. the Wisconsin Fair Employment Act

29 C.F.R. Part 1630

29 C.F.R. Part 1635

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of SUBSTANCE ABUSE
Code	po4170 - Delete - Incorporated in Other Policies
Status	
Adopted	May 16, 2016

~~4170—SUBSTANCE ABUSE~~

~~The Board of Education recognizes alcoholism and drug abuse as treatable illnesses. When such illnesses impair the performance of support staff members, the Board recognizes the responsibility to assist in a manner recommended by appropriate specialists in the treatment of those illnesses.~~

~~A support staff member having an illness or other problem relating to the use of alcohol or other drugs will receive the same careful consideration and offer of assistance that is presently extended to support staff members having any other illness.~~

~~The responsibility to correct unsatisfactory job performance or behavior resulting from a suspected alcohol or drug problem rests with the support staff member. Failure to do so will result in appropriate corrective or disciplinary action as determined by the Board.~~

~~The Board will assist an employee with an alcohol or drug problem in developing reasonable accommodations so that the employee may perform his/her work, consistent with State and Federal law. Existence of a substance abuse problem does not excuse misconduct in employment or violation of Board policy.~~

~~No support staff member will have his/her job security or promotion opportunities jeopardized by his/her request for counseling or referral assistance.~~

~~Support staff members who suspect they may have an alcohol or other drug abuse problem are encouraged to seek counseling and information on a confidential basis by contacting resources available for such service.~~

~~This policy shall be administered in accordance with the Americans with Disabilities Act of 1990 and applicable State laws.~~

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Legal	Americans with Disabilities Act of 1990
	Wis. Stat. 111.34

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of USE OF TOBACCO AND NICOTINE BY SUPPORT STAFF
Code	po4215
Status	
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4215 - **USE OF TOBACCO AND NICOTINE BY SUPPORT STAFF**

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any support staff of the District to use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

FDA approved cessation products or tobacco dependence products are exempt from this policy for adults and staff eighteen years and older. Staff using such products and bringing them to any school property or school-sponsored activity are responsible for safe-keeping of these products at all times and are responsible for assuring that no students are able to obtain access to these products.

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff, and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

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Legal 111.321, Wis. Stats.
 120.12(20), Wis. Stats.
 20 U.S.C. 6081 et seq.
 20 U.S.C. 7182

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of SUPPORT STAFF DRESS AND GROOMING
Code	po4216
Status	
Adopted	May 16, 2016

4216 - **SUPPORT STAFF DRESS AND GROOMING**

The Board believes that support staff members set an example in dress and grooming for their students to follow. ~~are an important and integral part of the District. Also, since the support staff is highly visible staff to the students, the professional staff, and the public, the Board believes the support staff should at all times be well dressed and groomed. Support staff members who understand and adheres to this belief enlarge the importance of their task, present an image of dignity, and encourage respect.~~

~~The Board retains the authority to specify the following dress and grooming guidelines for support staff.~~ When assigned to District duty, all support staff members shall follow the guidelines as identified in the Employee Handbook.

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	ETHICS AND CONFLICT OF INTEREST
Code	po4230
Status	
Adopted	May 16, 2016
Last Revised	November 16, 2020

4230 - ETHICS AND CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and support conduct by Board members, and the District's employees, officers and agents and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines designed to avoid the occurrence or appearance of any conflicts of interest do not occur. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all-inclusive, nor to substitute for good judgment on the part of all support employees, officers, and agents. support employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No support employee, officer, or agent shall engage in or have a personal or financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. Specifically, support employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in an amount that exceeds~~This includes not only those interests that violate state criminal law, which typically requires at least \$15,000 in financial interest,~~ but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.
- B. Support employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, anything of substantial value, or the sale of goods of any type where advantage is taken of any support relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or support relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

1. the provision of any private lessons or services for a fee unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the support staff member's regular duties.
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
3. the use, sale, or improper divulging of any privileged information through his/her access to School District records, about a student or client granted in the course of the employee's, officer's or agent's employment or support relationship with the School District.

4. the referral of any student or client for lessons or services to any private business or support practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
 5. the requirement of employees, students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or support practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator and approval of the Board of Education before entering into any private relationship.
- D. Support employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- E. Support employees, officers, and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the support employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Support employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.

- F. Support employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

- G. Support employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action up to and including termination.

No support staff employee may accept or engage in any employment, consulting, advising, or other support activity with any organization other than the District, whether the employee will receive compensation for such outside activity or not, without first providing notice to the District Administrator.

In the event that, within the course of administering a Federally funded grant program or service to the District, any support employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family, as defined in 19.42(7), Wis. Stats.

Revised 8/22/16
 Revised 11/19/18
 Revised 7/22/19
 Revised 4/27/2020

Legal

- 19.42(7), Wis. Stats
- 19.59, Wis. Stats.
- 946.13, Wis. Stats.
- 2 C.F.R. 200.12
- 7 C.F.R. 3019.42
- 2 C.F.R. 200.113
- 2 C.F.R. 200.318
- 7 C.F.R. 3016.36(b)(3)

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - EMPLOYEE ANTI-HARASSMENT
Code	po4362
Status	
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4362 - **EMPLOYEE ANTI-HARASSMENT**

Prohibited Harassment

The Board is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, age, sex (including ~~trans~~gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters (collectively, "Protected Classes"), or any other characteristic protected by law in its employment practices (hereinafter referred to as "harassment" "Protected Classes Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of harassment and, in those cases where harassment is substantiated, ~~the Board will~~ take immediate steps ~~calculated~~ to end the harassment, prevent its reoccurrence, and, ~~if applicable,~~ remedy its effects.

Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

~~For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.~~

~~For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with the District, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off School District property).~~

Notice

Notice of the Board's policy on anti-harassment related to employment practices and the identity of the District's Compliance Officers will be posted throughout the District and published in any District statement regarding the availability of employment, staff handbooks, and general information publications of the District as required by Federal and State law and this policy.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant: is the individual who alleges, or is alleged, to have been subjected to harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Respondent: is the individual who has been alleged to have engaged in harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community: means students and Board employees (i.e., administrators, and professional and support staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties: include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Bullying

Bullying rises to the level of harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

~~"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee on the basis of the employee's Protected Classes Characteristics that:~~

- A. ~~places a school employee in reasonable fear of harm to his/her person or damage to his/her property;~~
- B. ~~is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working conditions from the perspective of a reasonable person similarly situated;~~
- C. ~~has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations.~~

"Harassment" also includes "hate speech"—the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples are:

- A. making statements that promote violence toward a racial or ethnic group;
- B. drawing, displaying, or posting images or symbols of prejudice (e.g., swastikas).

Sexual Harassment

For purposes of this policy and consistent with Pursuant to Title VII of the Civil Rights Act of 1964, ~~and Title IX of the Educational Amendments of 1972,~~ "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

Sexual harassment may involve the behavior of a person of any ~~either~~ gender against a person of the same or another ~~opposite~~ gender.

Sexual Harassment covered by Policy 2266/AG 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome sexual propositions, invitations, solicitations, and flirtations;
- B. unwanted physical and/or sexual contact ~~assault~~;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions ~~of a sexual nature~~, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls, text messages, or social media postings;
- E. sexually suggestive objects, pictures, graffiti, videos, videotapes, posters, audio recordings, or literature, placed in the work ~~or educational~~ environment that reasonably may embarrass or offend individuals; ~~remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;~~
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;

- G. asking or telling about sexual fantasies, sexual preferences, or sexual activities;
- H. speculation about a person's sexual activities or sexual history or remarks about one's own sexual activities or sexual history;
- I. giving unwelcome personal gifts, such as lingerie, that suggest the desire for a romantic relationship;
- J. leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin;
- K. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; ~~and~~
- L. inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life; and
- M. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

Boundary Invasions

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However, other behaviors might be going too far, are inappropriate and may be signs of sexual grooming. Inappropriate boundary invasions may include, but are not limited to the following:

- A. hugging, kissing, or other physical contact with a student;
- B. telling sexual jokes to students;
- C. engaging in talk containing sexual innuendo or banter with students;
- D. talking about sexual topics that are not related to curriculum;
- E. showing pornography to a student;
- F. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
- G. initiating or extending contact with students beyond the school day for personal purposes;
- H. using e-mail, text messaging, or websites to discuss personal topics or interests with students;
- I. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
- J. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
- K. going to a student's home for non-educational purposes;
- L. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
- M. giving gifts or money to a student for no legitimate educational purpose;
- N. accepting gifts or money from a student for no legitimate educational purpose;

- O. being overly "touchy" with students;
- P. favoring certain students by inviting them to come to the classroom at non-class times;
- Q. getting a student out of class to visit with the staff member;
- R. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
- S. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
- T. being alone with a student behind closed doors without a legitimate educational purpose;
- U. telling a student "secrets" and having "secrets" with a student;
- V. other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal or the District Administrator.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Age Harassment

Prohibited age-based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Race/Color Harassment

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references regarding racial customs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disability ~~disabling condition~~ or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)" or "CO" "COs"):

Carmen O'Brien
 Business Manager
 School District of Manawa
 800 Beech Street
 Manawa, WI 54949
 920-596-5840
 cobrien@manawaschools.org

Daniel Wolfgram
 High School/~~Middle~~~~Junior High~~ School Principal
 School District of Manawa
 800 Beech Street
 Manawa, WI 54949
 920-596-5310
 wolfgram@manawaschools.org

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

Reports and Complaints of Harassing Conduct

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of harassment directly from any member of the School District community or a Third Party, or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Members of the School District community ~~and third parties, which includes all staff,~~ along with Third Parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a ~~report/complaint~~ shall file it with the ~~District's~~ Compliance Officer within two (2) days of receiving the report of harassment at his/her first opportunity.

Members of the School District community and Third Parties~~or third parties~~ who believe they have been harassed by another member of the School District community or a ~~Third Party~~third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the ~~Complainant's/complaining individual's~~ employment unless the complaining individual makes the complaint maliciously or with the knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other District officials who have knowledge of or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.

- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate District officials are as follows:
1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who will coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.~~for such complaints.~~
 2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- E. The reporting party or Complainant shall be encouraged to use a report form available from the Principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator or other supervisory employee.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

If during an investigation of alleged bullying, aggressive behavior, and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 1662 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

~~A CO will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct.~~

~~The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a CO will begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.~~

Investigation and Complaint Procedure

Except for sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, a~~Any~~ employee or other member of the School District community or Third Party (e.g., visitor to the District) who believes that they have/he has been subjected to harassment or has witnessed harassment of another may seek resolution of the his/her complaint through the procedures ~~as~~ described below. The complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.~~Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.~~

~~Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).~~

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR"), the Wisconsin Equal Rights Division, and/or Equal Employment Opportunity Commission ("EEOC"). The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

Complaint Procedure

~~A Complainant~~ An individual who believes s/he has been subjected to harassment hereinafter referred to as the "Complainant," who alleges harassment based on a protected class or retaliation may file a complaint, either orally or in writing: 1) with a teacher, Principal; 2) directly to one of the 7 COs; or 3) to the District Administrator; or other supervisory employee. As noted above, any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who ~~may will consult;~~ in consultation with the other appointed/designated CO, if any, and if necessary appoint/designate another individual to serve in the role of CO ~~assume the role of the CO~~ for such a complaint regarding a CO.

Due to the sensitivity surrounding complaints of harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) ~~calendar~~ days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) ~~business~~ days.

Throughout the course of the process as described herein, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All written complaints must include the following information to the extent known it is available: the identity of the Respondent ~~individual believed to have engaged in, or be actively engaging in, harassment~~; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); ~~and~~ a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the Complainant and/or the Respondent ~~alleged harasser~~. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed ~~s/he deems~~ appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the Complainant or Respondent.

Within two (2) ~~business~~ days of receiving a complaint, the CO will inform the Respondent ~~individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent"~~, that a complaint has been received.

The Respondent is not entitled to receive a copy of any written complaint unless the CO determines it is appropriate to do so; however, the Respondent will be informed about the nature of the allegations. The CO shall inform the Respondent of the requirements of this policy, which may include providing the Respondent with a copy of this policy or information about where to find it. Respondent shall be afforded the opportunity to submit a written response to the complaint. The CO shall inform the Respondent of the Respondent's deadline to provide the CO with the written response to the allegations in the complaint.

Within five (5) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.

~~Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint.~~

~~Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the Complainant has been subject to offensive conduct/harassment.~~

~~Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint.~~ The investigation will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who ~~may~~ reasonably may be expected to have any information relevant to the allegations, as determined by the CO;

- D. consideration of any documentation or other evidence presented by the Complainant, ~~R~~espondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the Respondent engaged in harassment of or retaliation toward the Complainant~~Complainant has been subjected to harassment~~. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used.

The CO may consult with the Board's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation, the CO may in consultation with the District Administrator or Board President, if the matter involves the District Administrator engage outside legal counsel to conduct the investigation consistent with this policy.

Absent extenuating circumstances, within five (5) ~~business~~-days of receiving the report of the CO, the District Administrator must either issue a written final-decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and the ~~R~~espondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) ~~business~~-days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in harassment of or retaliation toward the Complainant, the District Administrator must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the harassment or retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 3340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or ~~T~~hird ~~P~~arty alleging the harassment pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

All timelines pertinent to the investigation process are intended to be guidelines to assure that the investigation proceeds with all deliberate efficiency. Failure of the CO to meet any specific timeline does not invalidate the investigation or provide a defense to the allegations.

Privacy/Confidentiality

The ~~School~~-District will employ reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of harassment. The School District will respect the privacy of the Complainant, the ~~R~~espondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided with the Complainant's identity.~~All Complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.~~

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided~~s/he learns or that s/he provides~~ during the course of the investigation.

Directives During Investigation

The CO may recommend to the District Administrator placing any employee involved in an investigation under this Policy on administrative leave pending resolution of the matter. If the District Administrator is the Respondent, the CO shall make such recommendation to the Board. Administrative leave may be appropriate in situations in which protecting the safety of any individual or the integrity of the investigation necessitates such action.

The CO shall determine whether any witnesses in the course of an investigation should be provided a *Garrity* warning apprising the person of his/her obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution.

Every employee interviewed in the course of an investigation is required to provide truthful responses to all questions. Failure to do so may result in disciplinary action.

Remedial Action ~~Sanctions~~ and Monitoring

~~The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment.~~

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due to because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be an employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The Board shall vigorously enforce its prohibitions against harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all^{##} subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Allegations Constituting Criminal Conduct

If the CO has reason to believe that the Complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the Complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made, the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the COs obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause after consultation with the District Administrator.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the Complainant's or reporter's work status or work environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Miscellaneous

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in educational employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A link to this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the Complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

Retention of Investigatory Records and Materials

The CO(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all ~~information,~~ documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and /or received as part of an investigation, which may include~~including,~~ but are not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;

- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
 - I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
 - J. dated written determinations to the parties;
 - K. dated written descriptions of verbal notifications to the parties;
 - L. written documentation of any supportive~~interim~~ measures offered and/or provided to Complainant and/or the Respondent~~Complainants~~, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
 - M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.
 - N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
 - O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
 - P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**
- It is suggested the following records also be maintained, as appropriate.**
- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
 - R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
 - S. copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;
 - T. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

The ~~information,~~ documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The ~~information,~~ documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, and Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 12/18/17

Revised 7/22/19

Revised 11/18/19

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Legal

111.31, 118.195, 118.20, Wis. Stats.
29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967
29 U.S.C. 794, Rehabilitation Act of 1973
42 U.S.C. 1983
42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964
42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
29 C.F.R. Part 1635
National School Boards Association Inquiry and Analysis - May 2008

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of USE OF TOBACCO AND NICOTINE BY STUDENTS
Code	po5512
Status	
Adopted	June 20, 2016
Last Revised	November 16, 2020

5512 - **USE OF TOBACCO AND NICOTINE BY STUDENTS**

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any student of the District to use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

The prohibition on the use of other products containing nicotine, including, but not limited to, nicotine patches and nicotine gum may be removed when a parent or "adult" student provides documentation from a licensed medical practitioner that the student's use of non-tobacco nicotine products is being medically supervised for the cessation of a nicotine addiction and the student complies with Policy 5330 - Administration of Medication.

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

Revised 7/22/19

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Legal
111.321, Wis. Stats.
120.12(20), Wis. Stats.
20 U.S.C. 6081 et seq.
20 U.S.C. 7182

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of DISORDERLY CONDUCT
Code	po5520
Status	
Adopted	June 20, 2016

5520 - **DISORDERLY CONDUCT**

The Board recognizes the right of each student to attend school for the purpose of receiving an education. Students involved in the disruption of the educational program of the schools by disorder or any other purposeful activity may will be subject to disciplinary consequences, including, but not limited to, suspension and expulsion not be tolerated.

For purposes of this policy, disorder shall be any deliberate activity by an individual or a group, whether peaceful or violent, that is reasonably likely to disrupt the normal operation of the school.

The Board, having the responsibility for providing an educational program for the students of this District, shall have the authority to preserve order for the proper functioning of its program.

Students shall not be disturbed in the exercise of their constitutionally guaranteed rights to assemble peaceably and to express ideas and opinions, privately or publicly, provided that such exercise does not infringe on the rights of others and does not interfere with the operation of the schools.

~~The District Administrator shall develop administrative guidelines for the implementation of this policy.~~

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of STUDENT ACTIVISM
Code	po5720
Status	
Adopted	June 20, 2016

5720 - **STUDENT ACTIVISM**

The Board to encourages students to express opinions and ideas, take stands, debate publicly or privately, orally and in writing. Students may be given opportunity for expression through established school media. Such expression shall not interfere with the educational program, present a health or safety hazard, or violate Board policy. Students may advocate change of law or school regulations and pursue their advocacy through lawful means~~by due process means~~.

Students may not use obscenity, slanderous or libelous statements, or disruptive tactics, or advocate violation of the law or school policies or guidelines~~regulations~~.

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of PUBLIC PERFORMANCES BY STUDENTS
Code	po5880
Status	
Adopted	June 20, 2016

5880 - **PUBLIC PERFORMANCES BY STUDENTS**

The Board recognizes the value to students of sharing their talents and skills with the community through participation and performances in public events. Students who participate in public events and performances as part of a District-sponsored group are subject to District policies and regulations for student dress and conduct.

The Board approves~~endorses~~ such performances when:

- A. they constitute a learning experience which contributes to the educational program;
- B. the circumstances of the event do not pose a threat to the health, safety, and well-being of the students who will be involved.
- C. parental permission for each minor student is sought and received prior to the performance;
- D. students and student groups are protected from exploitation.

All requests for student public performances require the approval of the principal.

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~~The District Administrator shall develop administrative guidelines that include a requirement that parental permission before students participation, protection of students interests, and their safeguarding against exploitation.~~

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of STUDENT FEES, FINES, AND CHARGES
Code	po6152
Status	
Adopted	July 18, 2016
Last Revised	November 18, 2019

6152 - **STUDENT FEES, FINES, AND CHARGES**

The Board may levy certain charges to students to facilitate the utilization of adequate, appropriate learning materials used in the course of instruction. If the District determines that a student is in serious financial need, it may choose to provide any or all such materials free of charge. No student shall be denied any educational opportunity because of his/her inability to pay any fee or charge imposed.

A charge shall not exceed the combined cost of the material used, freight and/or handling charges. Money received from resale of such material shall be returned to the Business office with an accurate accounting of all transactions.

Fines

When school property, equipment, or supplies are damaged, lost, or taken by a student, a fine will be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred.

The late return of borrowed books or materials from the school libraries will be subject to appropriate fines.

Any fees (including trip fees) or fines collected by members of the staff are to be turned into the school office no later than the end of the day on which the money was collected. If the school office is not open or accessible, the collected monies should be deposited in the financial institution designated by the District or in another secure location specified by the District no later than the end of the day on which the money was collected. Staff are prohibited from leaving collected money in classrooms overnight or taking collected money home. Money shall be deposited by the District no less than one (1) week after collected with a full accounting of all transactions.

In the event the above course of action does not result in the fee being collected, the Board authorizes the Business Manager to take the student and/or his/her parents to Small Claims Court for collection. The District shall not permit or elicit the assistance of volunteers in efforts to collect unpaid student fees or expenses, including food service balances.

Nothing in this policy restricts the right of access of a parent or student to school records or to receive copies of such records, as required by Federal and State laws.

Students Experiencing Homelessness - McKinney-Vento Act

- No fine or fee shall be charged to a student identified as a student experiencing homelessness unless it is determined that the student has the ability to pay the fee or fine and that its imposition does not create a barrier to the student's ability to enroll, attend school, achieve academic success, or be identified as experiencing homelessness. Any dispute regarding a fine or a fee that is imposed, shall not delay the student's enrollment or serve as a barrier to enrollment by delaying the transfer of student records to another school or school district if applicable.

- Immediate enrollment notwithstanding fines or fees shall be extended to extra-curricular and co-curricular activities as well as to academic programming.

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Revised 7/17/17

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of USE OF TOBACCO AND NICOTINE ON SCHOOL PREMISES
Code	po7434
Status	
Adopted	November 21, 2016
Last Revised	November 16, 2020

7434 - **USE OF TOBACCO AND NICOTINE ON SCHOOL PREMISES**

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any visitor of the District to use, consume, or sell any commercial tobacco products, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

FDA approved cessation products or tobacco dependence products are exempt from this policy for adults and staff eighteen (18) years and older. Staff using such products and bringing them to any school property or school-sponsored activity are responsible for the safekeeping of these products at all times and are responsible for assuring that no students are able to obtain access to these products.

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or school district that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

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 120.12(20), Wis. Stats.
 20 U.S.C. 6081 et seq.
 20 U.S.C. 7182

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of VIDEO SURVEILLANCE AND ELECTRONIC MONITORING
Code	po7440.01
Status	
Adopted	November 21, 2016
Last Revised	March 15, 2021

7440.01 - **VIDEO SURVEILLANCE AND ELECTRONIC MONITORING**

The Board authorizes the use of video surveillance and electronic monitoring equipment at various facilities and school sites throughout the District and on school buses. Wherever the terms video surveillance or electronic monitoring are used, such reference includes both video and audio surveillance as possible technologies employed.

The District Administrator is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the District. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g. school hallways, entryways, the front office where students, employees and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the District Administrator, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy (e.g. restrooms, locker rooms, changing areas, private offices (unless there is express consent given by the office occupant), or conference/meeting rooms), or in individual classrooms during instructional times. Administrators are authorized to carry and use portable video cameras when responding to incidents. The Board authorizes security personnel to use body-worn video cameras while on duty, but prohibits them from being operated while the individual is routinely patrolling restrooms and locker rooms, unless the staff member is responding to a specific incident.

Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Legible and visible signs shall be placed at the main entrance to buildings and in the areas where video surveillance/electronic monitoring equipment is in use to notify people that their actions/behavior are subject to being monitored/recorded, which may include video footage, audio recording, or both. Additionally, the District Administrator is directed to annually notify parents and students via the Student Handbook, and staff via the Staff Handbook(s), of the use of video surveillance/electronic monitoring systems in their schools, which may include video footage, audio recording, or both. In cases approved by the District Administrator, camera surveillance may be used for investigatory purposes without staff, student, or public notice if the usage is calculated to further investigation into misconduct believed to have occurred or believed to be ongoing.

Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file.

Ordinarily, video surveillance/electronic monitoring equipment will not be used to make an audio recording of conversation occurring on school grounds or property.

The Board will not place video surveillance/electronic monitoring equipment for the purpose of obtaining information routine staff appraisal/evaluation or monitoring; however, video footage captured in the normal course of surveillance which shows information

pertinent to staff performance or conduct may be used for that purpose.

Additionally, prerecorded lessons or observations of online or virtual learning sessions may be included as part of an employee's evaluation.

Further, if an employee is assigned to work remotely (i.e., telework), the administration is authorized to conduct observations that consist of the supervisor reviewing video-recordings of the employee working and/or watching the employee perform his/her job responsibilities through means of a live-stream that includes both video and audio.

Additionally, nothing herein shall prevent the administration from using information gathered through electronic means (i.e., viewing a video-recording or live-stream of an employee working) for employment purposes, including but not limited to completing components of an evaluation.

Recordings that capture students may be student records and as such will be treated as confidential, subject to the Board's public records and student records policies.

Retention, Secure Storage, Access to and Disposal of Video Recordings

The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within seven (7) calendar days of the event/incident in order to assure its availability. Inquiries after that time period may be available depending on current retention capabilities. Unless a recording is separated and maintained for some reason by the District, any recording may be destroyed after thirty (30) calendar days. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept consistent with the Board's record retention policy depending on the nature of the video record retained, but for a minimum of one (1) year from the date of the action taken. Recordings may also be kept beyond the normal retention period if they are going to be utilized for training purposes.

Video recordings, if stored on a removable/portable device or on a locally hosted server, when not in use, shall be stored in a locked cabinet or room in an area to which students and the public do not normally have access. Any video data stored on a cloud-based server system must be stored pursuant to a vendor agreement that assures the confidentiality of data accessible only to school officials.

Access to and viewing of video recordings is limited to authorized personnel. The technology director is responsible for maintaining a proper audit trail for all video recordings (i.e., logs must be maintained of all instances of access to, and use of, recorded material – the log must document the person accessing the recording, the date and time of access, and the purpose). The technology director shall approve requests for access to recorded and stored video images. The technology director may authorize the viewing of recorded images in the event of an ongoing law enforcement investigation, an incident involving property damage or loss, or for other reasons deemed appropriate.

Video files should not be transmitted electronically to sources outside the District except as required or permitted by law.

All video surveillance/electronic monitoring recording media shall be considered legal evidence and treated as confidential or as directed by Board counsel. The release of original video recordings to individuals or outside agencies may only occur pursuant to subpoena or court order after the same has been reviewed by Board counsel.

Original video recordings shall never be edited or manipulated in any manner. When video recordings are requested by any law enforcement agency as part of an ongoing investigation, a duplicate may be provided for that purpose. The original media shall be protected from accidental overwrite or erasure during the duplicating process. Nothing in this paragraph prohibits the redaction of personally identifiable information from duplicated media when mandated by FERPA.

Video recordings may never be sold publicly, viewed or distributed in any other fashion except as provided for by Board policy and this guideline, and consistent with State and Federal law.

Legal	19.31 – 19.39, 118.125 Wis. Stats.
	FERPA 20 U.S.C. 1232g
	34 C.F.R. 99.1-99.67
	Title I of the Electronic Communication Privacy Act of 1986
	18 U.S.C. 2510-2521



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of PROPERTY INVENTORY
Code	po7450
Status	
Adopted	October 1, 2015
Last Revised	June 19, 2017

7450 - **PROPERTY INVENTORY**

As steward of the District's property, the Board recognizes that efficient management and full replacement upon loss requires accurate inventory and properly maintained property records.

The Board shall conduct a complete inventory of all District-owned equipment and supplies, including computing devices ~~by June 2016 and maintain a continuous inventory of all District-owned equipment and supplies, including computing devices~~ annually.

For purposes of this policy, "equipment" means tangible personal property (including information technology systems) having a useful life of more than one (1) year and a per-unit acquisition cost which equals or exceeds \$5,000.

Capital assets include equipment as well as the following:

- A. land, buildings (facilities), and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases
- B. additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)

Capital expenditures, which are expenditures for capital assets, require prior written approval in order to be allowable in certain situations. General purpose equipment, buildings, and land, as well as improvements to land, buildings, or equipment which materially increase their value or useful life, are unallowable as direct charges unless the Federal awarding agency or pass-through entity provides prior written approval. Whereas capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity.

When defining supplies for inventory purposes, no items will be counted whose total acquisition cost is less than \$1,000.

"Computing devices" are machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting and receiving, or storing electronic information. Examples of computing devices include laptops, smartphones, tablets, etc. Computing devices are classified as equipment if their acquisition cost meets the above-mentioned equipment threshold. Computing devices that do not meet the acquisition cost threshold are considered supplies. Regardless of whether a computing device is classified as an equipment or supply, it must be counted during the inventory.

It shall be the duty of the Business Manager to ensure that inventories are recorded systematically and accurately and property records of equipment are updated and adjusted annually by reference to purchase orders and withdrawal reports.

The Business Manager shall maintain a system of property records regarding consumable supplies on a continuous inventory basis.

Equipment and computing devices acquired under a Federal award will vest upon acquisition to the District, subject to the following conditions:

- A. The property shall be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the Federal award.
1. When no longer needed for the original program or project, the property may be used in other activities in the following order of priority: (1) activities under a Federal award from the Federal awarding agency which funded the original program or project; then (2) activities under Federal awards from other Federal awarding agencies.
 2. During the time that property is used on the project or program for which it was acquired, the District must also make the property available for use on other projects or programs currently or previously supported by the Federal program, provided that the use will not interfere with the work on the original project or program.
- B. The property shall not be encumbered without the approval of the Federal awarding agency or the pass-through entity.
- C. The property may only be used and disposed of in accordance with the provisions of the Federal awarding agency or the pass-through entity and Policy 7300 and Policy 7310 and AG 7310.
- D. Property records shall be maintained that include a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), title entity, acquisition date, cost of the property, percentage of Federal participation in the project costs for the award under which the property was acquired, the location, use, and condition of the property, and ultimate disposition data, including date of disposal and sale price of the property, in accordance with this policy.
- E. A physical inventory of the property must be taken and results reconciled with property records at least once every two (2) years, in accordance with this policy.
- F. A control system shall be developed to provide adequate safeguards to prevent loss, damage, or theft of the property. Any such loss, damage, or theft shall be investigated.
- G. Adequate maintenance procedures shall be implemented to keep the property in good condition.
- H. Proper sales procedures shall be established to ensure the highest possible return, in the event the District is authorized or required to sell the equipment/property.
- I. When original or replacement equipment acquired under a Federal award is no longer needed for the original project/program or for activities currently or previously supported by a Federal awarding agency, and except as otherwise provided by Federal statutes, regulations, or Federal awarding agency disposition instructions, the District shall request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award. Disposition of the equipment shall be made in accordance with the provisions of 2 C.F.R. 200.313.

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Legal

2 C.F.R. 200.313

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of ACCOUNTING SYSTEM FOR CAPITAL ASSETS
Code	po7455
Status	
Adopted	November 21, 2016
Last Revised	April 27, 2020

7455 - ACCOUNTING SYSTEM FOR ~~CAPITAL~~FIXED ASSETS

The Board shall maintain a ~~capital~~fixed-asset accounting system. The fixed-asset system shall maintain sufficient information to permit the following:

- A. the preparation of year-end financial statements in accordance with Generally Accepted Accounting Principles (GAAP); ~~generally accepted, accounting principles~~
- B. adequate insurance coverage; and
- C. control and accountability.

~~The Business Manager shall be responsible for the development and maintenance of the fixed asset accounting system. The District Administrator shall develop procedures to ensure compliance with all fixed asset policies. Each principal shall also be assigned fixed asset responsibilities.~~

~~Fixed assets are defined as those tangible assets of the District system with a useful life in excess of one (1) year and an initial cost equal to or exceeding \$5,000.00. Some items may be identified as "controlled" assets that, although they do not meet all fixed asset criteria, are to be recorded on the fixed asset system to maintain control.~~

Capital assets are defined as those tangible assets of the District:

-

1. with a useful life in excess of one (1) year;
-
2. with an initial cost equal to or exceeding the amount determined periodically by the District in Policy 7450 - Property Inventory;
-
3. which are capitalized in accordance with GAAP; and
-
4. which the District intends to hold or continue in use for an extended period of time.

-
Further, some items may be identified as "controlled" assets that, although they do not meet all capital asset criteria, are to be recorded on the capital asset system to maintain control.

-
Capital assets shall be classified as follows:

-

1. land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, exchange, or through a lease accounted for as a financed purchase under Government Accounting.

- Standards Board (GASB) standards or a finance lease under Financial Accounting Standards Board (FASB) standards; and
2. additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance).

~~Fixed assets shall be classified as follows:~~

- A. ~~land~~
- B. ~~building~~
- C. ~~improvements other than building~~
- D. ~~machinery and equipment~~
- E. ~~furniture and fixtures~~
- F. ~~vehicles~~
- G. ~~plant (aerator)~~
- H. ~~underground lines~~
- I. ~~construction in progress~~

Leased ~~capital~~fixed assets and assets that are jointly-owned shall be identified and recorded on the ~~capital~~fixed-asset system.

In accordance with GAAP, assets must be depreciated over their estimated useful lives and approved by the auditor.~~Depreciation shall be recorded for fund fixed assets.~~

Accumulated depreciation shall be calculated on a straight-line basis and be recorded for general ~~capital~~fixed assets.

The following information shall be maintained for all ~~capital~~fixed assets:

- A. description
- B. asset classification (land, building, equipment, etc.)
- C. location
- D. purchase price
- E. date purchased
- F. replacement cost
- G. appropriation
- H. manner of asset disposal

Revised 11/18/19

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Last Modified by Melanie Oppor on September 13, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of HOME-BASED, PRIVATE, OR TRIBAL SCHOOLING
Code	po9270
Status	
Adopted	November 21, 2016

9270 - **HOME-BASED, PRIVATE, OR TRIBAL SCHOOLING**

The Board encourages the enrollment of all school-age children residing in this District in public schools or in **approved** parochial or private schools so that **such children** they may enjoy the benefits of a well-planned educational program and the socialization possible in a group environment.

Private Education or Tribal School Education Students

The Board shall allow students who are being educated at a private school or a tribal school to participate, if space is available, in any of the District's courses by enrolling in up to two (2) courses during each semester. The student must meet the criteria for admission to the high school established for private school or tribal school students.

The Board shall not allow any student who is being educated at a private school or a tribal school to participate in any of the District's non-WIAA sanctioned athletic or extra-curricular programs.

Home-Based Private Education Students

The Board shall allow a student receiving Home-Based private education to attend up to two (2) courses per semester in the public school classroom provided that the student meets the minimum standards for enrollment in each course as established by the District. Such student may attend no more than 2 courses per semester, which shall include any courses being taken by the student in another public school district such that the aggregate number of courses taken in a public school district in any semester does not exceed two (2).

A student receiving Home-Based private education may participate in interscholastic athletics in the District including WIAA sanctioned interscholastic athletics, on the same basis and to the same extent that the District permits students enrolled in the District to participate. Upon request, the Home-Based educational program in which the student is enrolled shall provide the District with a written statement that the student meets the Board's requirements for participation in interscholastic athletics based on age and academic and disciplinary records. No person may provide a false statement.

A student receiving Home-Based private education may participate in extracurricular activities in the District on the same basis and to the same extent that it permits students enrolled in the District to participate.

The District may charge a student who participates in interscholastic athletics or extracurricular activities participation fees, including fees for uniforms, equipment, and musical instruments, on the same basis and to the same extent that it charges these fees to a student who is enrolled in the District.

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Legal 118.145(4), Wis. Stats.
 118.1330 Wis. Stats.
 118.53, Wis. Stats.

Last Modified by Steve LaVallee on September 16, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of RELATIONS WITH EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS
Code	po9500
Status	
Adopted	November 21, 2016

9500 - **RELATIONS WITH EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS**

It is the policy of the Board that strong lines of communication be maintained by the District with other districts and with institutions and organizations that provide District students with programs, training, or services not available in the District.

The Board also recognizes the value of these relationships in furtherance of educational research initiatives that provide benefit to the District staff and students.

The District Administrator may enter into such cooperative ventures with institutions or organization for the purpose of providing programs that correlate to the District's curriculum and help students better accomplish the educational outcomes established by the Board.

Before entering into any agreements, the District Administrator shall keep the Board advised of any arrangements that involve the use of District resources or require any additional resources of the District~~would affect the use of District resources or require any additional resources of the District.~~

In order to maintain cordial and constructive relationships with private and parochial schools, the District Administrator shall designate a staff member to serve as a liaison with the administration of all such schools that enroll District resident students in order to be aware of any potential program changes that could affect the District; and to foster cooperation in the implementation of all State and Federal programs administered by the District that benefit, in whole or in part, eligible students attending private or parochial school.~~The District Administrator shall maintain liaison with the administration of all schools enrolling significant numbers of students resident in this School District to be aware of any program changes that may be planned that could affect this District; and to cooperate fully in the implementation of all State and Federal programs administered by this District and benefiting, in whole or in part, eligible students attending private or parochial school.~~

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Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of RELATIONS WITH NON-SCHOOL AFFILIATED GROUPS
Code	po9700
Status	
Adopted	November 21, 2016
Last Revised	March 15, 2021

9700 - **RELATIONS WITH NON-SCHOOL AFFILIATED GROUPS**

It is the policy of the Board of Education that students, staff members, and District facilities not be used for advertising or promoting the interests of any non-school related agency or organization, public or private, without the approval of the Board or its delegated representative; and any such approval, shall not be construed as an endorsement of any cause or group by this Board. [All crowdfunding activities are subject to Policy 6605 - Crowdfunding and AG 6605.](#)

No non-school affiliated group may use the name, logo, mascot, or any other name which would associate an activity with the District without the specific written permission of the District Administrator. Additionally, no non-school affiliated group may use any assets of the District, including but not limited to facilities, technology, or communication networks without the specific written permission of the District Administrator.

School District Referendum Advocacy

This policy applies expressly to any outside organization's advocacy concerning School District referenda. Any such organization, whether advocating in favor of or in opposition to a referendum question must clearly identify themselves as independent of the School District and may not, under any circumstances, use School District logos, mascots, slogans or other such items that are protected by or regularly used and identified with the District. School District officials may not advocate for a position on a referendum in any manner in which such advocacy is in the individual's capacity as a School District official or may reasonably be perceived as such. School District officials may always provide factual information concerning any referendum question.

A. Materials or Activities

All materials or activities proposed by outside organizations for student or staff use or participation shall be reviewed by the principal on the basis of the proposed activities or materials educational contribution to part or all of the school program and benefit to students, and no such approval shall have the primary purpose of advancing the name, product, or special interest of the proposing group.

The Board shall permit the use of educational materials, programs, and equipment that contain commercial messages, providing the content of such messages are in a manner of presentation have been approved by the District Administrator and are in compliance with the District's administrative guidelines.

Outside speakers representing commercial organizations are welcome only when the commercial aspect is limited to naming the organization represented and the subject matter advances the educational interests of the District's students.

B. Contests/Exhibits

The Board recognizes that contests, exhibits may benefit individual students or the District as a whole, but participation in such special activities may not:

1. have the primary effect of advancing a special product, group, or company;
2. make unreasonable demands upon the time and energies of staff or students or upon the resources of the District;
3. interrupt the regular school program;
4. involve any direct cost to the District;
5. cause the participants to leave the School District.

All contests and exhibits may take place if:

- a. There is compliance with Board's Policy 2340 - Field and Other District-Sponsored Trips;
- b. The District Administrator has granted special permission;
- c. the parents of a minor student have granted their permission.

C. **Distribution/Posting of Literature**

Non-school affiliated organizations may distribute or post literature on that organization's behalf on District property either during or after school hours only with advance permission of the principal.

The Board requires that any materials distributed for non-school-related activities contain the statement: "This activity is neither endorsed nor supported by the School District of Manawa".

D. **Solicitation of Funds**

Because the District cannot accommodate every organization that desires to solicit funds for worthy purposes, the Board shall not permit any organization not related to the District to solicit funds on District property.

E. **Prizes/Scholarships/Other Awards**

The Board is appreciative of the generosity of organizations that offer scholarships, prizes, or other awards to deserving students in the District.

In the administration of scholarships, prizes, or other awards, the District shall not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Administration of scholarship or award programs appropriately designated under this policy to benefit individuals in a particular group that has not traditionally been represented does not violate this policy.

The District may administer or assist in the administration of scholarships, fellowships, or other forms of financial assistance established by a domestic or foreign will, trust, bequest, or similar legal instrument that requires the award to go to a student of a particular sex, race, color, national origin, or with a particular disability. Such restricted awards must not lead to discrimination in access to the total amount of prizes, scholarships, or other awards available.

In accepting the offer of such scholarships or prizes from non-District entities or persons, the Board directs that no information either academic or personal shall be released from the student's record for the purpose of selecting a scholarship or prize winner without the permission of the student who is eighteen (18), or the parents of a student who is younger in accordance with the Board's policy on student records.

The District will periodically review their procedures for awarding scholarships, prizes, and other awards. This review will require that the District's procedure does not discriminate on the basis of sex, race, color, national origin, or disability in the overall effect of the scholarships, prizes, and other awards given to students.

F. **Surveys and Questionnaires**

Distribution of Surveys and Questionnaires to Students is governed by Policy 2416 - Surveys, Analyses, Evaluation.

Legal 118.125, Wis. Stats.

Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of BOARD MEMBER ETHICS
Code	po0144.2 - Delete - Added to 0144.5
Status	
Adopted	April 25, 2016

~~0144.2~~ **BOARD MEMBER ETHICS**

~~The School Board's primary responsibility is the educational welfare of the District's students. The Board serves the best interest of students and the community and its students, utilizing all available resources toward that end. The Board functions most effectively when individual Board members act responsibly, professionally and ethically. To promote such conduct, the Board has adopted the following standards for Board members.~~

~~Board members should meet the high professional responsibilities of membership in the following ways:~~

- ~~A. Comply with Federal, State and local laws and regulations.~~
- ~~B. Communicate with Federal and State legislators about the assistance needed to provide a quality, free public education for all students.~~
- ~~C. Become fully informed about the nature, value, and direction of current education issues by individual study and through participation in professional development opportunities such as those sponsored by State and National School Board Associations.~~
- ~~D. Acknowledge that the Board represents the entire school community, and refuse to surrender independent judgment to special interests or partisan political groups.~~
- ~~E. Support the employment of the best qualified school staff who will serve in the best interests of the students.~~
- ~~F. Support all District employees in the proper performance of their duties by ensuring all staff members have access to quality professional development opportunities and receive regular, impartial job performance evaluations.~~
- ~~G. Recognize that the Board is responsible for overall management and control of District affairs and property, including the development of policies by which the schools are to be administered, but that the day to day administration of the educational program and school business shall be the responsibility of the District Administrator and other designated staff members.~~
- ~~H. Work continually with administration to identify the needs, goals, and priorities of the District.~~

~~Board members should respect relationships with other Board members in the following ways:~~

- ~~A. Recognize that authority rests only with the Board in properly called official meetings, and that the individual member has no legal authority outside Board meetings unless performing officer duties under State law or directed by the Board to act on its behalf.~~
- ~~B. Attend all regularly scheduled Board and committee meetings, and be prepared to contribute to the discussion of agenda items and make informed decisions.~~
- ~~C. Encourage the free and courteous exchange of ideas and opinions by all Board members.~~

- D. ~~Base all decisions on available facts and independent judgment after full discussions of issues at publicly held Board meetings.~~
- E. ~~Respect the opinions of others, and abide by rule of the majority when decisions are made by the Board.~~

~~Board members should meet responsibilities to the community in the following ways:~~

- A. ~~Maintain open communication lines with all elements of the community and inform community members about the educational needs of the District, the actions of the Board and the accomplishments of the District's educational program~~
- B. ~~Communicate to other Board members and the District Administrator expressions of public reaction to Board policies and school programs.~~
- C. ~~Refer all public concerns and complaints through the proper channels in accordance with Board policy, and act on such matters at public meetings only when not resolved through administrative actions.~~

~~Board members should adhere to the high ethical standards and personal conduct expectations:~~

- A. ~~Model integrity in all matters, especially in the performance of duties and responsibilities as a Board member, by maintaining a high level of honesty, credibility and openness.~~
- B. ~~Make no personal promises nor take private action which may compromise the Board or administration.~~
- C. ~~Avoid being placed in a position of conflict of interest, refrain from using the Board position for personal, family, partisan or associate gain, and adhere to all other ethical standards required by law.~~
- D. ~~Shall not discuss personnel matters or any confidential information at home, at work, in public, or with school personnel who are not authorized to have access to such information.~~

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Last Modified by Steve LaVallee on July 24, 2021



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of SCHOOL PERFORMANCE REPORT
Code	po0174.2 - DELETE - Included in Policy 2700.01
Status	
Adopted	April 25, 2016
Last Revised	April 27, 2020

~~0174.2~~ **SCHOOL PERFORMANCE REPORT**

~~The Board will also publish an annual school and School District performance report including all information prescribed by statute. By January 1st of each year, the Board shall notify the parents of each student enrolled in the District of the right to request a school and School District performance report. Parents shall be notified that the performance report will be provided to the parent electronically unless the parent requests a written copy of the report. By May 1st, the Board shall distribute copies of the report to those who have requested the report including students enrolled in charter schools located in the District, that have requested the report.~~

~~The School and School District Performance Report will be posted on the District's website.~~

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Legal 115.38, Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	ETHICS AND CONFLICT OF INTEREST
Code	po1130
Status	First Reading
Adopted	October 17, 2016
Last Revised	November 16, 2020

1130 - **ETHICS AND CONFLICT OF INTEREST**

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and the District's administrative employees, officers, and agents, and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines to that are designed to avoid the occurrence or appearance of any conflicts of interest. These guidelines apply to all administrative employees, officers, and agents, including members of the Board. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all administrative employees, officers, and agents. Administrative employees are expected to perform their duties in an **ethical** manner **and** free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No administrative employee, officer, or agent shall engage in or have a **personal or** financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. **Specifically, administrative employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in an amount that exceeds**~~This includes not only those interests that violate state criminal law, which typically requires at least~~ \$15,000 **in financial interest**, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private **pecuniary interest and/or** benefit.
- B. Administrative employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, **or anything of substantial value** or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration rather than limitation are the following:

1. the provision of any private lessons or services for a fee, unless the provision of services is arranged outside of school and is separate from, and in addition to, regular support provided to students as part of the administrator's regular duties.
2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
3. the use, sale, or improper divulging of any privileged information through his/her access to School District records, about a student or client, gained in the course of the administrative employee's, officer's or agent's employment or professional relationship with the School District

4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
 5. the requirement of employees, students or clients to purchase any private goods or services provided by an administrative employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the administrative employee's supervisor and will be disclosed to the District Administrator before entering into any private relationship.
- D. Administrative employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.
- E. Administrative employees, officers, and agents cannot participate in the selection, award, or administration of a contract supported by a Federal grant/award if s/he has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer or agent, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties described in this section, has a financial or other interest in, or a tangible personal benefit from, a firm considered for a contract.

Administrative employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an administrative employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.

- F. Administrative employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

- G. Administrative employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action.

No administrative employee may accept or engage in any employment, consulting, advising, or other professional activity with any organization other than the District, whether the administrator will receive compensation for such outside activity or not, without first providing notice to the District Administrator, or in the case of the District Administrator, such notice must be provided to the Board.

In the event that, within the course of administering a Federally funded grant program or service to the District, an administrative employee identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the administrative employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an administrative employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family, as defined in 19.42(7), Wis. Stats.

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19.59, 19.42(7), 946.13, Wis. Stats.

2 C.F.R. 200.12, 2 C.F.R. 200.113, 2 C.F.R. 200.318

7 C.F.R. 3016.36(b)(3) and 7 C.F.R. 3019.42

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Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of ENTRANCE AGE
Code	po5112
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Adopted	June 20, 2016
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5112 - **ENTRANCE AGE**

The Board of Education shall establish student entrance age requirements that are consistent with Wisconsin Law and sound educational practice and that ensure equitable treatment.

A. Kindergarten

1. A child is eligible for entrance into four-(4)-year-old kindergarten if s/he attains the age of four (4) on or before September 1st of the year in which s/he applies for entrance and meets the residency requirements.
2. A child is eligible for five-(5)-year-old kindergarten when s/he attains the age of five (5) on or before September 1st of the year in which s/he applies for entrance and meets residency requirements. The child may not be placed in an alternative program without permission of the parent.

B. First Grade

A child must be six (6) years of age on or before September 1st in the year in which s/he enrolls. A student must have completed a kindergarten program or must receive a waiver of this requirement.

Any student who has not completed a five-(5)-year-old kindergarten program, but seeks to enroll into first grade must receive a waiver of the requirement. The following students are eligible to receive a waiver:

1. Any student who has moved to the District from another state or country where completion of a five-(5)-year-old kindergarten program is a prerequisite to enrollment in first grade and that student has received a waiver of the requirement in his or her prior state or country.
2. Any student who has moved to the District from another state or country that does not require the completion of five (5)-year old kindergarten prior to enrollment in first grade.
3. Any student who, at the discretion of the building principal, in consultation with the first grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a five-(5)-year-old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.

The Principal shall perform any required testing to establish the student's academic capabilities and shall prepare a written evaluation that either grants or denies the waiver and provides explanation as to the decision.

C. Appeal of Denial of Waiver

The parents of any student denied a waiver under this section by the building principal may appeal that decision to the District Administrator by submitting a written request to the Administrator within ten (10) days of the decision of the

principal.

The decision of the District Administrator is final.

D. Initial Entry

Children entering the District for the first time must comply with State law. Students must have an immunization record on file at the school. Any student who does not have the proper immunization may be excluded or permitted to remain in school pursuant to Policy 5320 - Immunization.

~~A child may be exempt from the required immunizations upon written request of the parent of such child stating the objection to immunizations on religious grounds, personal conviction, or for medical reasons certified by a competent medical authority.~~

Any student and/or his/her parent(s) who enters the District for the first time must disclose prior or pending school expulsions at the time of enrollment.

E. Verification of Residence

Verification of a parent's residence shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the District Administrator.

F. Early Admission

The District shall prescribe procedures, conditions, and standards for early admission to four-year-old and five-year-old kindergarten and first grade.

G. Older Students

A person who is a resident of the District and over twenty (20) years of age may enroll providing the District Administrator does not think his/her enrollment will interfere with the education of the other students.

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Wis. Stats 118.14, 118.15, 120.12(25)

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