

School District of Manawa

Board of Education Meeting Agenda

February 28, 2022



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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. Mid-Year Academic Data Review - Principals
 - b. Overview of Staff & Program Changes/ESSER III Proposal - Business Manager
6. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
7. Consent Agenda
 - a. Approve Minutes of January 17, 2022 Board Meeting, a February 21, 2022 Special Board Meeting and Public Listening Session
 - b. Treasurer's Report: Approve Expenditures & Receipts
 - c. Donations:
 - i. 2021 Denim December Donations - MES \$90 and MMS/LWHS \$160 totaling \$250 for the Urgent Needs Fund
 - ii. Ellen Connor donation \$50 to the Art Club for helping the Sturm Memorial Library during the Miracle on Bridge Street event
 - iii. Manawa and Waupaca Lions Clubs donated two vouchers for a free eye exam and glasses for two SDM students in need
 - iv. The Crayon Project donated 12 boxes of multicultural crayons through their grant program
 - v. Russ Johnson/Cargill donation of neon safety hats, vests and gloves for emergency response/safety use
 - d. Consider Acceptance of Baseball Coaches as Presented
 - e. Consider Acceptance of Softball Coaches as Presented
 - f. Consider Acceptance of HS Track Coaches as Presented
 - g. Consider Acceptance of MS Track Coaches as Presented
 - h. Consider Approval of Student Council Overnight Field Trip 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: None
- 11. Board Recognition: Process Under Review
- 12. District Administrator's Report:
 - a. Student Council Representative - Emma Riske
 - b. Legislative Update
 - c. Monthly Enrollment Update
 - d. Curriculum Update
 - e. COVID-19 Update
 - f. February 15, 2022 Primary Results and Election 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: Highlights - Included in Board Packet
 - b. Technology Director: Highlights - Included in Board Packet
- 16. Board Comments:
 - a.
 - b.
- 17. Committee Reports:
 - a. Curriculum Committee (Hollman)
 - i. Consider Endorsement of Summer School 2022 Booklet as Presented
 - ii. Consider Endorsement of Summer School 2022 Staffing as Presented
 - iii. Consider Endorsement of Get Kids Ahead Mental Health Initiative as Presented
 - iv. Consider Endorsement of Student Council Overnight Field Trip as Presented
 - v. Hear Presentation of MMS/LWHS Academic Achievement Data - Principal Wolfgram
 - vi. Consider Endorsement of ACT Aspire Spring Testing Proposal as Presented
 - vii. Consider Endorsement of ACT Testing Proposal as Presented
 - viii. Consider Endorsement of Middle School State Track Meet as Presented
 - ix. Preview Academic Data Presentation for February 28, 2022 Board of Education Meeting

- x. Review of Spring Pilot Programs
 - 1. iReady
 - 2. Science Materials
 - 3. Social Studies Materials
 - 4. Other
- xi. Consider Endorsement of the 2022-2023 School Year Calendar as Presented
- xii. Review USDA Rural Utilities Service - Distance Learning & Telemedicine Grant Through ERVING Network
- xiii. Wisconsin Model Early Learning Standards Department of Public Instruction Review <https://dpi.wi.gov/early-childhood>
- xiv. Curriculum Committee Planning Guide
- b. Finance Committee (Pethke)
 - i. Review of 2021-22 Budget
 - 1. Substitute Teacher Expenses
 - 2. Snow Removal Costs
 - 3. Other
 - ii. Review Cost of One-Time Support Staff Stipend of \$250 (maximum) as Endorsed by the Policy and Human Resource Committee on January 31, 2022 using ESSER II Funds
 - iii. ESSER III Overview
 - iv. Consider Endorsement of Staff & Program Changes as Presented
 - v. Monthly Financial Summary
 - 1. November
 - 2. December
 - vi. Finance Committee Planning Guide
 - 1. Review of all Grants
 - 2. Legal RFP
- c. Buildings & Grounds (R. Johnson)
 - i. Update on Rubberized Track Manawa
 - 1. Athletic Booster Club Fundraising Effort
 - 2. Scheduling
 - 3. Other
 - ii. Review Safety Information
 - 1. MacNeil Environmental Inspection Report
 - 2. Safety Committee Recommendations
 - 3. Other
 - iii. Manawa Elementary School Lighting Upgrade Phase 2
 - iv. Brainstorm and Prioritize 2022-23 Fiscal Year Projects as Presented
 - v. Major Repair Updates
 - vi. Discuss Options for Filling Custodial Position
 - 1. Review Rate of Pay - Finance Committee
 - 2. Buyer's Guide (free online), Shopper's Guide, and Classified Ad (\$30 a week)

3. Wisconsin Job Center
4. Temporary Use of a Cleaning Service
5. Indeed Free Service (Could Choose Paid Subscription)
6. District Website
7. WECAN
8. Other
- vii. Consider TruGreen 2022 Season Proposal
- viii. Continue Review of Key Performance Indicators
 - ix. Buildings & Grounds Committee Planning Guide
- d. Policy & Human Resources Committee (J. Johnson)
 - i. Consider Endorsement of Safe Return to In-Person Instruction and Continuity of Services Plan as Presented
 - ii. Discuss and Consider Endorsement of Ideas for Support Staff Morale and Well-being
 - iii. Consider Endorsement of Waupaca County On-Site Flu Clinics for Fall 2022-23
 - iv. Consider Endorsement of Revised Library/Media Center Protocols as Listed Below
 1. PO2522 - Library Media Centers: Revised
 - ~~2. AG2522.01 - Support for Intellectual Freedom: New Administrative Guideline~~
 3. Library Material Formal Reconsideration Form: New
 4. Young Adult (YA) Materials Access Form: Updated and would be included in the 2022-23 registration packet for all students under the age of 16
 5. PO9130 - Public Request, Suggestions, or Complaints: Revised
 - v. Review and Discuss Revised Policies as Listed
 1. PO0144.5 - Board Member Behavior and Code of Conduct
 2. PO2700.01 - School Performance and State Accountability Report Cards
 3. PO0167.3 - Public Comment at Board Meetings
 4. PO2431 - Interscholastic Athletics
 - vi. Discuss and Make Decisions on Policy Revisions to Recommend to Full Board as Listed
 1. PO0131.1 - Bylaws and Policies
 2. PO2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities
 3. PO5517 - Nondiscrimination and Anti-Harassment - Student Anti-Harassment
 - vii. NEOLA Administrative Guideline Updates Volume 30, No. 2 + Special Update
 1. Consider Endorsement of Revised Administrative Guidelines as Listed

- a. AG1422 - Nondiscrimination and Equal Employment Opportunity
 - b. AG1623 - Nondiscrimination and Anti-Harassment Section 504 ADA Prohibition Against Disability Discrimination in Employment
 - c. AG2260 - Nondiscrimination and Access to Equal Educational Opportunity
 - d. AG2260.01A - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE
 - e. AG3122 - Nondiscrimination and Equal Employment Opportunity
 - f. AG3123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
 - g. AG3160A - Physical Examination
 - h. AG3421A - Important Notice of Employees Right to Documentation of Health Coverage
 - i. AG4122 - Nondiscrimination and Equal Employment Opportunity
 - j. AG4123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
 - k. AG4160A - Physical Examination
 - l. AG4421A - Important Notice of Employees Right to Documentation of Health Coverage
 - m. AG5111 - Admission to the District
 - n. AG5112A - Admission to Kindergarten
 - o. AG5113 - Admission of Students Participating Under Open Enrollment
 - p. AG5600A - Student Discipline
 - q. AG8405A - Use of Animals in the Classroom and on School Premises
2. Review and Discuss Revised Administrative Guidelines as Listed
 - a. AG5320 - Immunization of Students in School
 3. Discuss and Make Decisions on Administrative Guideline Revisions to Recommend to Full Board as Listed
 - a. AG2240 - Controversial Issues in the Classroom
 - b. AG2260.01B - Nondiscrimination and Anti-Harassment Section 504/ADA Parents Procedural Rights Including Due Process Hearing
 - c. AG2440 - Board Review

- d. AG3362.01 - Nondiscrimination and Anti-Harassment Reporting Threatening Behaviors
 - e. AG8390 - Use of Animals in the Classroom and on School Premises
 - f. AG8450 - Management of Casual Contact Diseases
 - viii. Policy & Human Resources Committee Planning Guide
- e. Ad hoc Safety Committee
 - i. Discuss and Make Recommendations Regarding Exterior Lighting
 - 1. Manawa Elementary School
 - 2. Manawa Middle/Little Wolf High School
 - ii. Review Bus Related Safety
 - 1. Safe Routes to School/District Bussing Plan - Mrs. O'Brien
 - 2. Review bus safety protocols and communication
 - iii. Review the Results of the Safety Assessment for Manawa Elementary School
 - 1. Issues
 - 2. Recommendations
 - 3. Other
 - iv. Review the Results of the Safety Assessment for Manawa Middle School/Little Wolf High School
 - 1. Issues
 - 2. Recommendations
 - 3. Other
 - v. Review Results of the Safety Assessment for Paving the Way
 - 1. Issues
 - 2. Recommendations
 - 3. Other
 - vi. Initial Review of New District Safety Handbook and Free Online Resources

18. Unfinished Business:

- a. Consider Approval of Revised PO5460 - Graduation Requirements as Presented
- b. Consider Approval of Revised PO8500 - Food Services as Presented
- c. Revisit - Consider Approval to Authorize the District Administrator to Close School as Needed for Staff Mental Health Day now through February 28, 2022. (Continuation not recommended.)
- d. Revisit - Consider Approval of Professional Staff the ability to leave early on Friday's, no earlier than 3:00 p.m., now through February 28, 2022 after all students have left their care safely. (Continuation - no opinion.)
- e. Revisit - Consider Approval of Compensation to Teachers and Administrators who double-up classes at \$120 per day, \$60 per half day, or \$20 per teaching hour, compensation retroactive to the start of this school year through February 28, 2022. (Continuation recommended due to ongoing staffing shortages not related to COVID-19.)

19. New Business:

- a. Consider Approval of Proceeding with Purchase of Rubberized Track to Include the Addition of a Second Long Jump Pit as Presented
- b. Consider Approval to Proceed with Purchase of MES Playground Equipment up to \$150,000 and an ADA Accessible Portable Graduation Stage for \$29,000 using the Fund Balance
- c. Consider Approval of Youth Adult (YA) Materials Access Form as Presented
- d. Consider Approval of Library Materials Reconsideration Form as Presented
- e. Consider Approval of PO9130 - Public Request, Suggestions, or Complaints as Presented.
- f. Consider Approval of Revised Policies as Listed Below:
 - i. PO0144.5 - Board Member Behavior and Code of Conduct.
 - ii. PO2700.01 - School Performance and State Accountability Report Cards.
 - iii. PO0167.3 - Public Comment at Board Meetings
 - iv. PO2431 - Interscholastic Athletics
 - v. PO2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities
 - vi. PO5517 - Nondiscrimination and Anti-Harassment - Student Anti-Harassment
- g. Consider Approval of NEOLA Administrative Guideline Updates Volume 30, No. 2 + Special Update as Listed Below:
 - i. AG1422 - Nondiscrimination and Equal Employment Opportunity (Deletion)
 - ii. AG1623 - Nondiscrimination and Anti-Harassment Section 504 ADA Prohibition Against Disability Discrimination in Employment
 - iii. AG2260 - Nondiscrimination and Access to Equal Educational Opportunity (Deletion)
 - iv. AG2260.01A - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE
 - v. AG3122 - Nondiscrimination and Equal Employment Opportunity (Deletion)
 - vi. AG3123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
 - vii. AG3160A - Physical Examination
 - viii. AG3421A - Important Notice of Employees Right to Documentation of Health Coverage (Deletion)
 - ix. AG4122 - Nondiscrimination and Equal Employment Opportunity (Deletion)
 - x. AG4123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
 - xi. AG4160A - Physical Examination
 - xii. AG4421A - Important Notice of Employees Right to Documentation of Health Coverage (Deletion)

- xiii. AG5111 - Admission to the District
 - xiv. AG5112A - Admission to Kindergarten
 - xv. AG5113 - Admission of Students Participating Under Open Enrollment
 - xvi. AG5600A - Student Discipline (Deletion)
 - xvii. AG8405A - Use of Animals in the Classroom and on School Premises
 - xviii. AG5320 - Immunization of Students in School
 - xix. AG2240 - Controversial Issues in the Classroom
 - xx. AG2260.01B - Nondiscrimination and Anti-Harassment Section 504/ADA Parents Procedural Rights Including Due Process Hearing
 - xxi. AG2440 - Summer School
 - xxii. AG3362.01 - Nondiscrimination and Anti-Harassment Reporting Threatening Behaviors
 - xxiii. AG8390 - Use of Animals in the Classroom and on School Premises
 - xxiv. AG8450 - Management of Casual Contact Diseases
 - h. Consider Approval of Safe Return to In-Person Instruction and Continuity of Services Plan as Presented
 - i. Consider Approval of Budget Implications of Staff & Program Changes and ESSER III Funding Allocation as Presented
 - j. Consider Approval of Waupaca County On-Site Flu Clinics for Fall 2022-23
 - k. Consider Approval of Board Recognitions to be Renamed to District Showcase to be Determined by the Administrative Team and Announced Prior to Presentations at the Beginning of the Regular Monthly Board Agenda
 - l. Consider Approval of Summer School 2022 Booklet as Presented
 - m. Consider Approval of Summer School 2022 Staffing as Presented
 - n. Consider Approval of ACT Aspire Spring Testing Proposal as Presented
 - o. Consider Approval of ACT Testing Proposal as Presented
 - p. Consider Approval of Middle School State Track Meet as Presented
 - q. Consider Approval of the 2022-2023 School Year Calendar as Presented
20. Next Meeting Dates:
- a. March 1, 2022 Special Board of Education Meeting to Conduct Legal Firm Interviews - 5:45 p.m.
 - b. March 2, 2022 Ad hoc Recognition Committee - 4:30 p.m.
 - c. March 3, 2022 Buildings and Grounds Committee - 4:30 p.m.
 - d. March 14, 2022 Finance Committee Meeting - 6:00 p.m.
 - e. March 15, 2022 Policy and Human Resources Committee Meeting - 6:00 p.m.
 - f. March 17, 2022 Ad hoc Safety Committee Meeting - 5:30 p.m.
 - g. March 21, 2022 Regular Board of Education Meeting - 7:00 p.m.
21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c) and (f), Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility Discussing the Employment Status of Employees 1) To confer with the

School Board as to a pending personnel matter involving a district employee; 2)
Administrator Evaluation

22. Board May Act on Items Discussed in Closed Session

23. Adjourn

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

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

0167.3 - **PUBLIC COMMENT AT BOARD MEETINGS**

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

Agenda Item

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

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

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

Public Comment Section of the Meeting

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

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

The presiding officer shall be guided by the following rules:

- A. Public comment shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.
- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. Participants shall address only topics within the legitimate jurisdiction of the Board.

- H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- I. The presiding officer may:
 - 1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - 2. request any individual to leave the meeting when that person does not observe reasonable decorum;
 - 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 - 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
 - 5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- J. The portion of the meeting during which the comment of the public is invited shall be limited to fifteen (15) minutes unless extended by a vote of the Board.
- K. Recording, filming, or photographing the Board's open meetings is permitted. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:
 - 1. No obstructions are created between the Board and the audience.
 - 2. No interviews are conducted in the meeting room while the Board is in session.
 - 3. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

Minutes of a January 17, 2022 School District of Manawa Regular Board of Education Meeting

Call to Order – President Johnson – 7:01 p.m. – MES Boardroom, 800 Beech Street

Pledge of Allegiance

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

Verify Publication of Meeting - Dr. Oppor verified.

Presentations: ERVING Network Overview - Jamie Lane said ERVING Network stands for Embarrass River Valley Instructional Group who serves Bonduel, Gresham, Iola-Scandinavia, Marion, Rosholt, Tigerton, Wittenberg-Birnamwood, and Weyauwega-Fremont in the network. They use technology and telecommunication to expand and enrich educational opportunities for students grades K-12. Each district contributes \$9,142 equally for 2021-2022 and is a one-time contribution to the money market account. Schools receive a stipend for classes they originate or billed for classes received. Costs are \$200 per student/semester for regular classes, and \$250 student/semester for any dual credit or AP courses. There are grant opportunities. State Report Card Action Steps and Student Discipline Data - Principals - Three elementary students have had in-school suspensions this year so far. The middle school has had three out-of-school suspensions to date and LWHS has had eight out-of-school suspensions and four in-school suspensions. The principals went through curricular changes for both reading and math. They are implementing a rebooted Professional Learning Community structure.

Announcements: Contributions to the District - Sacred Heart Catholic Church \$200 donation for use of the elementary school for their Annual Gift and Craft Show, Scandinavia Garden Club \$100 donation for the Urgent Needs Fund, Wayne and Cheryl Heiman \$20 donation for the Urgent Needs Fund, Dr. Melanie J. Oppor donation of \$200 for Title I Books for Children, Clarification from December 20, 2021 Meeting - René Lehman donation of lures and deer labs valued at \$100 for the Agriculture Education. Other Contributions - None.

Approved by Consent:

Approve Minutes of the December 20, 2021 Board Meeting, Treasurer's Report: Approve Expenditures \$267,504.72 & Receipts \$132,739.31, Donations: Sacred Heart Catholic Church \$200 donation for use of the elementary school for their Annual Gift and Craft Show, Scandinavia Garden Club \$100 donation for the Urgent Needs Fund, Wayne and Cheryl Heiman \$20 donation for the Urgent Needs Fund, Dr. Melanie J. Oppor donation of \$200 for Title I Books for Children, Clarification from December 20, 2021 Meeting - René Lehman donation of lures and deer labs valued at \$100 for the Agriculture Education, Approve of Early Graduation Requests as Presented, Approve of Additional Special Education Paraprofessional as Presented, and Approve of SY21/22 Head Softball Coach as Presented.

Any Item Removed from Consent Agenda: None

Public Comments: Mary Griffin, Manawa Booster Club said as of today, they have raised \$130,915.031 for the track with over 150 individuals and businesses contributing to the fundraising effort. The goal has been met but they will continue to take donations until the end of January.

Correspondence: No correspondence this month.

Board Recognition: None this Month.

District Administrator's Report: Student Council Representative - Olivia Santos is a 9th grade student who is involved in a lot of sports including varsity basketball, as well as Quiz Bowl, Leadership Council, FFA, and Student Council. The Student Council will be providing free snacks for students during finals, and selling shakes for Valentine's Day and St. Patrick's Day. They are doing an Animal Pet Drive right now to benefit the Waupaca County Humane Society. She is not aware of any issues that the Student Council wanted to bring forward to the Board of Education. Legislative Update, Monthly Enrollment Update, Curriculum Update, COVID-19 Update, ALICE Implementation Update, and 2022 Spring Board of Education Election Update and February Primary.

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

Business Related Reports: Highlights - Included in Board Packet, IRS Mileage Reimbursement Rate 2022, Audit Report Review, and Kobussen Transportation Report.

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

Board Comments: None

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

Unfinished Business:

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

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

- v. PO1210 - Board - District Administrator Relationship
- vi. PO1422 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- vii. PO1422.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- viii. PO1623 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment
- ix. PO1662 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- x. PO2240 - Controversial Issues in the Classroom
- xi. PO2260 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Access to Equal Education Opportunity
- xii. PO2260.01 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Discrimination Based on Disability
- xiii. PO2414 - Human Growth and Development
- xiv. PO2430 - District-Sponsored Clubs and Activities
- xv. PO3120 - Employment of Professional Staff
- xvi. PO3122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- xvii. PO3122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- xviii. PO3170 - Substance Abuse
- xix. PO3215 - Use of Tobacco and Nicotine by Professional Staff
- xx. PO3216 - Staff Dress and Grooming
- xxi. PO3230 - Ethics and Conflict of Interest
- xxii. PO3362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- xxiii. PO4120 - Employment of Support Staff
- xxiv. PO4122 - Nondiscrimination and Anti-Harassment - Nondiscrimination and Equal Employment Opportunity
- xxv. PO4122.02 - Nondiscrimination and Anti-Harassment - Nondiscrimination Based on Genetic Information of the Employee
- xxvi. PO4123 - Nondiscrimination and Anti-Harassment - Section 504/ADA Prohibition Against Disability Discrimination in Employment
- xxvii. PO4161 - Unrequested Leaves of Absence/Fitness for Duty
- xxviii. PO4170 - Substance Abuse
- xxix. PO4215 - Use of Tobacco and Nicotine by Support Staff
- xxx. PO4216 - Support Staff Dress and Grooming
- xxxi. PO4230 - Ethics and Conflict of Interest
- xxxii. PO4362 - Nondiscrimination and Anti-Harassment - Employee Anti-Harassment
- xxxiii. PO5512 - Use of Tobacco and Nicotine by Students
- xxxiv. PO5520 - Disorderly Conduct
- xxxv. PO5720 - Student Activism - *Updated grammatical error*
- xxxvi. PO5880 - Public Performances by Students

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

Motion by Reiersen / R. Johnson to Approve of NEOLA Policy Updates from Volume 30, No. 2 + Special Update as Listed. Motion carried.

New Business:

Discuss Ways to Support Staff Morale and Well-being Through Present Staffing Challenges. Many different scenarios were discussed at length including using some snow days for staff relief when there is a better idea if snow days will not be used. They discussed allowing teachers/staff to leave on Friday's as soon as the student's are gone. They talked about staff reporting to school on Tuesday, January 25 with no students as a break.

School Closure Day - Motion by Hollman / R. Johnson to give Dr. Oppor the Authority to Close School as she sees fit for Staff Mental Health Day now through February 28, 2022. Motion carried.

Reinstate a Board of Education approved practice used once in November 2019 at Manawa Elementary School: "Teachers asked to double-up classes will receive \$120 per day, \$60 per half day, or \$20 per teaching hour." Motion by Griffin/ Jepson to Approve Compensation for Teachers who are asked to double-up classes at \$120 per day, \$60 per half day, or \$20 per teaching hour - this plan ends February 28, 2022. Motion carried.

Motion by Jepson / Reiersen to Approve January 24, 2022 as a Prep Day/Records Day for all Professional Staff, no PD, and no students. Motion carried. R. Johnson recused himself.

Motion by Jepson / Hollman to Approve Professional Staff the ability to leave early on Friday's, no earlier than 3:00 p.m., now through February 28, 2022 after all students have left their care safely. Motion carried. R. Johnson recused himself.

Motion by Hollman / Griffin to Approve Compensation to Teachers and Administrators who doubled-up classes at \$120 per day, \$60 per half day, or \$20 per teaching hour, compensation retroactive to the start of this school year through February 28, 2022. Motion carried. R. Johnson recused himself.

Motion by Jepson / Hollman to Approve Tuesday, February 22, 2022, will be a full day of Preparation and Records for teachers (no students). Support staff should consult with their supervisor about whether to work or not on that date. The instructional time for this day will be deducted from the snow day allocation. Motion carried. R. Johnson recused himself.

Motion by Hollman / Reiersen to Approve of SY2022-2023 Open Enrollment Available Space. Motion carried.

Motion by Reiersen / Pethke to Approve of Additional Special Education Paraprofessional as Presented. Motion carried.

Motion by Griffin / Jepson to Approve of LWHS 2022-23 Course of Study Guide as Presented. Motion carried.

Motion by Jepson / Hollman to Approve of Secondary ELA and Math Resource Course Proposal as Presented. Motion carried.

Motion by Jepson / Griffin to Approve of the Grades 6-12 Sources of Strength Club as Presented. Motion carried.

Motion by Jepson / Hollman to Approve of Revised SY2022-23 School District of Manawa Clubs and Organizations Listing as Presented. Motion carried.

Motion by Reiersen / Hollman to Approve of Substitute Teacher Incentive as Presented - bonus starts retroactively and the rate of pay starts January 18, 2022 - bonus does not apply to current staff and only substitutes. Motion carried. Griffin and R. Johnson recused themselves.

First Reading of Revised PO5460 - Graduation Requirements as Presented

Motion by R. Johnson / Pethke to Approve of Revised AG5460 - Graduation Requirements as Presented. Motion carried.

First Reading of Revised PO8500 - Food Services as Presented

Motion by Reiersen / Pethke to Approve of Revised COVID-19 Protocol as Presented. Motion carried.

Next Meeting Dates:

January 24, 2022 District Ad hoc Safety Committee Meeting - 5:30 p.m.

January 25, 2022 Buildings & Grounds Committee Meeting - 4:00 p.m.

January 31, 2022 Policy & Human Resources Committee Meeting - 6:00 p.m.

February 1, 2022 BOE Ad Hoc Recognition Committee Meeting - 5:00 p.m.

February 10, 2022 Township of Little Wolf Council Meeting - Dr. Oppor: Annual State of the District Presentation - 7:00 p.m. Town Hall

February 15, 2022 Finance Committee Meeting - 6:00 p.m.

February 23, 2022 Curriculum Committee Meeting - 6:00 p.m.

February 28, 2022 Board of Education Regular Meeting - 7:00 p.m.

March 14, 2022 Finance Committee Meeting - 6:00 p.m.

Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c) and (f), Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Grievance Settlement Agreement; 2) Administrator Evaluation

Motion by Jepson / Hollman to move into Closed Session at 9:56 p.m. Motion carried.

Roll call Reierson, Griffin, R. Johnson, J. Johnson, Pethke, Hollman, Jepson

Board May Act on Items Discussed in Closed Session

Motion by Reierson / Griffin to Adjourn Closed Session and Move into Open Session at 10:25 p.m. Roll call Reierson, Griffin, R. Johnson, J. Johnson, Pethke, Hollman, Jepson. Motion carried.

Motion by Griffin / Jepson to adjourn at 10:25 p.m.

Stephanie Flynn, Recorder

Bobbi Jo Pethke, Recorder

Minutes of a February 21, 2022 School District of Manawa Special Board of Education Meeting and Public Listening Session

Call to Order – President Johnson – 6:00 p.m. MES Board Room, 800 Beech Street

Present: Reierson, Griffin, J. Johnson, Pethke, Jepson, and Hollman. R. Johnson absent.

Verify Publication of Meeting - Dr. Oppor verified.

Public Listening Session

- a. Overview of The American Rescue Plan (ARP) Act, the third federal COVID-19 relief law, passed in March 2021; provides one-time funds through the Elementary and Secondary School Emergency Relief (ESSER) III grant program.
- b. School District of Manawa Proposal for ESSER III grant program.
- c. Public Input - none

Approve by Consent: Accept Resignation of Special Education Paraprofessional, Approval of Support Staff Transfer Request as Presented, Approval of Support Staff - Food Service Worker as Presented, Approval of Support Staff - Special Education Paraprofessional 15 hours/week as Presented, and Approval of Support Staff - Special Education Paraprofessional 28.75 hours/week as Presented

Public Comments: None

New Business:

Motion by Pethke / Griffin to Approve of Professional Staff Transfer Request as Presented. Motion carried. R. Johnson absent.

Motion by Jepson / Reierson to Approve of Elementary School Teacher as Presented.. Motion carried. R. Johnson absent.

Next Meeting Dates:

February 28, 2022 Regular Board of Education Meeting - 7:00 p.m.

March 14, 2022 Finance Committee Meeting - 6:00 p.m.

Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85 (1)(c), Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) To confer with the School Board as to a pending personnel matter involving a district employee.

Motion by Pethke / Griffin to move into closed session at 7:51 p.m. R. Johnson absent.

Motion by Jepson / Reierson to reconvene into open session at 8:15 p.m. R. Johnson absent.

Board May Act on Items Discussed in Closed Session

Motion by Pethke / Jepson to adjourn at 8:16 p.m. R. Johnson absent.

Bobbi Jo Pethke, Recorder

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
83021	CENTURY LINK	JPAP01	01/14/2022	Century Link monthly bill	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002200017	49.03
Totals for 83021							49.03
83022	CESA 6-CONFERENCE RE	JPAP01	01/14/2022	DATA VERIFICATION WORKSHOP/D WOLFGRAM & K TOHM	GENERAL FUND/TRANSFER TO CESA/NON-INSTRUCTION AL STAFF TRANIN	0	50.00
Totals for 83022							50.00
83024	GFL ENVIRONMENTAL	JPAP01	01/14/2022	Open PO for Garbage Removal	GENERAL FUND/CLEANING SERVICES/OPERATION	8002200016	836.16
Totals for 83024							836.16
83025	HEID MUSIC CO	JPAP01	01/14/2022	KEVIN PLEKAN INSTRUMENT REPAIRS -BARITONE	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4002200195	32.69
83025	HEID MUSIC CO	JPAP01	01/14/2022	KEVIN PLEKAN INSTRUMENT REPAIRS -BARITONE	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4002200195	58.81
Totals for 83025							91.50
83026	HEINEMANN	JPAP01	01/14/2022	INSTRUCTIONAL BOOKS	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/ENGLISH LANGUAGE	1012200096	3,119.58
Totals for 83026							3,119.58
83032	DELTA DENTAL-VISION	JPAP01	01/19/2022	JANUARY 2022 VISION INSURANCE	GENERAL FUND/VISION EFF 090115	0	555.14
83032	DELTA DENTAL-VISION	JPAP01	01/19/2022	JANUARY 2022 VISION INSURANCE (COBRA)	GENERAL FUND/VISION EFF 090115	0	4.65
Totals for 83032							559.79
83033	ALLIANT ENERGY	JPAP01	01/21/2022	PAES Lab Gas and Electric Bill	SPECIAL EDUCATION FUND/GAS FOR HEAT/BUILDINGS	272200033	148.94
83033	ALLIANT ENERGY	JPAP01	01/21/2022	PAES Lab Gas and Electric Bill	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/BUILDINGS	272200033	57.41
Totals for 83033							206.35
83034	AMAZON CAPITAL SERVI	JPAP01	01/21/2022	MARY ECK RAFFLE TICKETS	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002200224	17.09
83034	AMAZON CAPITAL SERVI	JPAP01	01/21/2022	MARY ECK RAFFLE TICKETS	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4002200224	12.89
Totals for 83034							29.98
83038	C.E.S.A. #9	JPAP01	01/21/2022	WI VIRTUAL SCHOOL NOVEMBER 2021 ENROLLMENTS	GENERAL FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen	0	308.99
Totals for 83038							308.99

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
83039	CINTAS FIRE 636525	JPAP01	01/21/2022	INSPECTION AT MES	FOOD SERVICE FUND/CLEANING SERVICES/OPERATION	0	197.98
					Totals for 83039		197.98
83040	CONCORD THEATRICALS	JPAP01	01/21/2022	CARRIE GRUMAN SPRING PLAY	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOCAL MUSIC	4002200244	484.40
					Totals for 83040		484.40
83043	KOBUSSEN BUSES LTD	JPAP01	01/21/2022	DECEMBER 2021BUS CHARGES	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED FLEET	0	41,722.50
83043	KOBUSSEN BUSES LTD	JPAP01	01/21/2022	DECEMBER 2021BUS CHARGES	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CO-CUR RICULAR TRANS	0	2,910.06
83043	KOBUSSEN BUSES LTD	JPAP01	01/21/2022	DECEMBER 2021BUS CHARGES	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS	0	591.08
83043	KOBUSSEN BUSES LTD	JPAP01	01/21/2022	DECEMBER 2021BUS CHARGES	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIA L EDUCATION HDCP	0	6,749.58
83043	KOBUSSEN BUSES LTD	JPAP01	01/21/2022	DECEMBER 2021BUS CHARGES	COMMUNITY SERVICE FUND/TRAVEL-CONTRACT ED SERVICE/OTHER COMMUNITY SERVICES	0	472.21
83043	KOBUSSEN BUSES LTD	JPAP01	01/21/2022	DECEMBER 2021BUS CHARGES	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS	0	532.61
					Totals for 83043		52,978.04
83044	MARTIN SYSTEMS, INC.	JPAP01	01/21/2022	REPLACEMENT PHOTO SMOKE DETECTOR HEAD	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	139.65
83044	MARTIN SYSTEMS, INC.	JPAP01	01/21/2022	REPLACEMENT PHOTO SMOKE DETECTOR HEAD	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	105.35
					Totals for 83044		245.00
83049	RSCHOOL TODAY/DISTRI	JPAP01	01/21/2022	RSchool Today Integration Renewal	GENERAL FUND/TECH/SOFTWARE SERVIC/GENERAL ATHLETICS	4002200245	75.00
					Totals for 83049		75.00
83062	ENGELHARDT DAIRY OF	JPAP01	01/28/2022	LWJSHS DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	164.13
83062	ENGELHARDT DAIRY OF	JPAP01	01/28/2022	LWJSHS DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	126.60

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
83062	ENGELHARDT DAIRY OF	JPAP01	01/28/2022	MES DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	335.00
83062	ENGELHARDT DAIRY OF	JPAP01	01/28/2022	MES DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	193.00
						Totals for 83062	818.73
83065	PAN-O-GOLD BAKING	JPAP01	01/28/2022	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	59.10
						Totals for 83065	59.10
83066	PERFORMANCE FOODSERV	JPAP01	01/28/2022	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	199.09
83066	PERFORMANCE FOODSERV	JPAP01	01/28/2022	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	2,229.43
83066	PERFORMANCE FOODSERV	JPAP01	01/28/2022	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	142.46
83066	PERFORMANCE FOODSERV	JPAP01	01/28/2022	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	604.88
83066	PERFORMANCE FOODSERV	JPAP01	01/28/2022	USDA COMMODITY FOOD	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	61.20
83066	PERFORMANCE FOODSERV	JPAP01	01/28/2022	USDA COMMODITY FOOD	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	93.60
						Totals for 83066	3,330.66
83093	TOBII DYNAVOX LLC	JPAP02	02/04/2022	BOARDMAKER ONLINE PROFESSIONAL (1/7/22-1/6/23)	SPECIAL EDUCATION FUND/NON-CAPITAL TECH HARDWARE/MULTI-CATEG ORICAL	0	199.00
						Totals for 83093	199.00
83108	HEID MUSIC CO	JPAP02	02/10/2022	CARRIE GRUMAN SHEET MUSIC	GENERAL FUND/SHEET MUSIC/VOCAL MUSIC	4002200265	12.74
						Totals for 83108	12.74
83121	NASSCO, INC	JPAP02	02/14/2022	LWHS/MMS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	512.76
83121	NASSCO, INC	JPAP02	02/14/2022	LWHS/MMS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	386.82
83121	NASSCO, INC	JPAP02	02/14/2022	LWHS/MMS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	109.39
83121	NASSCO, INC	JPAP02	02/14/2022	LWHS/MMS CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	82.52
						Totals for 83121	1,091.49
212200121	CYRAN, JOSEPH	JPAP01	01/14/2022	VARSITY GIRLS BASKETBALL OFFICIAL ON 1/3/22 VS LOURDES ACADEMY	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	80.00

<u>CHECK</u>	<u>BATCH</u>	<u>CHECK</u>	<u>INVOICE</u>	<u>ACCOUNT</u>	<u>PO</u>	
<u>NUMBER</u>	<u>VENDOR</u>	<u>NUMBER</u>	<u>DATE</u>	<u>DESCRIPTION</u>	<u>NUMBER</u>	<u>AMOUNT</u>
					Totals for 212200121	80.00
					Totals for checks	64,823.52

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	559.79	0.00	52,230.12	52,789.91
27	SPECIAL EDUCATION FUND	0.00	0.00	7,154.93	7,154.93
50	FOOD SERVICE FUND	0.00	0.00	4,406.47	4,406.47
80	COMMUNITY SERVICE FUND	0.00	0.00	472.21	472.21
***	Fund Summary Totals ***	559.79	0.00	64,263.73	64,823.52

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

Name	Reference	Trans Date	Description	Post Date	Amount
		01/07/2022	FITNESS CENTER THRU 1/6/21	01/07/2022	390.00
			Totals for 15691		390.00
		01/07/2022	DONATED MONEY FROM M OPPOR FOR BOOKS FOR	01/07/2022	200.00
			Totals for 15692		200.00
		01/07/2022	MEDICAID	01/07/2022	2,606.93
			Totals for 15693		2,606.93
		01/07/2022	WORKERS COMP REIMBURSEMENT FOR C ZIEMER	01/07/2022	1,836.66
			Totals for 15694		1,836.66
		01/07/2022	FOOD SERVICE 12/23-1/7	01/07/2022	220.00
			Totals for 15695		220.00
		01/07/2022	CHROMEBOOK FEE	01/07/2022	30.00
			Totals for 15696		30.00
		01/07/2022	DISTRICT FEE	01/07/2022	15.00
			Totals for 15697		15.00
		01/07/2022	BAND	01/07/2022	200.00
			Totals for 15712		200.00
		01/07/2022	INTEREST ACCOUNT - WORK PERMITS	01/07/2022	30.00
			Totals for 15713		30.00
		01/07/2022	STUDENT COUNCIL	01/07/2022	294.00
			Totals for 15714		294.00
		01/07/2022	ART CLUB	01/07/2022	757.75
			Totals for 15716		757.75
		01/07/2022	STUDENT COUNCIL	01/07/2022	401.25
			Totals for 15717		401.25
		01/07/2022	GBB 12/21/21	01/07/2022	438.00
			Totals for 15718		438.00
		01/07/2022	GBB 1/3/22	01/07/2022	295.00
			Totals for 15719		295.00
		01/07/2022	WRESTLING 1/3/22	01/07/2022	164.00
			Totals for 15720		164.00
		01/07/2022	DENIM DECEMBER LWHS/MMS	01/07/2022	140.00
			Totals for 15721		140.00
		01/07/2022	WEEK ENDING 1/7/22	01/07/2022	1,749.00
			Totals for 15722		1,749.00
		01/14/2022	TOWN OF BEAR CREEK	01/14/2022	10,218.26
			Totals for 15710		10,218.26
		01/14/2022	TOWN OF UNION	01/14/2022	206,871.63
			Totals for 15711		206,871.63
		01/14/2022	ST LAWRENCE	01/14/2022	116,158.50
			Totals for 15724		116,158.50
		01/14/2022	MANAWA	01/14/2022	247,012.27
			Totals for 15725		247,012.27
		01/14/2022	LEBANON	01/14/2022	89,099.80
			Totals for 15726		89,099.80
		01/14/2022	LITTLE WOLF	01/14/2022	476,770.44
			Totals for 15727		476,770.44
		01/14/2022	OGDENSBURG	01/14/2022	28,827.54
			Totals for 15728		28,827.54
		01/14/2022	MUKWA	01/14/2022	52,221.25
			Totals for 15729		52,221.25
		01/14/2022	HELVETIA	01/14/2022	31,033.45
			Totals for 15730		31,033.45
		01/14/2022	WORKERS COMP BENEFIT FOR C ZIEMER	01/14/2022	765.28

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 15731		765.28
		01/14/2022	WORKERS COMP DIVIDEND PAYMENT	01/14/2022	7,024.00
			Totals for 15732		7,024.00
		01/14/2022	WORKERS COMP DIVIDEND PAYMENT	01/14/2022	1,200.00
			Totals for 15733		1,200.00
		01/14/2022	NSF REDEPOSIT FOR K PLEKAN	01/14/2022	162.00
			Totals for 15735		162.00
		01/18/2022	JANUARY PAYMENT	01/18/2022	30,058.00
			Totals for 15723		30,058.00
		01/18/2022	HS FOOD SERVICE WEEK OF 1/17-21	01/18/2022	1,508.50
			Totals for 15736		1,508.50
		01/18/2022	ADMISSIONS BBB VS WHITE LAKE 1-7-22	01/18/2022	147.00
			Totals for 15737		147.00
		01/18/2022	STUDENT COUNCIL	01/18/2022	492.00
			Totals for 15766		492.00
		01/18/2022	STUDENT COUNCIL	01/18/2022	228.00
			Totals for 15767		228.00
		01/19/2022	COBRA REPAYMENT FROM UMR	01/19/2022	210.94
			Totals for 15621		210.94
		01/20/2022	URGENT NEEDS	01/20/2022	20.00
			Totals for 15759		20.00
		01/20/2022	ROYALTON PROPERTY TAXES	01/20/2022	219,933.66
			Totals for 15760		219,933.66
		01/21/2022	FOOD SERVICE DEPOSIT FOR WEEK OF 1/17-21	01/21/2022	586.26
			Totals for 15754		586.26
		01/21/2022	ADMISSIONS FOR 1/14 GBB VS NORTHLAND LUT	01/21/2022	527.00
			Totals for 15755		527.00
		01/21/2022	STUDENT COUNCIL	01/21/2022	573.75
			Totals for 15768		573.75
		01/21/2022	CLASS OF 2026	01/21/2022	180.00
			Totals for 15769		180.00
		01/21/2022	CLASS OF 2027	01/21/2022	250.00
			Totals for 15770		250.00
		01/21/2022	CLASS OF 2028	01/21/2022	165.00
			Totals for 15771		165.00
		01/21/2022	CLASS OF 2027	01/21/2022	5.00
			Totals for 15772		5.00
		01/21/2022	ATHLETICS	01/21/2022	30.00
			Totals for 15773		30.00
		01/21/2022	DISTRICT FEE	01/21/2022	20.00
			Totals for 15774		20.00
		01/21/2022	ATHLETIC FEE	01/21/2022	90.00
			Totals for 15775		90.00
		01/21/2022	DISTRICT FEE	01/21/2022	23.00
			Totals for 15776		23.00
		01/21/2022	INSTRUMENT FEE	01/21/2022	40.00
			Totals for 15777		40.00
		01/21/2022	PARKING FEE	01/21/2022	15.00
			Totals for 15778		15.00
		01/21/2022	YEARBOOK FEE	01/21/2022	122.00
			Totals for 15779		122.00
		01/21/2022	CHROMEBOOK CHARGES	01/21/2022	20.00
			Totals for 15780		20.00

Name	Reference	Trans Date	Description	Post Date	Amount
		01/21/2022	CAPP ENGLISH	01/21/2022	100.00
			Totals for 15781		100.00
		01/21/2022	CLASS OF 2024	01/21/2022	5.00
			Totals for 15782		5.00
		01/28/2022	HS FOOD SERVICE DEPOSIT	01/28/2022	536.00
			Totals for 15756		536.00
		01/28/2022	HS FOOD SERVICE DEPOSIT	01/28/2022	1,092.00
			Totals for 15757		1,092.00
		01/28/2022	GBB VS PACELLI 1/20 129; BBB VS ONEIDA N	01/28/2022	694.00
			Totals for 15758		694.00
		01/28/2022	STUDENT COUNCIL	01/28/2022	833.00
			Totals for 15765		833.00
		01/31/2022	MAGIC WRITER E-FUNDS DEPOSIT	01/31/2022	1,155.15
			Totals for 12850		1,155.15
		01/31/2022	MONTHLY INTEREST FROM MONEY MARKET ACCOU	01/31/2022	0.05
			Totals for 13797		0.05
		01/31/2022	TO RECORD MONTHLY INTEREST FOR STUDENT A	01/31/2022	4.38
			Totals for 13798		4.38
		01/31/2022	MONTHLY INTEREST FOR GENERAL FUND CHECKI	01/31/2022	121.35
			Totals for 14032		121.35
		01/31/2022	TRANSPORTATION AID	01/31/2022	12,045.00
			Totals for 15739		12,045.00
		01/31/2022	BREAKFAST AID	01/31/2022	9,835.22
			Totals for 15740		9,835.22
		01/31/2022	ESSER II AID	01/31/2022	161,660.52
			Totals for 15741		161,660.52
		01/31/2022	ESSER II AID	01/31/2022	1,051.32
			Totals for 15742		1,051.32
		01/31/2022	DOUG SMITH SCHOLARSHIP PAYMENT	01/31/2022	2,000.00
			Totals for 15743		2,000.00
		01/31/2022	PAYMENTS FOR WRESTLING TOURNAMENT HOSTED	01/31/2022	750.00
			Totals for 15744		750.00
		01/31/2022	PILT PAYMENT FROM LITTLE WOLF	01/31/2022	606.49
			Totals for 15745		606.49
		01/31/2022	PILT PAYMENT FROM OGDENSBURG	01/31/2022	297.95
			Totals for 15746		297.95
		01/31/2022	PILT PAYMENT FROM CITY OF MANAWA	01/31/2022	690.89
			Totals for 15747		690.89
		01/31/2022	FITNESS CENTER DEPOSIT	01/31/2022	390.00
			Totals for 15748		390.00
		01/31/2022	RECORDER FEES	01/31/2022	236.50
			Totals for 15749		236.50
		01/31/2022	RECORDER FEES	01/31/2022	5.50
			Totals for 15750		5.50
		01/31/2022	FOOD SERVICE FOR WEEK OF 1/10-21	01/31/2022	445.00
			Totals for 15751		445.00
		01/31/2022	CHROMEBOOK FEES	01/31/2022	55.00
			Totals for 15752		55.00
		01/31/2022	FOOD SERVICE DEPOSIT FOR WEEK OF 1/24-28	01/31/2022	120.00
			Totals for 15753		120.00
		01/31/2022	CLASS OF 2030	01/31/2022	10.00
			Totals for 15761		10.00
		01/31/2022	CLASS OF 2031	01/31/2022	10.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 15762		10.00
		01/31/2022	CLASS OF 2034	01/31/2022	10.00
			Totals for 15763		10.00
		01/31/2022	WASHINGTON DC	01/31/2022	379.00
			Totals for 15764		379.00
		01/31/2022	DISTRICT FEE FROM EFUNDS	01/31/2022	15.00
			Totals for 15790		15.00
			Total for Cash Receipts		1,727,531.44

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	210.94	1,667,776.99	0.00	1,667,987.93
21	Special Revenue Trust Fund	0.00	8,550.13	0.00	8,550.13
27	SPECIAL EDUCATION FUND	0.00	32,664.93	0.00	32,664.93
50	FOOD SERVICE FUND	7,411.91	10,886.54	0.00	18,298.45
80	COMMUNITY SERVICE FUND	0.00	30.00	0.00	30.00
***	Fund Summary Totals ***	7,622.85	1,719,908.59	0.00	1,727,531.44

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



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor
Fr: Brad Johnson, Dan Wolfgram
Date: 1/31/22
Re: 2022 Varsity Baseball Coach Recommendations

We are recommending Chad Stroud as the head coach for the 2022 season.

We are recommending Greg Reynolds as an assistant coach for the 2022 season.

Name	Position	Information
Chad Stroud	Head Baseball Coach	Coach Stroud is returning as head baseball coach. Coach Stroud brings high goals and expectations to our program. We are happy to have his knowledge leading our program.
Greg Reynolds	Assistant Baseball Coach	Coach Reynolds is returning as an assistant baseball coach. Coach Reynolds brings strong baseball knowledge and experience to our program. We are excited about what he brings to the program.

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor
Fr: Brad Johnson, Dan Wolfgram
Date: 1/27/22
Re: 2022 Varsity Softball Assistant Coach Recommendation

We are recommending Jim Rawlings as the assistant coach for the 2022 season pending verification of a clear background check and fitness for duty physical.

We are recommending Randy Rosin as a volunteer coach for the 2022 season pending verification of a clear background check and fitness for duty physical.

We are recommending Pat O'Brien as a volunteer coach for the 2022 season pending verification of a clear background check and fitness for duty physical.

Name	Position	Information
Jim Rawlings	Assistant Softball Coach	<p>Coach Rawlings comes to us with a wealth of coaching experience and knowledge. Coach Rawlings has coached for numerous years in Wisconsin, Arizona, and Texas. He was formerly a head softball in Sahuarita, Arizona.</p> <p>Coach Rawlings has coached football and basketball in Manawa since moving here this past summer.</p> <p>We are excited to add CoachRawlings to our staff.</p>
Randy Rosin	Volunteer Softball Coach	<p>Coach Rosin has been an integral part of the success of our softball program in recent years. He has run our youth softball league for a number of years and has built a well-known traveling softball team, Manawa Freeze.</p> <p>Coach Rosin also has daughters on the High School team and we look forward to him working within our program.</p>
Pat O'Brien	Volunteer Softball	Coach O'Brien has been a volunteer assistant in our

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School District of Manawa

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	Coach	<p>program for a number of years. He has built a rapport with the girls and brings strong softball knowledge to the staff.</p> <p>We are excited to keep him on staff and continue to grow our program.</p>
--	-------	---

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor
Fr: Brad Johnson, Dan Wolfgram
Date: 2/8/22
Re: 2022 Varsity Track and Field Coach Recommendations

We are recommending Patrick Collins as the head coach for the 2022 track and field season.

We are recommending Nate Ziemer as an assistant coach for the 2022 track and field season.

We are recommending Jill Seka as an assistant coach for the 2022 track and field season.

Name	Position	Information
Patrick Collins	Head Track and Field Coach	Coach Collins returns as the Head Track and Field Coach. Coach has had a ton of success recently sending countless athletes to state and winning conference championships. He was also instrumental in the movement to get a rubberized track here in Manawa. We are excited for the direction our program is heading in and we are lucky to have him in charge.
Nate Ziemer	Assistant Track and Field Coach	Coach Ziemer is returning as an Assistant Track and Field Coach. He has been involved with our program for many years and is a big part of the upward trend we are seeing in our track program.
Jill Seka	Assistant Track and Field Coach	Coach Seka is returning as an Assistant Track and Field Coach. She, too, has been a part of this program for a very long time and has been successful in coaching throwing qualifying athletes for the WIAA state tournament in recent years.

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor
Fr: Brad Johnson, Dan Wolfgram
Date: 2/11/22
Re: 2022 Middle School Track and Field Coach Recommendations

We are recommending Dawn Millard as the head coach for the 2022 track and field season.

We are recommending Casey Johnson as an assistant coach for the 2022 track and field season.

We are recommending Jeff Bortle as an assistant coach for the 2022 track and field season.

We are recommending Mike Felts as a volunteer assistant coach for the 2022 track and field season.

Name	Position	Information
Dawn Millard	Head Track and Field Coach	Coach Millard returns as a middle school track coach. Coach has coached middle school track here in Manawa for many years and brings a positive upbeat attitude toward this coming season. She is also excited to learn more about "Feed the Cats" which is a training structure our high school program utilizes. We are excited and lucky to have Coach Millard back.
Casey Johnson	Assistant Track and Field Coach	Coach Johnson returns as a middle school track and field coach for his second season. Coach Johnson has been instrumental in implementing and sustaining the "Feed the Cats" approach here in Manawa. He will focus on sprinters again this spring.
Jeff Bortle	Assistant Track and Field Coach	Coach Bortle joins the middle school track and field staff for the first time this spring. He has coached for numerous years in our district and has a track record of success and building strong-relationships with the students. Coach Bortle is a strong believer

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

		in the “Feed the Cats” approach and will only add to the growth and discipline of this program.
Mike Felts	Volunteer Assistant Track and Field Coach	Coach Felts has coached youth sports here in Manawa but has not jumped to the middle school level until this spring. Coach Felts brings knowledge of the “Feed the Cats” program and will surely be an asset to its implementation and our program.

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**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 bussing schedules.

Reminder – Overnight and Water Related trips require BOE approval. Plan approval at least two months in advance.

Trip Name State Student Council Conf. Grade/Class Student Council / HS
 Teacher/Coach (responsible for trip) Mary Eck Cell # 920-407-2114
 Date(s) of trip 4/3 to 4/4

Destination and Address: Kalahari Resort, Wisconsin Dells.

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):
Develop Leadership skills.

No. of Students 7 No. of Teachers 1 No. of Chaperones (1) GROUP TOTAL 8
 Departure time 10am Return time 3pm Total hours _____ No. of Buses 1
 Start (pick up) point LWHS Return (drop off) point LWHS
 Require wheel chair accessible bus N/A

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. \$ _____
 FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

B. Per pupil student-paid miscellaneous costs

B. \$ Depending on funds available in Student Council account.

C. Lunch plans (check all that apply)

- Students will bring a sack lunch from home _____
- Food service staff will prepare box lunches _____
- Lunch will be purchased at site of field trip _____
- Not applicable _____

Lunch is included in registration fees.

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 Mary Eck

APPROVED Jan Wolfgram DATE 2/10/22
 Principal

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

*For Board Approval
 Scanned to
 Stephanie
 2/11/22
 Kesh*

D. TRANSPORTATION: (Complete all that apply.)

School Van – Call LWHS/MMS to reserve van. **Reservation completed by:** Mary Eck (completed 2/11/22)

Private Vehicles – Provide the information for each driver as noted in the table below.

Private vehicle data submitted by: N/A
Principal confirms submission of required documents to District Office: _____

Bussing costs (To be completed by Kobussen)

Total transportation charge: \$ N/A.

Transportation paid by SDM account: (To be completed by Principal) N/A.

FD _____ LOC _____ 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:

Bussing – Kobussen	School Van	Personal Vehicles
A copy of the form will be forwarded to Mrs. Thompson @ MES and Mrs. Koehn @ LWHS/MMS for all trips requiring bussing services. Mrs. Thompson and Mrs. Koehn will be the point of contact with Kobussen for all trip arrangements. Please contact Mrs. Tohm for all athletic trips/bussing inquiries.	A copy of the form will be forwarded to Mrs. Koehn, when the district van is being reserved.	Submit a copy of the following to District Office: <ul style="list-style-type: none"> • Valid Wisconsin driver's license. Driver must be at least 21 yrs. old. • Certification of insurance for at least the minimum required by Wisconsin law. • Vehicle inspection report from a certified auto dealership or service center.
Kobussen will build the trip and provide the quote for transportation.	Mrs. Koehn will enter the reservation on the District Vehicle shared Google calendar.	Verify vehicle has the proper number of safety belts for the number of passengers per state law.
Both the principal and staff trip organizer must approve the transportation quote.	On the day before or day of the trip, vehicle keys can be checked out of the high school office.	Verify that the vehicle has a first aid kit.
Kobussen will receive confirmation of an accepted quote from Mrs. Thompson, Mrs. Koehn, and Mrs. Tohm and will book the trip	Complete the Vehicle Usage Form. Return the completed report, gas credit card, and vehicle key to Carrie Koehn. Send the completed form with any receipts to the Business Manager following each trip.	

WASC Leadership Camp



WISCONSIN ASSOCIATION OF SCHOOL COUNCILS

Educating, Engaging, and Empowering Young Leaders in Wisconsin

[Home](#) > 2022 WASC State Conference

[Back](#)

Add to my calendar

2022 WASC State Conference

Start April 03, 2022
1:00 PM
End April 04, 2022
1:00 PM
Location Kalahari Resorts & Conventions
Wisconsin Dells, Wi

We are very excited to be planning the 2022 WASC State Conference to be **in-person** at the Kalahari Resorts & Conventions Center in Wisconsin Dells, WI. This conference has been developed with the intent to continue the development of leadership skills of the young adult leaders of Wisconsin. There is something for everyone, whether you are a JAM participant, or an SHS participant.

Both the JAM and the SHS state conferences take place over two days. Our JAM State Conference Host is Appleton Einstein Middle School and our SHS State Conference Host is Bay Port High School in Green Bay. The format for the conference will include nationally known motivational speakers, breakout groups, regional elections, competitions, entertainment, and a closing ceremony.

During each state conference the WASC sponsors a competition program. Schools may sign up for multiple competitions. Your JAM Competition Host School, Evansville J.C. McKenna Middle School,

REGISTRATION

- Participant Fee for member schools – \$80.00
- Participant Fee for non-member schools –

\$90.00

REGISTER

and your SHS Competition Host School, Brookfield Central High School, will have more details closer to April telling you how to sign up!

*****IMPORTANT:** For WASC to calculate the total payment for your group, you must enter a number of attendees when it asks for "additional guests" on the registration form. When figuring your number of "additional guests" include all the students attending AND all adults attending, **with the exception** of the one registering as the primary contact. Again, do NOT include the person filling out the registration with your total under "additional guests"; they will automatically be included in the cost of the event.

Additional information:

- There is a \$75 processing fee per school that is non-refundable.
- Room rates at the Kalahari will be \$149/room, and rooms can accommodate 4-6 students, depending on the type of room available. The cost of the room does include admission to the water park. Registration for rooms must be done separately. Here is information on how to reserve rooms:

MAKING RESERVATIONS

A dedicated website is now available for your attendees to book their hotel rooms online. Reservations can be made starting Feb 19, 2020 at this web address:

Booking Website:

<https://book.passkey.com/e/50076704>

TRACKING YOUR EVENT

We are providing an online dashboard for the event so you can view reservations, run reports, monitor critical stats and more at your convenience:

[Event Dashboard](#)

Per the policy at Kalahari Resorts, they **do not accept** completed Letters of Authorization forms, Tax Exemption forms, nor Purchase Orders to be submitted to us **at the hotel check-in**. They have a dedicated team that approves these forms to ensure validity prior to attachment to the reservations prior to check-in. These forms should be submitted no later than 7 days in advanced to us at dellscallcenterfax@kalahariresorts.com or fax them to [608-254-6116](tel:608-254-6116). We highly suggest that the attendees submit these forms at minimum two weeks in advanced prior to the hotel check in so our team can process them in a timely manner. Failure to follow this procedure may result in full room and tax charges to the attendees on their personal cards; since our Front Desk will not accept these forms at check-in. If you have any questions at all, attached is a link to the Kalahari website that will bring you to our general policy page for the entire resort, which explains our policies in full detail. (Link: <https://www.kalahariresorts.com/wisconsin/help/faq/>).

Monthly Enrollment Count for SY2021-2022

Grade	1-May-21	Sept 15,21	3rd Fri SEPT	OCT	NOV	DEC	JAN	2nd Fri JAN	FEB	MAR	APR	MAY
EC / Speech .5	4	2	2	2	4	4	4	4	5			
4K .6	23	32	31	31	31	32	32	32	31			
Kdg	32	24	24	25	25	26	26	25	26			
1	33	31	31	32	32	32	32	32	32			
2	28	35	35	35	34	34	34	34	34			
3	57	26	26	26	25	25	25	25	25			
4	32	59	59	59	58	58	58	58	58			
5	29	32	32	32	33	33	33	33	33			
6	49	33	33	33	34	34	34	34	32			
7	34	50	50	50	51	51	51	52	52			
8	40	33	33	34	33	33	33	33	32			
9	60	51	51	51	51	51	51	51	50			
10	59	59	59	58	57	56	56	56	56			
11	50	59	59	59	59	59	59	59	57			
12	64	52	52	53	53	53	53	52	55			
Students Enrolled	594	578	577	580	580	581	581	580	578	0	0	0
Less OE IN (non-resident)	-16	-21	-21	-21	-21	-27	-27	-27	-27	All Active OE IN less withdrawals		
Plus OE OUT (resident)	90	90	90	90	92	92	92	92	94	All Active OE OUT less withdrawals		
Less Tuition Sharing	-1	0	0	0	0	0	0	0	0			
Students in CESA Program	-2	-2	-2	-2	-2	-2	-2	-2	-1			
Total Resident Count	665	645	644	647	649	646	646	645	645	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

STATEMENT OF THE BOARD OF CANVASSERS

We, the undersigned members of the Board of Canvassers of the School District of Manawa, do hereby certify that the annexed and within tabular statement is correct and true as compiled from the original returns made to the school district in said school district, of the primary election held Tuesday, February 15, 2022. The number of votes given for the primary election of candidates for school board is as follows:

Full District

Nicole Rineck – 84
Stephanie Riske – 154
Scott Westphal – 64
Write-In – no name – 1

Board of Canvassers:

(Signed) 1.

2.

3.

Date: February 16, 2022

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

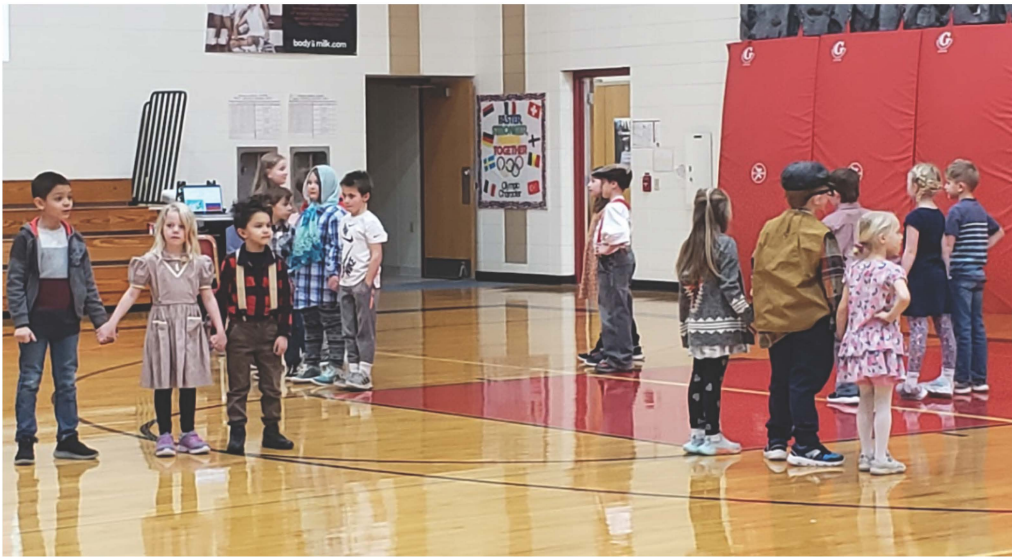
To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 1/7/22
Re: MES/Special Education Update

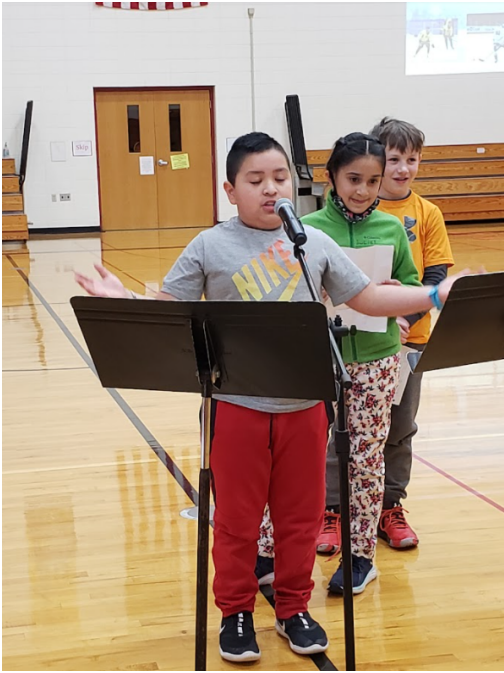
Manawa Elementary School

- K-5 teachers were given a glimpse of iReady on Monday, February 21st. We will be piloting this assessment, learning platform, and standards-based lesson resource for the remainder of the school year. Teachers were excited to see all it entails and how easy navigation is. We will begin to use iReady after spring break.
- The 2022 Winter Olympics was a success. Thank you to Mrs. Ziemer for planning a fun 2 weeks that starting with the 2022 MES Opening Ceremonies and ending with the Closing Ceremonies.
- We are excited to welcome Haley Lewallen to our MES staff. She is replacing Mrs. Hansen in 5th grade. Mrs. Hansen is transitioning to a new position as a Special Assignment Teacher who will support our struggling learners.
- Calan Strickman has been a real asset to our school in the last several weeks. The connections she is making with families and the support she is giving school staff as we work with DHHS has been invaluable.

Special Education

- Our new students are transitioning well to MES. The staff is doing an amazing job of making them feel welcome and part of our group.







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

Quiz Bowl: Congratulations to Mr. Collins and members of this year's Quiz bowl Team. the "A" Team finished 2nd in the Northern Division and the "B" Team finished 5th. The season was filled with close matches and Manawa students displayed a great depth of knowledge and sportsmanship.

Fitness Center Mirrors: Mirrors have been installed in the Fitness Center this past month. Staff, students, and community members have sent positive feedback regarding the installation.



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Happy FFA Week! Thanks to Mrs. Cordes and the student in FFA! We appreciate all that this organization does for the school and the community. The mission of the National FFA Organization is to make a lifelong commitment to teach leadership, build character and inspire a passion for learning in order to develop America's next generation of farmers and leaders. The pictures are recognitions from Governor Evers and State Superintendent Dr. Underly.



STATE of WISCONSIN
DEPARTMENT of PUBLIC INSTRUCTION

Proclamation

Whereas, the National FFA Organization has designated February 19-26, 2022, as FFA Week; and

Whereas, FFA and agriculture education provide a strong foundation for the youth of America and the future of the food, fiber, and natural resources systems; and

Whereas, FFA promotes premier leadership, personal growth, and career success among its members; and

Whereas, FFA and agricultural education ensure a steady supply of young professionals to meet the growing demands in the science, business, and technology of agriculture; and

Whereas, the FFA motto, "learning to do, doing to learn, earning to live, living to serve," gives direction of purpose to these students who take an active role in succeeding in agricultural education; and

Whereas, FFA promotes citizenship, volunteerism, patriotism, and cooperation; and

Whereas, members, advisors, state officers, alumni, sponsors, and staff of the Wisconsin Association of FFA are to be commended for their dedication to developing leaders for the future of the agriculture industry in the State of Wisconsin.

Therefore, be it resolved that, I, Jill K. Underly, PhD, State Superintendent of Public Instruction, do hereby proclaim in the state of Wisconsin,

FFA Week
February 19-26, 2022



Jill Underly
Jill K. Underly, PhD, State Superintendent

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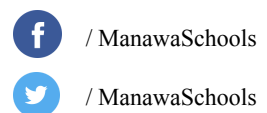
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Mr. Dan Wolfgram

Little Wolf High School Principal

Manawa Middle School Principal

School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

ACT Practice Test and Goal Setting: Thank you to Mrs. Konkol who organized and proctored a voluntary practice ACT test-taking session on Tuesday, February 8 with juniors. The opportunity was a valuable experience for the students and demonstrates the resolve on the part of the staff to prepare students for this assessment. 39 out of 59 students participated in the voluntary assessment. Mrs. Konkol conferenced with students on goal setting and their final results.

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Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 2/23/2022
Re: Business Office Monthly Update - February

It has been a relief to have the number of people requesting COVID-19 tests reduced. The last test I did was on February 2, 2022. I had many people tell me how thankful they were that the SDM was able to provide testing when there were no tests to be found anywhere. For me, it was a pleasure to be able to offer this service to the community.

I am thrilled to welcome Tammy Heger to the Food Service team! Food Service department remains understaffed by one employee due to a medical leave. I am hopeful to have that person back by mid-April.

The 2022-23 budget and the ESSER III spending plan has been at the top of my priority list this past month. Both plans have gone through multiple revisions and I am hopeful that the BOE members will find the plans to their liking. If the District does not utilize the ESSER III money for staffing, cuts will have to be made.

I attended the Ad hoc Recognition Committee meeting this past month. I think the committee came up with some good ideas about how to change the focus of the end of year celebration to show more appreciation to the entire staff.

The 2022-23 school year will be the first that the SDM qualifies for Title V money. This money is for districts that have fewer than 600 students and is classified as rural. The SDM may claim up to \$25,311 for allowable expenses. More information will be coming on this new source of federal money.

KOBUSSEN BUSES LTD.

Family Pride in Every Ride

February 8, 2022

January Transportation Report

Prepared For: School District of Manawa

To Whom it May Concern,

There were 19 days of school and 21 extracurricular trips for the month of January. We also had our first snow (cold) day on January 26th. January was fairly quiet, aside from our daily routes and extracurricular trips. Otherwise, not much is happening.

Most recently, we had our drivers take attendance of ridership and verify all students are accounted for on our routes. This is one key element in the event of an emergency, is accurate student information. Along with this, we are in the process of updating and creating new protocols and getting that information to Dr. Oppor.

Our recent safety meeting covered student management and rail road crossings. We also reviewed winter driving. Our next meeting will be related to emergency protocols.

As always, if you or anyone you know has questions about becoming a school bus driver, please, have them reach out. I am more than happy to answer any questions! We are in search of route drivers, substitute drivers, and sporting event drivers.

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. I appreciate any and all feedback!

Thank you,

Jacob Elsner
Terminal Manager
Kobussen Buses LTD



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Mrs. Michelle Johnson
District Reading Specialist

Feb 17, 2022

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: 2/17/2022

Re: District Literacy Highlights

MES Instructional Literacy/Cycles:

Purpose:

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



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KPI Literacy Data:

Fall to Winter Benchmark Scores Comparison:

Summary:

After reviewing the overall data from the Fall (2021) and Winter (2022) benchmark and universal assessment data, the Fountas and Pinnell, the STAR literacy, and classroom achievement have shown growth. Through the implementation of Really Great Reading Phonics, Interactive Read Aloud, coaching cycles, and the dedication from our staff, not only is growth apparent in the numbers, but students are feeling a sense of empowerment and self efficacy when it comes to their literacy skills. In addition to the growth observed, there is still continuous reflection and measures taken to project the positive momentum. An adjustment to specific and more targeted interventions are supporting the students where not enough progress is being seen, and the continuous expansion of the rigorous universal instruction to boost all students.

The Fountas and Pinnell scores are higher in comparison to the STAR due to the personal one-on-one test format vs the STAR is online. To increase the validity and value of assessments, our team will be shifting to utilizing iReady as a screener and intervention resources.

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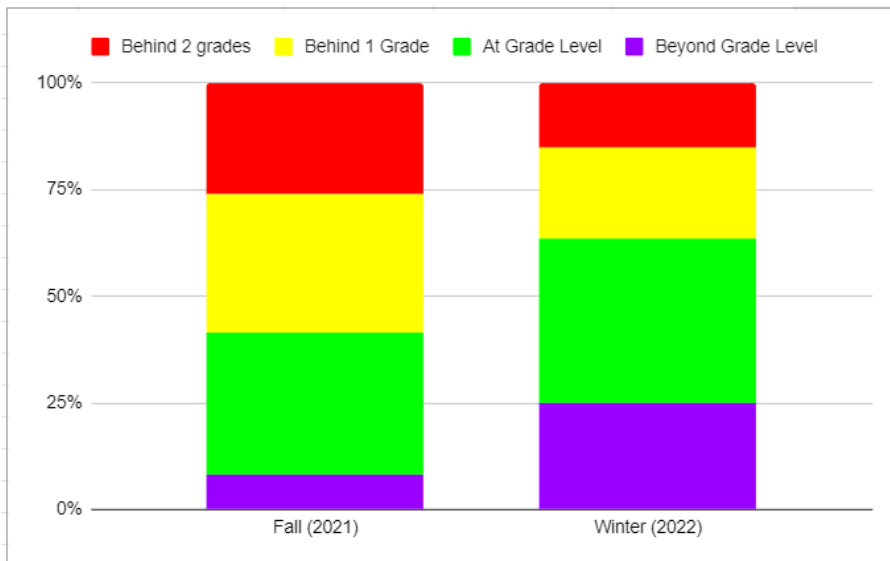


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Overall Fountas and Pinnell Benchmarking Grades 1-5

	Beyond Grade Level	At Grade Level	Behind 1 Grade	Behind 2 grades
Fall (2021)	16	64	63	50
Winter (2022)	45	70	39	27



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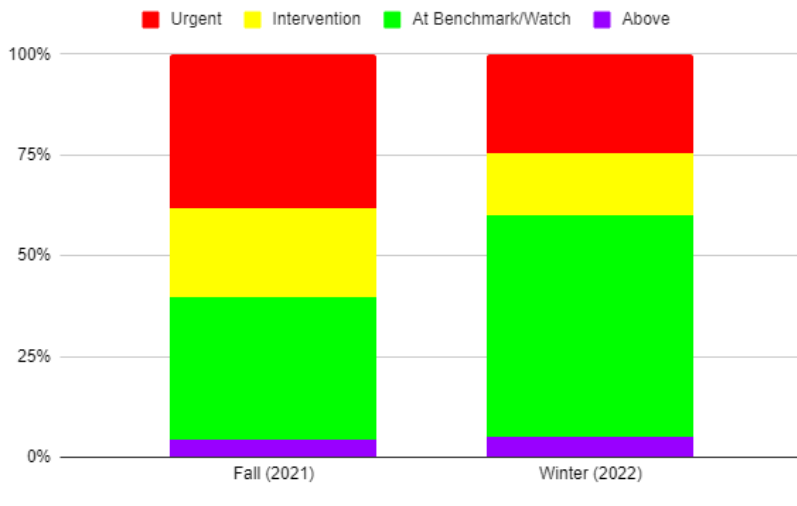
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Overall STAR Literacy District Comparison (Grades 1-5)



	Above	At Benchmark/	Intervention	Urgent
Fall (2021)	6	50	31	54
Winter (2022)	7	76	21	34

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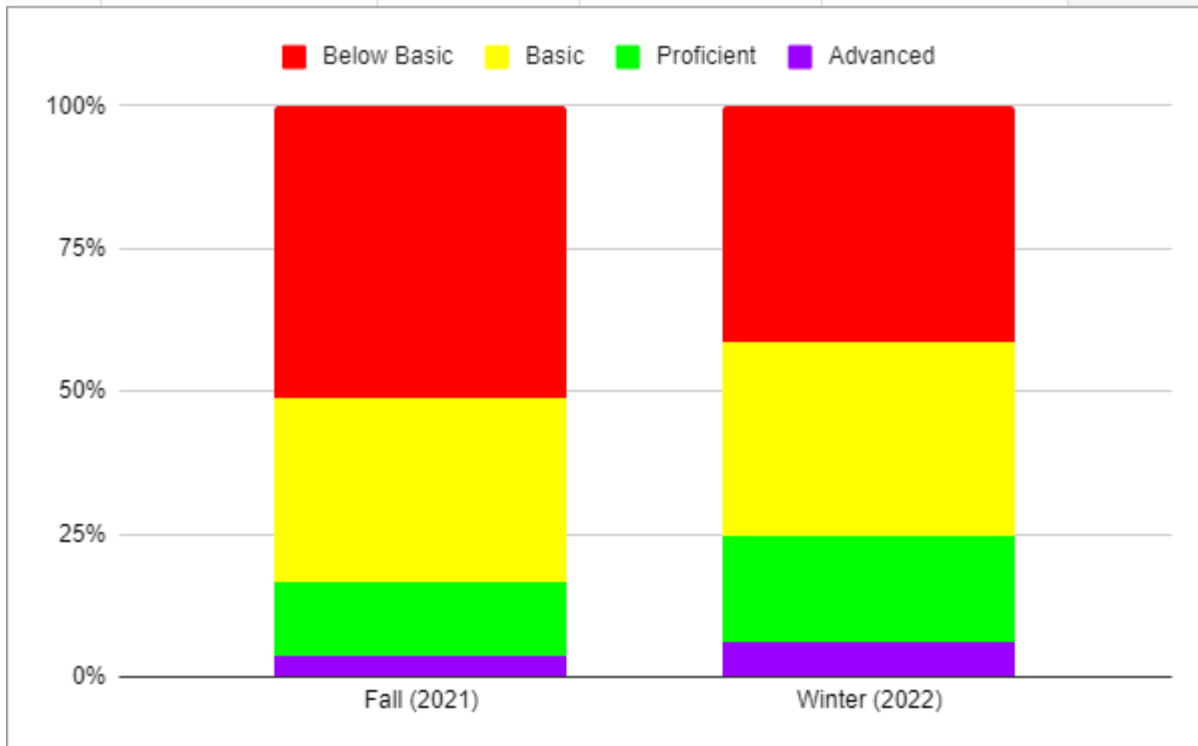
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Overall STAR Literacy State Comparison (Grades 1-5)



	Advanced	Proficient	Basic	Below Basic
Fall (2021)	5	17	43	68
Winter (2022)	8	25	45	55

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

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

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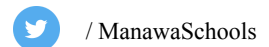
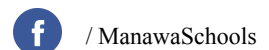
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- Classroom observations and scores

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



Mrs. Harvey's kindergarten class presenting their nursery rhymes through reading practice..

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Literacy Coaching at the Secondary Level:

At the secondary level, one of the main goals in our district's literacy plan for Little Wolf High and Manawa Middle school is to repurpose and redevelop professional learning teams to be driven by student data, to share solutions when students need additional support, and to build literacy commitments when focusing on disciplinary literacy. As a midyear check, Erin Loritz from Cesa 6, Principal Dan Wolfgram, and Michelle Johnson, met with each team to identify student accomplishments and to set action steps for the remainder of the school year. Collaboratively, we developed a vertical alignment of language and continued expansion of literacy skills scaffolding grades 6-12, planning with the end in mind. Below, are the literacy commitments each collaborative team has been regularly evolving/implementing within their content:

Social Studies:

Literacy Commitment: Exit Tickets/Reflections to show a commitment to monitoring literacy improvement.

We centered in on the vertical formulation of an opinion. How do we get from repeating what they were told to formulating their own views with evidence and logic?

Science

We will teach students how to use and abide by the scientific method while building the writing skills within lab development.

English

Developing aligned writing rubrics aligned to absolute standards with increased rigor each grade.

Kohler/CTE

In order to communicate intelligently, students will need to be proficient with technical terminology and nomenclature in order to complete tasks effectively and efficiently.

Art Team

Students will be expected to read and reflect on any given project or assignment. Students will be able to use terminology and vocabulary that is used in the lesson or assignment.

Phy Ed Team (Fitness Fighters)

Monthly character trait of the month (first Wednesday of the Month)/self reflection applied to real life/journal entry

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via Google Classroom

Non-negotiables across English curriculum:

Using punctuation

Not using “i”

Complete sentences

Not text talk

In addition to the continued success of conversations and action steps centralized around literacy commitments, the secondary teams are researching and developing literacy and math resource courses. Through networking with districts which are successfully implementing these courses (Kettle Moraine and Hortonville), we are developing courses to best close gaps of students who are struggling. Through a triangulation of data and teacher input, our next step is to clearly identify students who would benefit from enrollment into these courses.

Family and Community Connections

On Thursday, February 24th, Manawa Elementary School will be hosting a “Snow Much Fun Family Literacy Night.” Please, see the provided brochure for more information on activities planned for the evening.

Upcoming Dates:

Feb. 24th- Snow Much Fun Family Night

March 10-Erin Loritz, Cesa 6 PD with secondary

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Technology Board Report

Feb 23, 2022



Network and Server Infrastructure

Completed work on disaster recovery in the cloud to minimize exposure to ransomware. Will continue to test for the next 180 days. Continuing to consolidate all servers and will begin the updating process. Working with other school districts and our insurance company around Incident Response policies and procedures.

Skyward

Have begun to develop work groups for online enrolment and registration. Also looking at the end of year role over workflow.

Hardware Updates

Continue to wait for access points. Delayed due to chip shortage and shipping issues. Will be adding resources to existing servers to extend useful life.

Student Device Replacement

Received the 282 ECF grant Chromebooks. Inventory completed. Testing and configuration about 50% complete.

Minutes of a February 24, 2022 School District of Manawa Curriculum Committee Meeting

The meeting began at 6:30 p.m. MES Board Room, 800 Beech Street

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

In Attendance: Hollman, J. Johnson, Mr. Wolfgram, Dr. Oppor, Reiersen, Mary Johnson, and Jepson joined at 7:28 p.m.

Timer/Recorder: J. Johnson

1. Consider Endorsement of Summer School 2022 Booklet as Presented. Motion by J. Johnson / Hollman to Recommend Endorsement of the Summer School 2022 Booklet as Presented. Motion carried.
2. Consider Endorsement of Summer School 2022 Staffing as Presented. Motion by J. Johnson / Hollman to Recommend Endorsement of the Summer School 2022 Staffing as Presented to the full Board. Motion carried.
3. Consider Endorsement of Get Kids Ahead Mental Health Initiative as Presented. Recommend Endorsement of Get Kids Ahead Mental Health Initiative as Presented to the full Board.
4. Consider Endorsement of Student Council Overnight Field Trip as Presented. Motion by J. Johnson / Hollman to Recommend Endorsement of the Student Council Overnight Field Trip as Presented to the full Board. Motion carried.
5. Hear Presentation of MMS/LWHS Academic Achievement Data - Principal Wolfgram - Informational
6. Consider Endorsement of ACT Aspire Spring Testing Proposal as Presented. Motion by Hollman / J. Johnson to Recommend Endorsement of the ACT Aspire Spring Testing Proposal as Presented to the full Board. Motion carried.
7. Consider Endorsement of ACT Testing Proposal as Presented. Motion by J. Johnson / Hollman to Recommend Endorsement of the ACT Testing Proposal as Presented to the full Board. Motion carried.
8. Consider Endorsement of Middle School State Track Meet as Presented. Motion by J. Johnson / Hollman to Recommend Endorsement of the Middle School State Track Meet as Presented to the full Board. Motion carried.
9. Preview Academic Data Presentation for February 28, 2022 Board of Education Meeting - Informational.

10. Review of Spring Pilot Programs - Informational
 - a. iReady
 - b. Science Materials
 - c. Social Studies Materials
 - d. Other

11. Consider Endorsement of the 2022-2023 School Year Calendar as Presented. Motion by Jepson / J. Johnson to Recommend Endorsement of the 2022-2023 School Year Calendar as Presented to the full Board. Motion carried.

12. Review USDA Rural Utilities Service - Distance Learning & Telemedicine Grant Through ERVING Network - Informational

13. Wisconsin Model Early Learning Standards Department of Public Instruction Review <https://dpi.wi.gov/early-childhood>

14. Curriculum Committee Planning Guide
15. Next Meeting Date: March 15, 2022 5:00 p.m.
16. Next Meeting Items:
 - a. Curriculum Writing Plan (Information / Action)
 - b. Consider Endorsement of LWHS Science Course Curriculum Revisions (Information / Action) - Summer 2022
 - c. Consider Endorsement of iReady as the SDM Progress Monitoring Tool (Information / Action)
 - d. Other

17. Adjourn: Motion by J. Johnson / Jepson to adjourn at 8:03 p.m.

Minutes of a February 15, 2022 School District of Manawa Finance Committee Meeting

The meeting began at 6:03 p.m. MES Board Room, 800 Beech Street

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

In Attendance: Pethke, J. Johnson, R. Johnson, Griffin, Mrs. O'Brien, Dr. Oppor, Michelle Poppy, Stephanie Riske, Dean Marzofka, Danni Brauer, unknown caller, Jeanne Meier, Megan Schuelke

Timer/Recorder: J. Johnson

1. Review of 2021-22 Budget - Informational
 - a. Substitute Teacher Expenses
 - b. Snow Removal Costs
 - c. Other
2. Review Cost of One-Time Support Staff Stipend of \$250 (maximum) as Endorsed by the Policy and Human Resource Committee on January 31, 2022 using ESSER II Funds- Informational - will go to full the Board
3. ESSER III Overview - Informational
4. Consider Endorsement of Staff & Program Changes as Presented - Send to the full Board
5. Monthly Financial Summary - Informational
 - a. November
 - b. December
6. Finance Committee Planning Guide - Informational
 - a. Review of all Grants
 - b. Legal RFP
7. Next Finance Committee Meeting Date: March 14, 2022 6:00 p.m.
8. Next Finance Committee Items:
 - a.
 - b.
9. Motion by J. Johnson/R. Johnson to adjourn meeting at 7:17 p.m.

Minutes of a January 25, 2022 School District of Manawa
Building and Grounds Committee Meeting

The meeting began at 4:00 p.m., MES Board Room, 800 Beech Street
Board Committee Members: R. Johnson (C), Griffin, Hollman

In Attendance: R. Johnson (C), Hollman, Dr. Oppor, and Dan Wolfgram
Also present: Stephanie Riske, and Mary Griffin

Timer/Recorder: Hollman

1. Update on Rubberized Track Manawa
 - a. Athletic Booster Club Fundraising Effort
 - b. Scheduling
 - c. Other

Check with Scott Spiegelberg for donation of a second runway.

Moved by Hollman/R. Johnson to sign and finalize rubberized track purchase. Motion carried.

2. Review Safety Information
 - a. MacNeil Environmental Inspection Report
 - b. Safety Committee Recommendations
 - c. Other

No red flags from the Safety Committee or MacNeil walk through. Reviewed Ad hoc Safety Committee's points of interest. Informational

3. Manawa Elementary School Lighting Upgrade Phase 2 - Informational

4. Brainstorm and Prioritize 2022-23 Fiscal Year Projects as Presented.

Motion by Hollman / R. Johnson to purchase playground equipment and to purchase a new graduation stage for \$29,000 both to be funded from the fund balance. Motion carried.

5. Major Repair Updates - Informational
6. Discuss Options for Filling Custodial Position - Informational
 - a. Review Rate of Pay - Finance Committee
 - b. Buyer's Guide (free online), Shopper's Guide, and Classified Ad (\$30 a week)
 - c. Wisconsin Job Center
 - d. Temporary Use of a Cleaning Service
 - e. Indeed Free Service (Could Choose Paid Subscription)
 - f. District Website
 - g. WECAN
 - h. Other

7. Consider TruGreen 2022 Season Proposal

8. Continue Review of Key Performance Indicators

9. Buildings & Grounds Committee Planning Guide
10. Set Next Meeting Date: February 22, 2022 4:00 p.m.
11. Next Meeting Items:
 - a. Lawn Care Weed & Feed Request for Proposal
 - b. Schedule reseeding of new green spaces
 - c. School Forest New Management Plan
 - d. Long-term Maintenance Plan - Pfefferle as Presented [Operation Efficiencies] (Information / Action)
 - e. Custodial/Maintenance Plan - Pfefferle as Presented (Information / Action)
 - f. Other
12. Adjourn - Motion by Hollman / R. Johnson to adjourn at 5:17 p.m.

Minutes of a January 31, 2022 School District of Manawa
Policy and Human Resources Committee Meeting

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

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

In Attendance: J. Johnson, Pethke, Reiersen, Dr. Oppor, Mrs. O'Brien, Mrs. Riske, Mrs. Krueger, Mr. Bortle

Timer/Recorder: Pethke

1. Consider Endorsement of Safe Return to In-Person Instruction and Continuity of Services Plan as Presented. The Safe Return to In-Person Instruction and Continuity of Services plan is required by DPI to ESSER III funds of \$810,972.00 and the plan is due March 11, 2022. February 21, 2022 at 6:00 p.m. Community Engagement meeting. Motion by Reiersen / Pethke to endorse the Safe Return to In-Person Instruction and Continuity of Services Plan as presented. Motion carried.
2. Discuss and Consider Endorsement of Ideas for Support Staff Morale and Well-being. Motion by Reiersen/Johnson to recommend to the full board that the support staff receive a stipend \$250.00 max recommended by O'Brien. Motion carried. Pethke abstained.
3. Consider Endorsement of Waupaca County On-Site Flu Clinics for Fall 2022-23. Flu clinics for staff, students, and families at no cost to the district. Mrs. Reiersen said that the Masonic Center for the community has been the site for COVID-19, she noted concern with safety on SDM site. Motion by Pethke / Johnson to consider Endorsement of Waupaca County On-Site Flu Clinics for Fall 2022-23. Reiersen opposed. Motion carried.
4. Consider Endorsement of Revised Library/Media Center Protocols as Listed Below
 - a. PO2522 - Library Media Centers: Revised
Motion by Reiersen/Pethke to recommend PO2522 to the full board by. Motion carried.
 - ~~b. AG2522.01 - Support for Intellectual Freedom: New Administrative Guideline~~
 - c. Library Material Formal Reconsideration Form: New
Motion by Reiersen / Pethke to recommend to the full board with revision. Motion carried.

- d. Young Adult (YA) Materials Access Form: Updated and would be included in the 2022-23 registration packet for all students under the age of 16
 - e. PO9130 - Public Request, Suggestions, or Complaints: Revised
5. Review and Discuss Revised Policies as Listed - No action
 - a. PO0144.5 - Board Member Behavior and Code of Conduct
 - b. PO2700.01 - School Performance and State Accountability Report Cards
 - c. PO0167.3 - Public Comment at Board Meetings
 - d. PO2431 - Interscholastic Athletics
 6. 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
 7. NEOLA Administrative Guideline Updates Volume 30, No. 2 + Special Update
 - a. Consider Endorsement of Revised Administrative Guidelines as Listed - No action
 - i. AG1422 - Nondiscrimination and Equal Employment Opportunity
 - ii. AG1623 - Nondiscrimination and Anti-Harassment Section 504 ADA Prohibition Against Disability Discrimination in Employment
 - iii. AG2260 - Nondiscrimination and Access to Equal Educational Opportunity
 - iv. AG2260.01A - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE
 - v. AG3122 - Nondiscrimination and Equal Employment Opportunity
 - vi. AG3123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
 - vii. AG3160A - Physical Examination
 - viii. AG3421A - Important Notice of Employees Right to Documentation of Health Coverage
 - ix. AG4122 - Nondiscrimination and Equal Employment Opportunity
 - x. AG4123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
 - xi. AG4160A - Physical Examination
 - xii. AG4421A - Important Notice of Employees Right to Documentation of Health Coverage
 - xiii. AG5111 - Admission to the District
 - xiv. AG5112A - Admission to Kindergarten

- xv. AG5113 - Admission of Students Participating Under Open Enrollment
- xvi. AG5600A - Student Discipline
- xvii. AG8405A - Use of Animals in the Classroom and on School Premises

- b. Review and Discuss Revised Administrative Guidelines as Listed - No action
 - i. AG5320 - Immunization of Students in School
- c. Discuss and Make Decisions on Administrative Guideline Revisions to Recommend to Full Board as Listed - No action
 - i. AG2240 - Controversial Issues in the Classroom
 - ii. AG2260.01B - Nondiscrimination and Anti-Harassment Section 504/ADA Parents Procedural Rights Including Due Process Hearing
 - iii. AG2440 - Board Review
 - iv. AG3362.01 - Nondiscrimination and Anti-Harassment Reporting Threatening Behaviors
 - v. AG8390 - Use of Animals in the Classroom and on School Premises
 - vi. AG8450 - Management of Casual Contact Diseases

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

9. Set Next Meeting Date - February 14, 2022 at 6:00 p.m.

10. Next Meeting Items:

- a. School Nurse References - Nurse/Paramedical (Information / Action)
- b. Consider Staff Engagement Opportunities- KPI IV. Engagement & Satisfaction E., F., and G. Staff, Parent, and Student Surveys
- c. Review Staff Survey (Information / Action)
- d. Other

11. Motion by Pethke/Reierson to adjourn at 7:30 p.m. Motion carried.

Minutes of a February 14, 2022 School District of Manawa
Policy & Human Resource Committee Meeting

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

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

In Attendance: J. Johnson, Pethke, Reiersen, Dr. Oppor, Jen Krueger, Stephanie Riske, Michelle Johnson

Timer/ Recorder: Pethke

1. Consider Endorsement of Youth Adult (YA) Materials Access Form as Presented. Motion by Reiersen / Pethke to recommend the Youth Adult (YA) Materials Access Form as Presented to the full board. Reiersen opposed. Motion carried.
2. Consider Endorsement of Library Materials Reconsideration Form as Presented. Motion by Reiersen / Pethke to recommend the Library Materials Reconsideration Form as Presented to the full board. Motion carried
3. Consider Endorsement of PO9130 - Public Request, Suggestions, or Complaints as Presented. Motion by Reiersen / Pethke to recommend Endorsement of PO9130 - Public Request, Suggestions, or Complaints to the full board as Presented Motion carried.
4. Review and Discuss Revised Policies as Listed and Endorse Upon Completion
 - a. PO0144.5 - Board Member Behavior and Code of Conduct. Motion by Reiersen / Pethke to approve PO0144.5 - Board Member Behavior and Code of Conduct. Motion carried.
 - b. PO2700.01 - School Performance and State Accountability Report Cards. Motion by Reiersen / Pethke to approve PO2700.01 - School Performance and State Accountability Report Cards. Motion carried.
 - c. PO0167.3 - Public Comment at Board Meetings Motion by Reiersen / Pethke to approve PO0167.3 - Public Comment at Board Meetings. Motion carried.
 - d. PO2431 - Interscholastic Athletics. Motion by Reiersen / Pethke to approve PO2431 - Interscholastic Athletics. Motion carried.
5. Discuss and Make Decisions on Policy Revisions to Endorse to Full Board as Listed
 - a. PO0131.1 - Bylaws and Policies. Motion by Reiersen / Pethke to recommend no changes PO0131.1 - Bylaws and Policies. Motion carried.
 - b. PO2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. Motion by Pethke / Reiersen to approve PO2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. Motion carried.

- c. PO5517 - Nondiscrimination and Anti-Harassment - Student Anti-Harassment. Motion by Reiersen / Pethke to approve PO5517 - Nondiscrimination and Anti-Harassment - Student Anti-Harassment. Motion carried.
- 6. NEOLA Administrative Guideline Updates Volume 30, No. 2 + Special Update
 - a. Consider Endorsement of Revised Administrative Guidelines as Listed
 - i. AG1422 - Nondiscrimination and Equal Employment Opportunity. Motion by Reiersen / Pethke to approve AG1422 - Nondiscrimination and Equal Employment Opportunity. Motion carried.
 - ii. AG1623 - Nondiscrimination and Anti-Harassment Section 504 ADA Prohibition Against Disability Discrimination in Employment. Motion by Reiersen / Pethke to approve AG1623 - Nondiscrimination and Anti-Harassment Section 504 ADA Prohibition Against Disability Discrimination in Employment. Motion carried.
 - iii. AG2260 - Nondiscrimination and Access to Equal Educational Opportunity. Motion by Reiersen / Pethke to approve AG2260 - Nondiscrimination and Access to Equal Educational Opportunity. Motion carried.
 - iv. AG2260.01A - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE. Motion by Pethke / Reiersen to approve AG2260.01A - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Discrimination Based on Disability, Including Procedures for the Identification, Evaluation, and Placement of Students Suspected of Having a Disability, and the Right to FAPE. Motion carried.
 - v. AG3122 - Nondiscrimination and Equal Employment Opportunity. Motion by Reiersen / Pethke to approve AG3122 - Nondiscrimination and Equal Employment Opportunity. Motion carried.
 - vi. AG3123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment. Motion by Reiersen / Pethke to approve AG3123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment. Motion carried.
 - vii. AG3160A - Physical Examination. Motion by Reiersen / Pethke to approve AG3160A - Physical Examination. Motion carried.
 - viii. AG3421A - Important Notice of Employees Right to Documentation of Health Coverage. Motion by Reiersen / Pethke to approve AG3421A - Important Notice of Employees Right to Documentation of Health Coverage. Motion carried.
 - ix. AG4122 - Nondiscrimination and Equal Employment Opportunity. Motion by Reiersen / Pethke to approve AG4122 - Nondiscrimination and Equal Employment Opportunity. Motion carried.

- x. AG4123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment
Motion by Reierson / Pethke to approve AG4123 - Nondiscrimination and Anti-Harassment Section 504/ADA Prohibition Against Disability Discrimination in Employment. Motion carried.
 - xi. AG4160A - Physical Examination. Motion by Reierson / Pethke to approve AG4160A - Physical Examination. Motion carried.
 - xii. AG4421A - Important Notice of Employees Right to Documentation of Health Coverage. Motion by Reierson / Pethke to approve AG4421A - Important Notice of Employees Right to Documentation of Health Coverage. Motion carried.
 - xiii. AG5111 - Admission to the District. Motion by Reierson / Pethke to approve AG5111 - Admission to the District. Motion carried.
 - xiv. AG5112A - Admission to Kindergarten. Motion by Reierson / Pethke to approve AG5112A - Admission to Kindergarten. Motion carried.
 - xv. AG5113 - Admission of Students Participating Under Open Enrollment. Motion by Reierson / Pethke to approve AG5113 - Admission of Students Participating Under Open Enrollment. Motion carried.
 - xvi. AG5600A - Student Discipline. Motion by Reierson / Pethke to approve AG5600A - Student Discipline. Motion carried.
 - xvii. AG8405A - Use of Animals in the Classroom and on School Premises. Motion by Reierson / Pethke to approve AG8405A - Use of Animals in the Classroom and on School Premises. Motion carried.
- b. Review and Discuss Revised Administrative Guidelines as Listed and Endorse Upon Completion
- i. AG5320 - Immunization of Students in School. Motion by Pethke / Reierson to approve AG5320 - Immunization of Students in School. Motion carried.
- c. Discuss and Make Decisions on Administrative Guideline Revisions to Endorse to Full Board as Listed
- i. AG2240 - Controversial Issues in the Classroom
Motion by Pethke / Reierson to approve AG2240 - Controversial Issues in the Classroom. Motion carried.
 - ii. AG2260.01B - Nondiscrimination and Anti-Harassment Section 504/ADA Parents Procedural Rights Including Due Process Hearing.
Motion by Reierson / Pethke to approve AG2260.01B - Nondiscrimination and Anti-Harassment Section 504/ADA Parents Procedural Rights Including Due Process Hearing. Motion carried.
 - iii. AG2440 - Summer School. Motion by Pethke / Reierson to approve AG2440 - Summer School. Motion carried.
 - iv. AG3362.01 - Nondiscrimination and Anti-Harassment Reporting Threatening Behaviors. Motion by Pethke / Reierson to approve AG3362.01 - Nondiscrimination and Anti-Harassment Reporting Threatening Behaviors. Motion carried.

- v. AG8390 - Use of Animals in the Classroom and on School Premises. Motion by Reiersen / Pethke to approve AG8390 - Use of Animals in the Classroom and on School Premises. Motion carried.
 - vi. AG8450 - Management of Casual Contact Diseases. Motion by Pethke / Reiersen to approve AG8450 - Management of Casual Contact Diseases. Motion carried.
7. Consider Compensation Options for Staffing Shortages - Informational. On the Finance Committee agenda for further discussion and information.
 8. Policy & Human Resources Committee Planning Guide
 9. Set Next Meeting Date: March 15, 2022 at 6:00 p.m. and March 22, 2022 at 6:00 p.m.
 10. Next Meeting Items:
 - a. School Nurse References - Nurse/Paramedical (Information / Action)
 - b. Consider Staff Engagement Opportunities- KPI IV. Engagement & Satisfaction E., F., and G. Staff, Parent, and Student Surveys
 - c. Review Staff Survey (Information / Action)
 - d. Other
 11. Motion by Pethke/Reiersen to adjourn at 7:50 p.m. Motion carried.

Minutes of a January 24, 2022 School District of Manawa Ad hoc Safety Committee Meeting

The meeting began at 5:30 p.m. in the LWHS parking lot by the Fitness Center and proceeded to the MES Board Room, 800 Beech Street

Board Committee Member: Hollman

Committee Members: Dr. Melanie Oppor, Dan Wolfgram, Jeff Bortle, Danni Brauer, LuAnne Ujazdowski, Janine Connolly, Jill Seka, Nate Ziemer, Chief James Gorman, Chief Rob Rosenau, Sheriff Tim Wilz, Arndy Carlin, Mayor Mike Frazier, Krystal Draeger, Jill Timm, Eric Pynenberg, Amanda Bruette, Michelle Krisher, Russ Hollman, Justin Buschke, Keither Jepson, and Emma Riske

In Attendance: In Attendance: Dr. Melanie Oppor, Dan Wolfgram, Danni Brauer, Janine Connolly, Sheriff Tim Wilz, Arndy Carlin, Mayor Mike Frazier, Eric Pynenberg, Amanda Bruette, Russ Hollman

Guests: Carmen O'Brien, Casey Fields
Timer/Recorder: Dan Wolfgram

1. Discuss and Make Recommendations Regarding Exterior Lighting (Information / Action)
 - a. Manawa Elementary School
 - Need to address lighting in the back parking lot and playground area. Currently needs more lighting.
 - b. Manawa Middle/Little Wolf High School
 - More lighting is recommended on the northern exposure of the Fitness Center. Currently, there is a swath of darkness that runs the entire length of the sidewalk adjacent to the parking lot. Sidewalk lighting is also recommended all the way until 4th Street.
 - The city sidewalk running the length of 4th street is poorly lit on the northern side of the street. - Dr. Oppor is working with the city to investigate the installation of a 3-light pack to increase brightness.
 - New and /or additional flashing lighting is needed on 4th Street, Beech Street when approaching the school zones from all directions.
 - Pedestrian Concern - No crosswalks have been painted on the Eastern or Western entrances to Little Wolf High School from 4th Street. The consensus of the group was that the painting of the crosswalk was the responsibility of the City of Manawa.
2. Review Bus Related Safety (Information / Action)
 - a. Safe Routes to School/District Bussing Plan - Mrs. O'Brien
 - More in-city bus routes are being requested nearest the millpond area. Mrs. O'Brien demonstrated on a map the current in-town stops and explained the legal obligations and parameters where the school district

must provide transportation. These include crossing major highways, and bridges.

- One additional bus route = \$50,000
- Kobussen is exploring setting up another “group” pickup site and the possibility of winter route/stops

b. Review bus safety protocols and communication

Standard Operating Procedures (SOP's) are specific to each District. Waupaca County preferred calling procedure when dealing with an emergency situation is as follows:

1. Driver call 911
2. Driver call Kobussen
3. Driver call SDM Business Office
4. Driver Dr. Oppor

Contacting parents will be a shared responsibility between Kobussen and the SDM. Messaging will need to be consistent. Dean Marzofka will update bus lists in Skylert so accurate and swift messaging to parents can occur.

Accident or Breakdown: The Kobussen procedure is to deploy a substitute bus to the location of the event. Officers on site will assist with informing SDM officials where victims have been transported for further medical attention. SDM officials will call parents to inform parents/guardians directing them to appropriate medical facilities. In the event a parent shows up to the scene, officers on site will direct parents/guardians accordingly.

Recommendation: Have scenarios pre-scripted.

3. Review the Results of the Safety Assessment for Manawa Elementary School (Information / Action)
 - a. Issues

Elementary School and District Office

- **Bleacher Plan** - You can use it from an existing school. It may be as simple as a process to check before closing the bleachers to ensure no one is underneath.
- Provide fire extinguisher training to staff.
- Locate fire extinguisher signs higher and/or perpendicular to the wall
- Provide red reflective squares on the lower portion of mechanical room doors.
- **Remove door stops from exterior doors.**
- Name main hallways (include on floor plans)
- Several store rooms had missing ceiling tiles.
- All staff should have fob access to both buildings.
- Provide safety vests for staff
- Number gym doors on the inside.
- There are no cameras inside the gym.
- Fence on north side electrical/generator needs to be locked.

- Consider radio battery replacement program
 - Fire alarm pull station in gym is not protected.
 - **Install fence between parking lot and playground area.**
 - Identify storm shelter locations closer to classroom areas.
 - Take “GO KITS” to shelter locations.
- b. Recommendations - **High Priority Items in Yellow.**
 - c. **BOE Reminder** - Other items are NOT mandates but many of the items are recommendations and “nice to do” as time and budget allows.
 - d. Other
4. Review the Results of the Safety Assessment for Manawa Middle School/Little Wolf High School (Information / Action)
- a. Issues

Middle School/High School

- Verify room numbers are clearly visible from hallway.
 - **Teachers names should not be posted on classrooms.**
 - All staff should have fob access to both buildings.
 - Provide safety vests for staff
 - Items should not be stored in vestibules.
 - Hall at west end of gym should not be used as a store room.
 - Art room storeroom has heavy boxes stacked too high.
 - Art room storeroom has a wooden ladder.
 - Darkroom is not secured.
 - Missing door on server room by library.
 - Mouse trap exposed in server room by library.
 - Unprotected light switches in the gym.
 - Custodial room double doors were open and not occupied.
 - Curtains on stage should be open.
 - Switchable motion sensor lights could be installed in hall by stage.
 - Provide fire extinguisher training to staff.
 - **Locate fire extinguisher signs higher and/or perpendicular to the wall**
 - Provide red reflective squares on the lower portion of mechanical room doors.
 - Remove door stops from exterior doors.
 - Name main hallways (include on floor plans)
 - Fire door by main entrance does not seem to function properly.
 - **Take “GO KITS” to shelter locations.**
- b. Recommendations - **High Priority Items in Yellow.**
 - c. **BOE Reminder** - Other items are NOT mandates but many of the items are recommendations and “nice to do” as time and budget allows.
 - d. Other
5. Review Results of the Safety Assessment for Paving the Way (Information / Action)
- a. Issues

- b. Recommendations
 - Place address sign on rear of building.
 - Install security camera(s).
 - c. Other
6. Initial Review of New District Safety Handbook and Free Online Resources (Information / Action)
 7. Set Next Meeting Date: February 16, 2022 5:30 p.m
 8. Next Meeting Items:
 - a. Review and Revise District Safety Handbook
 - b. Review MacNeil Environmental Safety (Mock OSHA Inspection) Report
 - c. Other Issues of Concern to the District Ad hoc Safety Committee
 - d. Prepare Recommendations for Board of Education
 - e. Other
 9. Adjourn



Book	Policy Manual
Section	5000 Students
Title	Copy of GRADUATION REQUIREMENTS
Code	po5460
Status	First Reading
Adopted	June 20, 2016
Last Revised	November 16, 2020

5460 - GRADUATION REQUIREMENTS

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

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

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

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

- A. Student must attend high school for eight (8) semesters. Students may be eligible for early graduation in accordance with established policy and procedures. Students may have this requirement waived if the early graduation procedures established in the rules are followed.
- B. In accordance with State law, a board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in s. 115.28(7)(e)1) or is participating in a Board-approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.
- C. Credits - A Little Wolf High School diploma shall be granted upon successful completion of a total of **24 credits for the Class of 2023 and 25~~24~~** credits for **the** Class of **20~~24~~19** and beyond in grades 9 through 12 to include_:

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits
<u>Financial Literacy/Employability Skills</u>	<u>1/2 credit</u>
Electives for <u>202319 and beyond</u>	<u>8.59</u> credits
<u>Electives for 2024 and beyond</u>	<u>9.5 credits</u>

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/Tuancy Plan. A senior identified as truant during their last semester of coursework will not be permitted to participate in the graduation ceremony.

H. School Program Obligations

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

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

Graduation Activities and Ceremony

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

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

Policy Reporting and Review

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

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

Revised 1/21/19

Revised 11/18/19

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

Last Modified by Melanie Oppor on January 11, 2022



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of FOOD SERVICES
Code	po8500
Status	First Reading
Adopted	November 1, 2015
Last Revised	March 15, 2021

8500 - **FOOD SERVICES**

The Board shall provide cafeteria facilities in all school buildings where space permits, and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

The Board does not discriminate on the race, color, national origin, age, sex (including gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other legally protected category in its programs and activities, including employment opportunities in its educational programs or activities, including the Food Service program. Students and all other members of the District community and Third Parties are encouraged to promptly report incidents of unlawful discrimination and/or retaliation related to the Food Service program to a teacher, administrator, supervisor, or other official so that the Board may address the conduct. See Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food-service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold. In adopting such standards, the Board shall:

- A. consider the nutritional value of each food or beverage;
- B. consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and
- C. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

~~In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.~~

Dietary Modifications

~~Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. Substitutions to the standard meal requirements shall be made, at no additional charge, for students who are certified by a licensed physician to have a disability that restricts his/her diet, in accordance with applicable State and Federal requirements. To qualify for such substitutions the medical certification must identify:~~

A request for substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider with prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition necessitates dietary restrictions for the student. The individual making such a request of the Food Service Director shall be informed that medical certification that the student has a restricted diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b., must be submitted within two (2) school days from a health care provider with prescriptive authority in the State of Wisconsin or the dietary modification may be discontinued until such statement is received.

The medical certification must identify:

- A. the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;
- B. an explanation of how the condition or symptom affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons", but have a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted

For non-disabled students who need a nutritional equivalent milk substitute, only a signed request by a parent is required.

Meal Charges

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program.

The operation and supervision of the food-service program shall be the responsibility of the Business Manager. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Business Manager. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad Debt

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectible are also unallowable. District efforts to collect bad debt shall be in accordance with Policy 6152 - Student Fees, Fines, and Charges.

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectible no sooner than the end of the school year in which the debt was incurred. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year

when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFSA for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b).

Negative Account Balances

Students will be permitted to purchase meals from the District's food service using either cash on hand or a food service account. A student may be allowed to incur a negative food service account balance subject to the following conditions.

Students may be permitted to accumulate negative food service account balance as determined by the **Business Manager**~~District Administrator~~. The **Business Manager**~~District Administrator~~ shall determine the manner of determining permissible account balances by grade level. A student shall not be permitted to purchase a la carte items without sufficient account balance or cash on hand. Likewise, any student that has a negative account balance may not purchase a la carte items with cash unless the student is also able to bring his/her account current.

A student who has exceeded the permissible negative balance amount in his/her account and does not have cash on hand sufficient to purchase a meal will be treated respectfully. The District will provide meals to students with unpaid meal balances without stigmatizing them, will provide parents of students who charge meals with notification when a student charges a meal, and will make efforts to collect the charges incurred by the students so that the unpaid charges are not classified as "bad debt" at the end of the school year.

-
[X.] [Option-A]

-
If a student has a significant negative lunch account balance, s/he shall be provided a regular reimbursable meal that follows the USDA meal pattern, the cost of which shall continue to accrue to his/her negative lunch account balance.

-
{End-of-Option-A}

-
{ } [Option-B]

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~~If a student has a significant negative lunch account balance, s/he shall be provided an alternate meal at a reduced price recommended by the District Administrator and approved by the Board END-OF-OPTION], the cost of which shall continue to accrue to his/her negative lunch account balance, and his/her parent(s) shall be contacted to collect the outstanding charges. The alternate meal will be a low-cost alternative to the regular reimbursable meal and shall meet USDA nutritional standards or the Smart Snacks in Schools Regulations so that it qualifies for reimbursement under the National School Lunch/Breakfast Program.(-)~~

-
{End-of-Option-B}

~~Students that are receiving free or reduced price meals will be permitted to purchase a USDA approved meal if the student has the necessary funds with him/her to purchase the meal, regardless of whether the student has a negative account balance.~~

This policy and any implementing guidelines shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year. The policy and implementing guidelines will also be provided to all District staff with responsibility for enforcing the policies.

The food-service program may participate in the "Farm to School Program" using locally grown food in school meals and snacks.

No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours.

The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the last lunch period shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540.

The District Administrator will require that the food service program serve foods in the schools of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom.

The **Business Manager**~~District Administrator~~ is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one of its regular meetings annually.

Nondiscrimination Statement

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights

1400 Independence Avenue, SW

Washington, D.C. 20250-9410;

2. Fax: (202) 690-7442; or

3. E-mail: program.intake@usda.gov.

This institution is an equal opportunity provider.

All verbal or written civil rights complaints regarding the school nutrition programs that are filed with the District must be forwarded to the Civil Rights Division of USDA Food and Nutrition Service within three (3) days.

Revised 11/21/16

Revised 7/17/17

Revised 11/19/18

T.C. 3/15/21

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Legal

SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs

SP 59-2016 Modifications to Accommodate Disabilities in the School Meal Program

OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

42 U.S.C. 1758

15.137, 93.49, 115.34 -115.345, 120.10(16), 120.13(10), Wis. Stats.

7 C.F.R. Parts 15b, 210, 215, 220, 225, 226, 227, 235, 240, 245

42 U.S.C., Chapter 13

Last Modified by Melanie Oppor on January 11, 2022



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: January 25, 2022
Re: Scheduling of Rubberized Track Resurfacing

The purpose of this memo is summarize the track rubberized resurfacing.

- Prior to the work being completed, maintenance should use an edger tool to clean up any grass overgrowth onto the track area. All debris should be picked up. Signs should be posted that the track is closed for the month of June.
- The work on the track is set to start the week of June 6, 2022. The exact start date will be firmed up later this spring. They may try to arrive as early as June 3.
- The work will take roughly 5-7 days to complete.
- Once the work is completed, the surface should cure for about 7-10 days before the striping can be done.
- Mowing can be done as long as clippings are blown toward the center of the field.
- The resurfaced track needs to be kept as clean as possible until the painting of stripes is done so it is best to keep everyone off the track.
- If there is interest in adding another runway, it would need to be done in early May. The concrete must cure about 30 days before the rubberized surfacing can be applied.



7008 Northland Drive, Suite 150
 Minneapolis, MN 55428
 Ph: 763-533-2094
 Fx: 763-533-2096

DATE: January 4, 2022

QUOTATION	
QUOTE #:	LWHS v2

TO: Little Wolf High School / Manawa Middle School

Ship Date: TBD, lead time is 20-22 weeks

ATTN: Dan Wolfgram
 Principal

PHONE: 920-596-5800

FAX:

EMAIL: dwolfgram@manawaschools.org

FROM: Karen Tait-Fries

Ship to:
 515 East 4th St
 Manawa, WI 54949

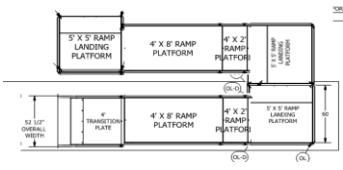
Customer has sole responsibility for off loading of their shipment (s) from the commercial carrier.

Warranty included: 3-year (excludes normal wear and tear)
 Terms of Proposal: prepayment

RE: Graduation Stage

To View The Product Listed Below Visit: www.stagingconcepts.com

Qty	U.M.	Bill of Material	List Price/U.M.	Total
1	LOT	Graduation Stage (6) 4'x8' SC90 Platforms, black HDPE surface, mill finish frame (24) 24"h SC90 Legs, mill finish (2) 2-Tread, 8" rise, 48" wide Stair Unit, black hdpe surface, black powder coat finish frame and (4) Handrails (1) U-SHAPE 24"h Ramp with Landing, black HDPE surface, mill finish frame, black powder coat finish Handrails (3) 8'L Two-Line Guardrails, black powder coat finish (1) 3'L Two-Line Guardrail, black powder coat finish (2) Guardrail Clamps, black powder coat finish Assumes 1-Stair and Ramp on 1-12' side, second Stair is on other 12' side. (40L) Skirting, black, box pleat, loop Velcro (40) Velcro Skirt Clips (2) 48"x100" Arena Storage Carts (1) 44"x100" Guardrail Storage Cart		\$28,531.00
			Total	\$28,531.00



Notes:
 Bid Bond NOT included

NIC = Not In Contract
 Customer has sole responsibility for off loading of their shipment (s) from the commercial carrier.
 Dock assumed onsite otherwise additional charges may apply.
 Site conditions requiring special equipment and extra costs will be the responsibility of the customer.
 Pricing valid for 30 days

Site Measure	NIC
Installation Supervisor	NIC
Installation Labor	NIC
Design and Submittal	Included
Engineering	NIC
Approx. Freight	\$1,027.00
Tax	NIC
Total	\$29,558.00

To View Quotation Terms and Conditions Visit: www.stagingconcepts.com/resource/staging-concepts-terms-and-conditions/

Accepted By _____
 Signature _____
 Printed Name _____
 Title _____
 Date _____

Staging Concepts
 Signature _____
 Karen Lee Tait-Fries
 Printed Name _____
 International Sales
 Title _____
 1/4/2021
 Date _____



Manawa Middle/Little Wolf High School Library

YOUNG ADULT MATERIALS ACCESS PROCEDURE

Dear Parents and Students (under 16),

Our collection of books in the Manawa Middle/Little Wolf High School Library is current and full of variety. Due to the fact that our library serves grades six through twelve with students ranging from about 11 to 18 years old, we keep a wide range of books for all grade levels on a wide variety of topics. It is the job of the district librarian and staff to make sure we have reading materials to suit all of these differences. Public school libraries are required to have a library collection that is diverse and inclusive, and we particularly strive to ensure that all students in the School District of Manawa can see themselves reflected on our library shelves; as well as experience the world beyond our district through reading materials. Another way to think about our school library collection is that it is about voice and choice with mirrors, windows and doors.

Not every book will be right for every student; but we will have books for every student. **Some of these books cover topics that are mature in nature including, but not limited to: language, sex, violence, drug or alcohol usage and may not be appropriate for all age levels.** Many times if a student checks out a book that they aren't ready for or that isn't a good fit, they will self-monitor and exchange it for something else. To help with this matter, our library places YA stickers on young adult books (those that are recommended for grades 9 and up.) Parents of students under the age of 16 have three options when registering their child(ren) regarding their child's access to young adult books in the Manawa Middle/Little Wolf High School Library. Please, read each option carefully and then select and initial the one that you feel is appropriate for your child:

Student Name: _____ Grade: _____

Option 1: NO YOUNG ADULT BOOKS

Parents selecting this option are saying that their child may **not** check out any books with a YA label at any time during the school year that they are under the age of 16. Parent Initials: _____

Option 2: PRIOR PARENT APPROVAL FOR YOUNG ADULT BOOKS

Parents selecting this option are asking to receive a permission slip for each YA labeled book that their child wishes to check out. This parent permission slip would need to be returned signed and approved before their child would be allowed to check out the requested young adult book. Parent Initials: _____

Option 3: ANY BOOK IN THE LIBRARY

Parents selecting this option are saying that they are okay with their child checking out **any** book from the library, including those labeled as YA. Parent Initials: _____

Parent Signature: _____ Date: _____

Our library works hard to meet the needs of all our readers! Children mature at different rates and have different backgrounds and interests. The Manawa Middle/Little Wolf High School Library follows the selection policy outlined in board policy 2522. Please use the QR code to view the board policy as needed.



We respect (and count on) your right as parents and guardians to help your own child choose reading materials, and we ask that you respect the rights of other parents to do the same. If your child is reading a book that doesn't work for them, send it back to the library, and we will help your student find a better fit. Though it may not be the right fit for your child right now, it may be the perfect fit for another child. Our school library will continue to have a diverse and inclusive collection to satisfy all of our middle and high school readers; our goal is to help everyone develop a love of reading. If we can ever be of help in recommending titles to your student or your family, please reach out and we will be happy to help.

NOTE: Students must have submitted this form prior to checking out any Young Adult books from the Manawa Middle/Little Wolf High School Library.

Mrs. Jennifer Krueger
District Library Media Specialist

Originated: December 8, 2021

Revised: February 1, 2022

File Location: bit.ly/SMD_YA



LIBRARY MATERIAL FORMAL RECONSIDERATION FORM

The School District of Manawa has an established library selection policy and a procedure for formal reconsideration of library materials. Completion of this form is the first step in that formal procedure. If you wish to request reconsideration of a resource, please return the completed form to the building principal.

Date:			
Name:			
Address:			
City:		State/Zip:	
Phone:		Email:	

Do you represent yourself? Or an organization? Name of Organization _____

I. Resource you are requesting for reconsideration:

Book (e-book) Magazine Digital Resource

Other, identify: _____

Title: _____

Author: _____

Publisher: _____ Copyright: _____

School Library where Material Resides: MES Library MMS/LWHS Library

II. What brought this resource to your attention?

III. Have you examined/read the entire resource? Yes No



Book	Policy Manual
Section	9000 Relations
Title	Copy of PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Code	po9130
Status	First Reading
Adopted	April 23, 2018
Last Revised	June 21, 2021

9130 - **PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS**

Any individual(s), having a legitimate interest in the staff, programs, and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board. At the same time, the Board reserves the right to protect District staff from harassment, disclosure of confidential information, and other violations of the staff or student's rights. It is the intent of this policy to provide guidelines for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy 1422, Policy 3122, and Policy 4122. This policy is not to be used to appeal or to otherwise seek review of a personnel decision that was or could have been reviewed through the grievance policy, Policy 3340 or Policy 4340.

It is the desire of the Board to address any such matters through direct, informal discussions. It is only when attempts at informal resolution fail that more formal procedures shall be used.

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the District Administrator for consideration. Only those items that are appropriate for consideration under this policy will be considered. The District Administrator may close out any such request presented to him/her that is not appropriate for consideration consistent with this policy. The Board reserves the right to reverse the District Administrator's decision to dismiss any item raised and to fully investigate or review the matter.

Guidelines for Matters Brought Forth Under This Policy

A. First Level

Generally, if the matter raised involves a staff member the individual(s) should discuss the matter with the staff member, if appropriate. The individual shall take appropriate action within his/her authority and District administrative guidelines to deal with the matter. Matters related to other aspects of the District operations, programming, or other decisions shall be brought generally to the administrator closest to the issue (e.g. if the matter relates to a decision, procedure, or the like in one of the schools, the matter should be raised first with the building principal or a designated person in the school).

Discussion with the staff member may not be appropriate in some situations including, for example, where the matter involves suspected child abuse, substance abuse, or any other serious allegation that may require investigation or inquiry by school officials prior to approaching the staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the immediate supervisor.

B. Second Level

If the matter has not been satisfactorily addressed at the First Level or it would be inappropriate to discuss the matter with the staff member, the individual(s) may discuss the matter with the staff member's supervisor, if applicable. Discussions with the supervisor shall occur promptly following any discussion with the staff member. If the matter involves allegations of

harassment, discrimination, bullying, or other conduct implicating other policies and investigative procedures, the supervisor shall proceed to follow the applicable procedures which may include informing the District Compliance Officer for further review.

Matters not involving staff members that are not resolved at the First Level may be brought to the Third Level.

C. Third Level

If the matter has not been satisfactorily addressed at the Second level, and the matter does not involve the District Administrator, the individual(s) may submit a written request for a conference to the District Administrator. This request should include:

1. the specific nature of the request, suggestion or complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the individual(s) (or child of a complainant) has been affected adversely, if at all, or an explanation of other adverse results or impact of the matter;
3. the action which the individual(s) wishes taken and the reasons why it is felt that such action be taken.

The request must be submitted promptly after discussion with the staff member's supervisor. The District Administrator shall respond in writing to the individual(s) and shall advise the Board of any resolution of the matter.

D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the District Administrator, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted within ten (10) business days of the latest attempt to resolve the matter. The written submission shall include all correspondences pertaining to the matter between the individual and any School District officials or employees.

The Board, after reviewing all material relating to the matter, will provide a written response or may, at its discretion, grant an opportunity to address the Board prior to making a final decision on the matter.

The Board's decision will be final on the matter. The Board may choose to consolidate complaints or other communications for consideration if more than one individual raises similar concerns before it, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.

If the individual(s) contacts an individual Board member to discuss the matter, the Board member may refer the individual(s) to this guideline or the District Administrator for further assistance.

Guidelines for Matters Regarding Instructional Materials

The District Administrator shall inform students and parents each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an inspection. See Policy 2414, AG 9130A.

If the request, suggestion, or complaint relates to instructional materials such as textbooks, ~~library books~~, reference works, and other instructional aids used in the District, the following procedure shall be followed:

A. The criticism is to be addressed to the Curriculum Director, in writing, and shall include:

1. author;
2. title;
3. the complainant's familiarity with the material objected to;
4. sections objected to by page and item;
5. reasons for objection.

B. Upon receipt of the information, the Curriculum Director (or Curriculum Director designee if the Curriculum Director and District Administrator are one in the same) may, after advising the District Administrator of the complaint, and upon the District Administrator's approval, appoint a review committee, which shall comply with the open meetings law.

C. If the request, suggestion, or complaint relates to the human growth and development curriculum or instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and

advising the Board on the design, review, and implementation of the curriculum. (See Policy 2414).

D. The committee, in evaluating the questioned material, shall be guided by the following criteria:

1. the appropriateness of the material for the age and maturity level of the students with whom it is being used
2. the accuracy of the material
3. the objectivity of the material
4. the use being made of the material

E. The material in question may not be temporarily withdrawn from use pending final resolution of the matter.

F. The committee's recommendation shall be reported to the District Administrator in writing within ten (10) business days following the first meeting of the committee. The District Administrator will advise the individual(s), in writing, of the committee's recommendation and the District Administrator's decision. The District Administrator shall also advise the Board of the committee's recommendation and his/her decision.

G. The individual(s) may submit an appeal the District Administrator's decision in writing to the Board President within ten (10) business days of receiving the decision. The written appeal and all written material relating to it shall be referred to the Board for review.

H. The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable. The Board shall determine on a case-by-case basis whether its review will include appearances by the petitioner and administration, be based on written submissions, or only on the record produced by the Committee and/or District Administrator.

No challenged material may be permanently removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

Revised 11/19/18

Revised 7/22/19

Revised 4/27/20

Revised 3/15/21

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Legal 118.01, Wis. Stats.
 118.019, Wis. Stats.
 20 U.S.C. 1232h

Last Modified by Melanie Oppor on February 23, 2022



Book	Policy Manual
Section	Board Meeting - February 28th
Title	Copy of BOARD MEMBER BEHAVIOR AND CODE OF CONDUCT
Code	po0144.5
Status	First Reading
Adopted	March 15, 2021

0144.5 - **BOARD MEMBER BEHAVIOR AND CODE OF CONDUCT**

The Board functions most effectively when individual Board members act ethically, professionally, and responsibly. School Board members serve as a member of the School District's governing body and do not have individual authority to represent a policy or enforce positions that are not supported by a majority of the Board as evidenced by official action of the Board (See Bylaw 0143 - Authority of Individual Board Members).

Board members accept responsibility for the well-being and positive leadership of the School District, for protecting the interests of the School District as a legal entity, and for facilitating governance for the purpose of delivering the highest quality educational and related services to all of the District's students. Conduct by Board members that compromises the legal position of the District should be avoided.

Any authority delegated to the Board President in this policy is automatically vested in the Board Vice President in the event that either the Board President is unavailable or the Board President is the Board member accused of violating this policy.

General Expectations of All Board Members

- A. Be familiar with and follow applicable local, State, and Federal laws and regulations.
- B. Be familiar with and comply with Board policies, including policies governing ~~Board member conduct and ethics (see Bylaw 0144.2)~~ and Board member ~~ethics and~~ conflicts of interest (see Bylaw 0144.3).
- C. Conduct themselves with integrity, honesty, and in a manner that reflects positively on the Board and on the District.
- D. Be accountable for guiding and supporting the policy decision-making process that impacts students, staff, and the community. The operation of the District is the responsibility of the administration.
- E. Establish and maintain a high level of honesty, credibility, and truthfulness in all matters dealt with by the Board.
- F. Treat others with respect and dignity at all times, and maintain decorum, and always communicate in a way that does not violate or illustrate disregard for Board policy concerning harassment or discrimination. This decency expectation applies in all communications, including while discussing sensitive, controversial, or matters involving disagreement.
- G. At all times conduct themselves in the best interest of the School District, including avoiding implicating the District in unlawful activity or supporting or encouraging efforts to harm the reputation, legal standing, or to bring other material harm to the interests of the District or the Board.
- H. Recognize that they should endeavor to make policy decisions only after full discussion at publicly held Board meetings.
- I. Render all decisions based on the available facts and independent judgment.

- J. Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.
- K. Work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the District Administrator.
- L. 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.
- M. Communicate to other Board members and the District Administrator expressions of public reaction to Board policies and school programs.
- N. 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 programs.
- O. 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.
- P. Inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Wisconsin Association of School Boards and the National School Boards Association.
- Q. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.
- R. Refrain from using their Board positions for personal partisan gain.
- S. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law.
- T. Work continually with the administration to identify the needs, goals, and priorities of the District.
- U. Remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.
- V. No Board member shall act or fail to act in his/her position as a Board member in violation of 946.12, Wis. Stats., regarding misconduct in public office.

Board Member Communication

Board members are expected to refrain from engaging in communication on behalf of the Board or on behalf of the District unless authorized to do so by majority vote of the Board (See Bylaw 0143.1).

Any Board member who chooses to engage in individual communication on matters related to Board and/or District business is expected to clearly identify whether the Board member is communicating in the following capacity:

- A. On behalf of the Board: normally, this is the function of the Board President or in the President's absence, the Vice President. The Board may by majority vote delegate this responsibility to another Board member in a specific circumstance. In every case, the Board Member communicating the Board's position shall do so as determined by the Board and avoiding individual interpretation or editorializing.
- B. As an individual Board member, but not on behalf of the Board: a Board member who speaks, including online, in social media forums, or in any other public forum, on matters related to Board and/or District business, but not as an officially designated spokesperson of the Board.

Board members who fail to adhere to this expectation, or who publicly communicate false or intentionally misleading information pertaining to Board action or District policy, will be asked to correct such communication in a way that is likely to reach the same audience as the false or misleading information. The Board President is authorized to communicate such requests to the pertinent Board member.

The Board President is authorized to issue public statements on behalf of the Board in the event a Board member expresses false or misleading information, or makes statements without properly identifying whether he or she is speaking as an individual Board

member. The President's communication should be limited to correcting the false or misleading statement, clarifying that the Board member was not speaking on behalf of the Board, and providing information relative to Board action if any on the subject matter.

Board Member Interaction with Staff

The general expectations of Board member decorum and civility apply to interactions with employees; however, because the Board is the employer of all District staff, this responsibility is appropriate for special reference. Each Board member is an individual with the authority to bring matters to the Board and to influence matters related to staff. Therefore, it is imperative that Board members treat all employees with respect and as professionals. Board members are also required to comply with Board Policies governing employee anti-harassment, non-discrimination, and threatening behavior.

No Board member has inherent authority to require any staff member to respond to the Board member regarding a specific request for information or to direct any staff member to perform or not perform any task, except as provided by Board policy or as directed by a majority vote of the Board.

Board members' access to and request for School District records and information is governed by Board Bylaw 0143.2.

Board Member Records and Confidentiality

Board members are expected to maintain their own public records created on resources not controlled by and thus not maintained by the School District. Each Board member is an elected official responsible for preserving all public records he/she creates, and to comply with requests to inspect such records. The District has no obligation nor responsibility to assist any Board member in fulfilling this responsibility with respect to records that are not maintained by the District.

Board members are encouraged to review Board policy defining and explaining public records, their maintenance, and public access (See Board Policy 8310).

Board members are expected to maintain and protect the privacy of District records, including student records, and communications received in closed session meetings of the Board.

Enforcement

Complaints alleging violations of the Board Member Code of Conduct may be brought by any person and can be submitted to the Board President or, if the Board President is the member accused of violating this policy, to the Vice President.

The President or Vice President shall review the complaint and determine whether he/she can investigate the matter or contact the School District's legal counsel for support. Upon completion of the investigation, if the conclusion reached is that the Board member violated the policy, the investigator shall brief the Board and may recommend action to be taken.

Board members are elected officials and therefore cannot be disciplined, prevented from participating in Board meetings, or removed from office by the Board. The Board may consider the following:

- A. Formal censure by resolution passed by a majority of the Board in an open session meeting of the Board.
- B. Removal from Board committee assignments for the remainder of the year and until the following organizational meeting of the Board, at which time the President is authorized to continue to withhold committee assignment. Approval of this sanction is an adopted exception to Bylaw 0155.
- C. Restriction on Board member rights granted by policy, including requesting items for a Board meeting agenda.
- D. Referral to proceed with efforts to remove the Board member from office for cause, which means inefficiency, neglect of duty, official misconduct, or malfeasance in office.
- E. Referral to law enforcement if any alleged misconduct constitutes potentially unlawful conduct.
- F. Other efforts to pursue compliance with and adherence to the policy as determined by the Board and not prohibited by law.

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Legal 946.12, Wis. Stats.
 17.13, Wis. Stats.

Last Modified by Steve LaVallee on February 25, 2022



Book	Policy Manual
Section	Board Meeting - February 28th
Title	SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS
Code	po2700.01
Status	First Reading
Adopted	October 1, 2015
Last Revised	November 16, 2020

2700.01 - **SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS REPORTS**

The Board believes that a vital component of the District's educational programs is ensuring that parents and other individuals are informed of the performance of the schools and the School District. To this end, the Board has adopted this policy.

State-School Performance Report (SPR)

The Board will 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. (X) 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. [Note: End of Choice] 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.~~

X(-) Per the Wisconsin Department of Public Instruction, the District shall may use links to the [WIS Edash Public Portal](#) to meet the electronic State School Performance Report requirements.

[X] The annual school and School District report shall be made available on the District's internet for public viewing.

The report shall generally include the following information, as required or modified by the State Superintendent:

- A. indicators of academic achievement, including the performance of students on Statewide assessment examinations by subject area
- B. dropout, attendance, retention in grade, and graduation rates
- C. number of suspensions and expulsions, the reasons for, and duration of, the suspensions and expulsions, and the length of time students are expelled
- D. staffing and financial data information
- E. number and percentage of resident students attending a course in a nonresident district and the number and percentage of nonresident students attending a course in the district, and
- F. method of reading instruction used in the District

Title I Provisions of the School/District Accountability Performance Report Card

In any year that the District receives Title I funding, its school/District accountability performance report card(s) must also include the information regarding the delivery of Title I services as described in Policy 2261.03.



Book	Policy Manual
Section	Board Meeting - February 28th
Title	Copy of PUBLIC COMMENT AT BOARD MEETINGS
Code	po0167.3
Status	First Reading
Adopted	April 25, 2016
Last Revised	July 19, 2021

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, 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 February 25, 2022



Book	Policy Manual
Section	Archived Materials 1/17/22
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	po2431
Status	First Reading
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 ~~provides 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~~ the following safeguards:

- A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a ~~District-~~ **fully licensed** ~~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 that 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 Melanie Oppor on February 25, 2022



Book	Policy Manual
Section	Board Meeting - February 28th
Title	Copy of NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES
Code	po2266
Status	First Reading
Adopted	August 17, 2020

2266 – **NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS OR ACTIVITIES**

Introduction

The Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

The Board prohibits sexual harassment that occurs within its education programs and activities. When the District has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.

Pursuant to its Title IX obligations, the Board is committed to eliminating sexual harassment and will take appropriate action when an individual is determined responsible for violating this policy. Members of the School District community who commit Sexual Harassment are subject to the full range of disciplinary sanctions set forth in this policy. Third parties who engage in sexual harassment are also subject to the disciplinary sanctions listed in this policy. The Board will provide persons who have experienced Sexual Harassment ongoing supportive measures as reasonably necessary to restore or preserve access to the District's education programs and activities.

Coverage

This policy applies to sexual harassment that occurs within the District's education programs and activities and that is committed by a Board employee, student, third-party vendor or contractor, guest, or other members of the school community.

This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the Board's education programs and activities; such sexual misconduct/sexual activity may be prohibited by the Student Code of Conduct if committed by a student, or by Board policies and administrative guidelines, applicable State and/or Federal laws and/or Employee Handbook(s) if committed by a Board employee.

Consistent with the U.S. Department of Education's implementing regulations for Title IX, this policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the District's education programs or activities. Sexual harassment that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, or by other applicable Board policies and administrative guidelines, applicable State and/or Federal laws and/or Employee Handbook(s) if committed by a Board employee.

Complaints alleging sexual harassment and/or discrimination on the basis of sex are also covered by and subject to the investigation procedures in Board Policy 5517 - Student Anti-Harassment. Complaints not covered by this policy may still be governed by and subject to the procedures in Policy 5517 - Student Anti-Harassment.

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.

Sexual Harassment: "Sexual Harassment" means conduct on the basis of sex that satisfies one or more of the following:

- A. A Board employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct (often called "*quid pro quo*" harassment);
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, **and** objectively offensive that it effectively denies a person equal access to the District's education program or activity; or
- C. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), or "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

- 1. "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. Sexual assault includes rape, sodomy, sexual assault with an object, fondling, incest, and statutory rape.
 - a. *Rape* is penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. Attempted rape is included.
 - b. *Sodomy* is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - c. *Sexual Assault with an Object* is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the offender other than the offender's genitalia.
 - d. *Fondling* is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
 - e. *Incest* is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by State law.
 - f. *Statutory Rape* is sexual intercourse with a person who is under the statutory age of consent as defined by Wis. Stat. §§ 948.02 or 948.09, or whose status as a student prohibits such sexual contact per Wis. Stat. §948.095.
 - g. *Other Sexual Contact* includes the intentional emission of bodily fluids on the complainant, or at the direction of the Respondent, for the purposes of sexual gratification as defined in Wis. Stat. § 940.225(5)(b).
 - h. *Consent* refers to words or actions that a reasonable person would understand as agreement to engage in the sexual conduct at issue. A person may be incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity. A person who is incapacitated is not capable of giving consent.
 - i. *Incapacitated* refers to the state where a person does not understand and/or appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition, disability, or due to a state of unconsciousness or sleep.
- 2. "Domestic violence" includes felony or misdemeanor crimes of violence committed by:
 - a. A current or former spouse or intimate partner of the victim;
 - b. A person with whom the victim shares a child in common;
 - c. A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner;

- d. A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime occurred; or
 - e. Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime occurred.
3. "Dating violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 4. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to – 1) fear for the person's safety or the safety of others; or 2) suffer substantial emotional distress.

Complainant: "Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent: "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal Complaint: "Formal complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the District investigate the allegation(s) of sexual harassment. At the time of filing a formal complaint with the District, a Complainant must be participating in or attempting to participate in the District's education program or activity. A "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal that the Board provides for this purpose) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a Complainant or a party to the formal complaint and must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

Actual Knowledge: "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator, or any District official who has authority to institute corrective measures on behalf of the Board, or any Board employee. The mere ability or obligation to report Sexual Harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the District. "Notice" includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator. This standard is not met when the only District official with actual knowledge is the Respondent. Imputation of knowledge-based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge.

Supportive Measures: "Supportive measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, school/campus escort services, mutual restrictions of contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus (including school buildings and facilities), referral to Employee Assistance Program, and other similar measures.

Education Program or Activity: "Education program or activity" refers to all operations of the District over which the Board exercises substantial control, including in-person and online educational instruction, employment, extra-curricular activities, athletics, performances, and community engagement, and outreach programs. The term applies to all activity that occurs on school grounds or on other property owned or occupied by the Board. It also includes events and circumstances that take place off-school property/grounds if the Board exercises substantial control over both the Respondent and the context in which the sexual harassment occurs.

School District community: "School District community" refers to 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: "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).

Inculpatory Evidence: "Inculpatory evidence" is evidence that tends to establish a Respondent's responsibility for alleged sexual harassment.

Exculpatory Evidence: "Exculpatory evidence" is evidence that tends to clear or excuse a Respondent from allegations of sexual 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 Board office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays),

Eligible Student: "Eligible student" means a student who has reached eighteen (18) years of age or is attending an institution of postsecondary education.

Title IX Coordinator(s)

The Board designates and authorizes the following individual(s) to oversee and coordinate its efforts to comply with Title IX and its implementing regulations:

Carmen O'Brien
Business Manager
920-596-5332
800 Beech Street
Manawa, WI 54949
cobrien@manawaschools.org

Daniel Wolfgram
Manawa Middle School/Little Wolf High School Principal
920-596-5310
515 East 4th Street
Manawa, WI 54949
dwolfgram@manawaschools.org

The Title IX Coordinator shall report directly to the District Administrator except when the District Administrator is a Respondent. In such matters, the Title IX Coordinator shall report directly to the Board President. Questions about this policy should be directed to the Title IX Coordinator.

The District Administrator shall notify applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements with the Board of the following information:

The Board of the School District of Manawa does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Carmen O'Brien
Business Manager
920-596-5332
800 Beech Street
Manawa, WI 54949
cobrien@manawaschools.org

Daniel Wolfgram
Manawa Middle School/Little Wolf High School Principal
920-596-5310
515 East 4th Street
Manawa, WI 54949
dwolfgram@manawaschools.org

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: <https://www.manawaschools.org/district/policies.cfm> The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

The District Administrator shall also prominently display the Title IX Coordinator's(s') contact information – including Name(s) and/or Title(s), Phone Number(s), Office Address(es), and Email Address(es) – and this policy on the District's website and in each handbook or catalog that the Board makes available to applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, Board employees, and all unions or professional organizations holding collective bargaining or professional agreements.

Grievance Process

The Board is committed to promptly and equitably resolving student and employee complaints alleging Sexual Harassment. The District's response to allegations of sexual harassment will treat Complainants and Respondents equitably, including providing supportive measures to the Complainant and Respondent, as appropriate, and following this grievance process before the imposition of any disciplinary sanctions or other actions, other than supportive measures, against the Respondent.

The Title IX Coordinator(s), along with any investigator(s), decision-maker(s), or any person(s) designated to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If a determination of responsibility for sexual harassment is made against the Respondent, the Board will provide remedies to the Complainant. The remedies will be designed to restore or preserve equal access to the District's education program or activity. Potential remedies include, but are not limited to, individualized services that constitute supportive measures. Remedies may also be disciplinary or punitive in nature and may burden the Respondent.

The Process described herein relates exclusively to complaints brought under this Policy. The District will continue to handle complaints subject to the District's other nondiscrimination and anti-harassment policies, including: Policy 5517 - Student Anti-Harassment; Policy 5517.01 - Bullying; 2260 - Nondiscrimination and Access to Equal Educational Opportunity; Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability.

Report of Sexual Discrimination/Harassment

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the Title IX Coordinator's(s') contact information listed above, or by any other means that results in the Title IX Coordinator receiving the person's oral or written report. Reports may be made at any time (including during non-business hours), by using the telephone number(s) or electronic mail address(es), or by mail to the office address(es), listed for the Title IX Coordinator(s).

Board employees are required, and other members of the School District community and Third Parties are encouraged, to report allegations of sex discrimination or sexual harassment promptly to the/a Title IX Coordinator or to any Board employee, who will, in turn, notify the/a Title IX Coordinator. Reports can be made orally or in writing and should be as specific as possible. The person making the report should, to the extent known, identify the alleged victim(s), perpetrator(s), and witness(es), and describe in detail what occurred, including date(s), time(s), and location(s).

If a report involves allegations of sexual harassment by or involving the Title IX Coordinator, the person making the report should submit it to the District Administrator, or another Board employee who, in turn, will notify the District Administrator of the report. The District Administrator will then serve in place of the Title IX Coordinator for purposes of addressing that report of sexual harassment.

The Board does business with various vendors, contractors, and other third parties who are not students or employees of the Board. Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, the Board retains the right to limit any vendor's, contractor's, or third party's access to school grounds for any reason. The Board further retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

A person may file criminal charges simultaneously with filing a formal complaint. A person does not need to wait until the Title IX investigation is completed before filing a criminal complaint. Likewise, questions or complaints relating to Title IX may be filed with the U.S. Department of Education's Office for Civil Rights at any time.

Any allegations of sexual misconduct/sexual activity not involving sexual harassment will be addressed through the procedures outlined in Board policies and/or administrative guidelines, the applicable Student Code of Conduct, or Employee Handbook(s).

Because the Board is considered to have actual knowledge of sexual harassment or allegations of sexual harassment if any Board employee has such knowledge, and because the Board must take specific actions when it has notice of sexual harassment or allegations of sexual harassment, a Board employee who has independent knowledge of or receives a report involving allegations of sex discrimination and/or sexual harassment must notify the/a Title IX Coordinator within two (2) days of learning the information or

receiving the report. The Board employee must also comply with mandatory reporting responsibilities pursuant to Wis. Stat. 48.981 and Policy 8462 – Student Abuse and Neglect, if applicable. If the Board employee’s knowledge is based on another individual bringing the information to the Board employee’s attention and the reporting individual submitted a written complaint to the Board employee, the Board employee must provide the written complaint to the Title IX Coordinator.

If a Board employee fails to report an incident of sexual harassment of which the Board employee is aware, the Board employee may be subject to disciplinary action, up to and including termination.

When a report of sexual harassment is made, the Title IX Coordinator shall promptly (i.e., within two (2) days) of the Title IX Coordinator’s receipt of the report of Sexual Harassment) contact the Complainant (including the parent/guardian if the Complainant is under eighteen (18) years of age or under guardianship) to discuss the availability of supportive measures, consider the Complainant’s wishes with respect to supportive measures, inform the Complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the Complainant the process for filing a formal complaint. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures. Any supportive measures provided to the Complainant or Respondent shall be maintained as confidential, to the extent that maintaining such confidentiality will not impair the ability of the District to provide the supportive measures.

Emergency Removal: Subject to limitations and/or procedures imposed by State and/or Federal law, the District may remove a student Respondent from its education program or activity on an emergency basis after conducting an individualized safety and risk analysis. The purposes of the individualized safety and risk analysis is to determine whether the student Respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sexual Harassment that justifies removal. If the District determines the student Respondent poses such a threat, it will so notify the student Respondent and the student Respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related District policies, including Policy 5120 - Assignment within District; Policy 5605 - Suspension/Expulsion of Students with Disabilities, Policy 5610 – Suspension and Expulsion, and Policy 5611 – Due Process Rights.

If the Respondent is a non-student employee, the District may place the Respondent on administrative leave during the pendency of the grievance process. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements.

For all other Respondents, including other members of the School District community and Third Parties, the Board retains broad discretion to prohibit such persons from entering onto its school grounds and other properties at any time and for any reason, whether after receiving a report of sexual harassment or otherwise.

Formal Complaint of Sexual Harassment

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information set forth above. If a formal complaint involves allegations of sexual harassment by or involving the Title IX Coordinator, the Complainant should submit the formal complaint to the District Administrator, who will designate another person to serve in place of the Title IX Coordinator for the limited purpose of implementing the grievance process with respect to that formal complaint.

The Complainant's wishes with respect to whether a formal complaint is filed will be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

When the Title IX Coordinator receives a formal complaint or signs a formal complaint, the District will follow its grievance process and procedures, as set forth herein. Specifically, the District will undertake an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and provide that credibility determinations will not be based on a person’s status as a Complainant, Respondent, or witness.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of sexual harassment or submitting a false formal complaint. The Board will not tolerate such conduct, which is a violation of the Student Code of Conduct and the Employee Handbook.

The Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

Timeline

The District will seek to conclude the grievance process within ninety (90) calendar days of receipt of the formal complaint, followed by the appeal process which shall be processed in a timely manner.

If the Title IX Coordinator offers informal resolution processes, the informal resolution processes may not be used by the Complainant or Respondent to unduly delay the investigation and determination of responsibility. The timeline, however, may be subject to a temporary delay of the grievance process or a limited extension for good cause with written notice to the Complainant and the Respondent of the delay or extension and the reasons for the action, except that any complaint covered by Policy 5517 - Student Anti-Harassment as well must comply with the timelines in that Policy, however, an investigation may still proceed as required under this Policy. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; and the need for language assistance or an accommodation of disabilities.

Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice of the following to the parties who are known:

- A. Notice of the Board's grievance process, including any informal resolution processes;
- B. Notice of the allegations of misconduct that potentially constitutes sexual harassment as defined in this policy, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known. The written notice must:
 1. Include a statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 2. Inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence.
 3. Inform the parties of any provision in the Student Code of Conduct, this policy, and/or Employee Handbook that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If during the course of the investigation, the investigator becomes aware of allegations about the Complainant or Respondent that are not included in the original notice provided to the parties, the investigator will notify the Title IX Coordinator and the Title IX Coordinator will decide whether the investigator should investigate the additional allegations; if the Title IX Coordinator decides to include the new allegations as part of the investigation, the Title IX Coordinator will provide notice of the additional allegations to the parties whose identities are known.

Dismissal of a Formal Complaint

The District shall investigate the allegations in a formal complaint *unless* the conduct alleged in the formal complaint:

- A. Would not constitute sexual harassment (as defined in this policy) even if proved;
- B. Did not occur in the District's education program or activity; or
- C. Did not occur against a person in the United States.

If one of the preceding circumstances exist, the Title IX Coordinator *shall* dismiss the formal complaint. If the Title IX Coordinator dismisses the formal complaint due to one of the preceding reasons, the District may still investigate and take action with respect to such alleged misconduct pursuant to another provision of an applicable code of conduct, Board policy, and/or Employee Handbook.

The Title IX Coordinator *may* dismiss a formal complaint, or any allegations therein, if at any time during the investigation :

- A. A Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations therein;
- B. The Respondent is no longer enrolled in the District or employed by the Board; or
- C. Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

If the Title IX Coordinator dismisses a formal complaint or allegations therein, the Title IX Coordinator must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

Consolidation of Formal Complaints

The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Where a grievance process involves more than one Complainant or more than one Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable.

Informal Resolution Process

Under no circumstances shall a Complainant be required as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, to waive any right to an investigation and adjudication of a formal complaint of sexual harassment. Similarly, no party shall be required to participate in an informal resolution process.

If a formal complaint is filed, the Title IX Coordinator may offer to the parties an informal resolution process. If the parties mutually agree to participate in the informal resolution process, the Title IX Coordinator shall designate a trained individual to facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. The informal resolution process may be used at any time prior to the decision-maker(s) reaching a determination regarding responsibility.

If the Title IX Coordinator is going to propose an informal resolution process, the Title IX Coordinator shall provide to the parties a written notice disclosing:

- A. The allegations;
- B. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; and
- C. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the Formal Complaint.

Before commencing the informal resolution process, the Title IX Coordinator shall obtain from the parties their voluntary, written consent to the informal resolution process.

During the pendency of the informal resolution process, the investigation and adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

The informal resolution process is not available to resolve allegations that a Board employee sexually harassed a student.

The informal resolution process is not available to resolve allegations involving a sexual assault involving a student Complainant and a student Respondent.

Investigation of a Formal Complaint of Sexual Harassment

In conducting the investigation of a formal complaint and throughout the grievance process, the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility is on the District, not the parties.

In making the determination of responsibility, the decision-maker(s) is (are) directed to use the preponderance of the evidence standard. The decision-maker(s) is charged with considering the totality of all available evidence, from all relevant sources.

The District is not permitted to access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party provides the District with voluntary, written consent to do so; if a student party is not an eligible student, the District must obtain the voluntary, written consent of a parent.

Similarly, the investigator(s) and decision-maker(s) may not require, allow, rely upon or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege in writing.

As part of the investigation, the parties have the right to:

- A. Present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence; and
- B. Have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney. The District may not limit the choice or presence of an advisor for either the Complainant or Respondent in any meeting or grievance proceeding.

C. (x) The District establishes the following restrictions, which apply equally to both parties, regarding the extent

to which an advisor may participate in the proceedings.:

Limit the advisor from:

- 1. questioning the other party,**
- 2. answering questions on behalf of any party, and**
- 3. disrupting the investigation process.**

Neither party shall be restricted in their ability to discuss the allegations under investigation or to gather and present relevant evidence.

The District will provide to a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings, with sufficient time for the party to prepare to participate. The investigator(s) and decision-maker(s) must provide a minimum of one (1) days' notice with respect to investigative interviews and other meetings.

Both parties shall have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Prior to completion of the investigative report, the Title IX Coordinator will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have at least ten (10) calendar days to submit a written response, which the investigator will consider prior to completion of the investigative report.

At the conclusion of the investigation, the investigator shall create an investigative report that fairly summarizes relevant evidence and send the report to each party and the party's advisor, if any, for their review and written response. The investigator will send the investigative report in an electronic format or a hard copy, at least ten (10) calendar days prior to the decision-maker(s) issuing a determination regarding responsibility.

Determination of Responsibility

The Title IX Coordinator shall appoint a decision-maker(s) to issue a determination of responsibility. The decision-maker(s) cannot be the same person(s) as the Title IX Coordinator(s) or the investigator(s).

After the investigator sends the investigative report to the parties and the decision-maker(s), and before the decision-maker(s) reaches a determination regarding responsibility, the decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the question of any decision to exclude a question as not relevant.

Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

Determination regarding responsibility: The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker(s) must apply the preponderance of the evidence standard.

The written determination will include the following content:

- A. Identification of the allegations potentially constituting sexual harassment pursuant to this policy;
- B. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, [and] methods used to gather other evidence;
- C. Findings of fact supporting the determination;
- D. Conclusions regarding the application of the applicable code of conduct to the facts;
- E. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the decision-maker(s) is recommending that the District impose on the Respondent(s) and whether remedies designed to restore or preserve equal access to the District's education program or activity should be provided by the District to the Complainant(s); and
- F. The procedures and permissible bases for the Complainant(s) and Respondent(s) to appeal.

Informal or formal disciplinary sanctions/consequences may be imposed on a student Respondent who is determined responsible for violating this policy (i.e., engaging in sexual harassment).

If the decision-maker(s) determines the student Respondent is responsible for violating this policy (i.e., engaging in Sexual Harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the District Administrator of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with Policy 5605 – Suspension/Expulsion of Students with Disabilities, Policy 5610 – Suspension and Expulsion, Policy 5610.01 – Alternative Expulsion Hearing Procedure, Policy 5610.02 – In-School Discipline, and Policy 5611 – Due Process Rights. The discipline of a student Respondent must comply with the applicable provisions of the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

Disciplinary sanctions/consequences may be imposed on an employee Respondent who is determined responsible for violating this policy including but not limited to (i.e., engaging in Sexual Harassment):

- A. oral or written warning;
- B. written reprimands;
- C. performance improvement plan;
- D. required counseling;
- E. required training or education;
- F. suspension with pay;
- G. suspension without pay;
- H. termination, and any other sanction authorized by any applicable Employee Handbook.

If the decision-maker(s) determines the employee Respondent is responsible for violating this policy (i.e., engaging in sexual harassment), the decision-maker(s) will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the District Administrator of the recommended remedies, so an authorized administrator can consider the recommendation(s) and implement an appropriate remedy(ies) in compliance with applicable due process procedures, whether statutory or contractual.

The discipline of an employee will be implemented in accordance with Federal and State law, and Board policy.

The following disciplinary sanctions/consequences may be imposed on a non-student/non-employee member of the School District community or Third Party determined responsible for violating this policy (i.e., engaging in sexual harassment):

- A. oral or written warning;
- B. suspension or termination/ cancellation of the Board's contract with the third-party vendor or contractor;
- C. restriction/prohibition on the third-party's ability to be on school property; and
- D. any combination of the same.

If the decision-maker(s) determines the third-party Respondent is responsible for violating this policy (i.e., engaging in sexual harassment), the decision-maker(s) will recommend appropriate remedies, including the imposition of sanctions. The Title IX Coordinator will notify the District Administrator of the recommended remedies, so appropriate action can be taken.

The decision-maker(s) will provide the written determination to the Title IX Coordinator who will provide the written determination to the parties simultaneously.

In ultimately, imposing a disciplinary sanction/consequence, the District Administrator will consider the severity of the incident, previous disciplinary violations (if any), and any mitigating circumstances.

The District's resolution of a formal complaint ordinarily will not be impacted by the fact that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

At any point in the grievance process and procedures, the District Administrator may involve local law enforcement and/or file criminal charges related to allegations of sexual harassment that involve a sexual assault.

The Title IX Coordinator is responsible for the effective implementation of any remedies.

Appeal

Both parties have the right to file an appeal from a determination regarding responsibility or from the Title IX Coordinator's dismissal of a formal complaint or any allegations therein, on the following bases:

- A. Procedural irregularity that affected the outcome of the matter (e.g., material deviation from established procedures);
- B. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- C. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant(s) or Respondent(s) that affected the outcome of the matter.

The Complainant(s) may not challenge the ultimate disciplinary sanction/consequence that is imposed.

Any party wishing to appeal the decision-maker(s)'s determination of responsibility, or the Title IX Coordinator's dismissal of a formal complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within five (5) days after receipt of the decision-maker(s)'s determination of responsibility or the Title IX Coordinator's dismissal of a formal complaint or any allegations therein.

Nothing herein shall prevent the District Administrator from imposing any remedy, including disciplinary sanction, while the appeal is pending.

As to all appeals, the Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

The decision-maker(s) for the appeal shall not be the same person(s) as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator(s). The decision-maker(s) for the appeal shall not have a conflict of interest or bias for or against Complainants or Respondents generally or an individual Complainant(s) or Respondent(s) and shall receive the same training as required of other decision-makers.

Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

The parties' written statements in support of, or challenging, the determination of responsibility must be submitted within five (5) days after the Title IX Coordinator provides notice to the non-appealing party of the appeal.

The decision-maker(s) for the appeal shall issue a written decision describing the result of the appeal and the rationale for the result. The original decision-maker(s)'s determination of responsibility will stand if the appeal request is not filed in a timely manner or the appealing party fails to show clear error and/or a compelling rationale for overturning or modifying the original determination. The written decision will be provided to the Title IX Coordinator who will provide it simultaneously to both parties. The written decision will be issued within five (5) days of when the parties' written statements were submitted.

The determination of responsibility associated with a formal complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker(s) for the appeal's decision is delivered to the Complainant and the Respondent. No further review beyond the appeal is permitted.

Retaliation

Neither the Board nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Complaints alleging retaliation may be filed according to the grievance procedures 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.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Confidentiality

The District will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, or FERPA's regulations, and State law under Wis. Stat. § 118.12, 34 C.F.R. part 99, or as required by law, or to carry out the purposes of 34 C.F.R. part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the District's obligation to maintain confidentiality shall not impair or otherwise affect the Complainant's and Respondent's receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

Application of the First Amendment

The Board will construe and apply this policy consistent with the First Amendment to the U.S. Constitution. In no case will a Respondent be found to have committed Sexual Harassment based on expressive conduct that is protected by the First Amendment.

Training

The District's Title IX Coordinator, along with any investigator(s), decision-maker(s), or person(s) designated to facilitate an informal resolution process, must receive training on:

- A. The definition of sexual harassment (as that term is used in this policy);
- B. The scope of the District's education program or activity;
- C. How to conduct an investigation and implement the grievance process appeals and informal resolution processes, as applicable; and
- D. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interests, and bias.

All Board employees will be trained concerning their legal obligation to report sexual harassment to the Title IX Coordinator. This training will include practical information about how to identify and report sexual harassment.

Recordkeeping

As part of its response to alleged violations of this policy, the District shall create, and maintain for a period of seven (7) calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the District shall document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the District's education program or activity. If the District does not provide a Complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the District in the future from providing additional explanations or detailing additional measures taken.

The District shall maintain for a period of seven (7) calendar years the following records pursuant to Wis. Stat. § 19.21(6):

- A. Each sexual harassment investigation including any determination regarding responsibility any disciplinary sanctions recommended and/or imposed on the Respondent(s), and any remedies provided to the Complainant(s) designed to restore or preserve equal access to the District's education program or activity;
- B. Any appeal and the result therefrom;
- C. Any informal resolution and the result therefrom; and
- D. All materials used to train Title IX Coordinators, investigators, decision makers, and any person who facilitates an informal resolution process.

The District will make its training materials publicly available on its website.

Outside Appointments, Dual Appointments, and Delegations

The Board retains the discretion to appoint suitably qualified persons who are not Board employees to fulfill any function of the Board under this policy, including, but not limited to, Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The Board also retains the discretion to appoint two (2) or more persons to jointly fulfill the role of Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor.

The District Administrator may delegate functions assigned to a specific Board employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, decision-maker, decision-maker for appeals, facilitator of informal resolution processes, and advisor, to any suitably qualified individual and such delegation, may be rescinded by the District Administrator at any time.

Discretion in Application

The Board retains the discretion to interpret and apply this policy in a manner that is not clearly unreasonable, even if the Board's interpretation or application differs from the interpretation of any specific Complainant and/or Respondent.

Despite the Board's reasonable efforts to anticipate all eventualities in drafting this policy, it is possible unanticipated or extraordinary circumstances may not be specifically or reasonably addressed by the express policy language, in which case the Board retains the discretion to respond to the unanticipated or extraordinary circumstance in a way that is not clearly unreasonable.

The provisions of this policy are not contractual in nature, whether in their own right or as part of any other express or implied contract. Accordingly, the Board retains the discretion to revise this policy at any time, and for any reason. The Board may apply policy revisions to an active case provided that doing so is not clearly unreasonable.

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Legal	20 U.S.C. 1681 et seq., Title IX of the Education Amendments of 1972 (Title IX)
	20 U.S.C. 1400 et seq., The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)
	42 U.S.C. 2000c et seq., Title IV of the Civil Rights Act of 1964
	42 U.S.C. 2000d et seq.
	42 U.S.C. 2000e et seq.
	42 U.S.C. 1983
	34 C.F.R. Part 106
	19.21(6), Wis. Stats.
	118.25, Wis. Stats.
	120.13, Wis. Stats.
	948.02, Wis. Stats.
	OCR's Revised Sexual Harassment Guidance (2001)
	20 U.S.C. 1092(F)(6)(A)(v)
	34 U.S.C. 12291(a)(10)
	34 U.S.C. 12291(a)(8)
	34 U.S.C. 12291(a)(30)



Book	Policy Manual
Section	Board Meeting - February 28th
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - STUDENT ANTI-HARASSMENT
Code	po5517
Status	First Reading
Adopted	June 20, 2016
Last Revised	April 27, 2020

5517 - STUDENT ANTI-HARASSMENT

Prohibited Harassment

It is the policy of the Board to maintain an educational environment that is free from all forms of harassment, **including sexual harassment**. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including **trans**gender 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 (hereinafter referred to as "Protected Classes"), and encourages those within the School District community as well as **T**hird **P**arties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Classes, through its policies on bullying (See Policy 5517.01 – Bullying).

Harassment may occur student-to-student, student-to-staff, staff-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 designed to end the harassment, prevent its reoccurrence, and 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 students, administrators, teachers, staff, and as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

For purposes of this policy, "third parties" include, but are not limited to, guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams parent), 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).

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
- B. Filing a malicious or knowingly false report or complaint of harassment;
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's **supervisory** duties

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.

Notice

Notice of the Board's policy on anti-harassment in the educational environment 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 classified 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 is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words 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. Bullying need not be based on any Protected Class. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including **trans**gender 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. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

Bullying that rises to the level of Sexual Harassment is 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, and 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.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one or more of the student's Protected Class that:

- A. places a student in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

"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 Title VII of the Civil Rights Act of 1964, "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

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

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 verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. **threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;**
- D. **unwelcome verbal expressions, 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 and obscene gestures;**
- E. **Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals;**
- F. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- G. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- H. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- I. unwelcome behavior or words directed at an individual because of gender;

Examples are:

1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
 2. rating a person's sexuality or attractiveness;
 3. staring or leering at various parts of another person's body;
 4. spreading rumors about a person's sexuality;
 5. letters, notes, telephone calls, or materials of a sexual nature;
 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- J. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life;

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:

1. hugging, kissing, or other physical contacts with a student;
2. telling sexual jokes to students;
3. engaging in talk containing sexual innuendo or banter with students;
4. talking about sexual topics that are not related to the curriculum;
5. showing pornography to a student;
6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
7. initiating or extending contact with students beyond the school day for personal purposes;
8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
10. 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);
11. going to a student's home for non-educational purposes;
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
13. giving gifts or money to a student for no legitimate educational purpose;
14. accepting gifts or money from a student for no legitimate educational purpose;
15. being overly "touchy" with students;
16. favoring certain students by inviting them to come to the classroom at non-class times;
17. getting a student out of class to visit with the staff member;
18. 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;

19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student "secrets" and having "secrets" with a student;
22. 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.

H. ~~remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and~~

- I. verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the workplace, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of: of interfering with the individual's educational performance; ~~of~~ creating an intimidating, hostile, or offensive learning environment; or ~~of~~ interfering with one's ability to participate in or benefit from a class or an educational program or activity. 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~~relative to~~ racial customs.

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: of interfering with the individual's work or educational performance; ~~of~~ creating an intimidating, hostile, or offensive learning environment; or ~~of~~ interfering with one's ability to participate in or benefit from a class or an educational program or activity. 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: of interfering with the individual's educational performance; ~~of~~ creating an intimidating, hostile, or offensive working and/or learning environment; or ~~of~~ interfering with one's ability to participate in or benefit from a class or an educational program or activity. 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.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of: of interfering with the individual's educational performance; ~~of~~ creating an intimidating, hostile, or offensive learning environment; or ~~of~~ interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability~~disabling condition~~, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Anti-Harassment Compliance Officers

The Board designates the following individuals to serve as the District's Compliance Officers (also known as "Anti-Harassment Compliance Officers"; 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
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 student handbooks and on the School District's web site.

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 ~~Reporting Procedures~~

~~Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor, or District employee or official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer at his/her first opportunity.~~

~~Students who believe they have been subjected to harassment are entitled to utilize the Board's complaint 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.~~

~~If, during an investigation of a reported act of bullying in accordance with Policy 5517.01—Bullying, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on 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, 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 this policy.~~

Reporting procedures are as follows:

- A. Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employees.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.
- C. Teachers, administrators, and other school officials who have the knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the Compliance Officer and the building principal or District Administrator.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employees.
- 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.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal shall be advised to designate both a male and a female Compliance Officer for

receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individuals shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

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, or to intercede informally on behalf of the student.

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) ~~business~~-days. Thereafter, the COs must contact the ~~Complainant~~~~student~~, if over age eighteen (18) or the ~~Complainant's~~~~student's~~ parents/~~guardians~~ if under the age eighteen (18), within two (2) ~~business~~ days to advise ~~s/he/them~~ of the Board's intent to investigate the alleged misconduct, including the obligation of the compliance officer to conduct an investigation following all the procedures outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a ~~Third Party 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 ~~contact the Complainant and~~ begin ~~either an informal or formal process (depending on the request of the Complainant or the nature of the alleged harassment), review and investigation or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation, or the CO will designate a specific individual to conduct such a process.~~ The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. The CO will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All ~~Board employees~~~~members of the School District community~~ must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) ~~calendar~~-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 student who believes that ~~they have~~~~s/he has~~ been subjected to harassment may seek resolution of ~~the his/her~~ complaint through the procedures described below. The formal 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.~~

Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).

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

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying and not Harassment under this Policy, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Complaint Procedure

~~A Complainant~~~~A student who believes s/he has been subjected to harassment hereinafter referred to as the~~ "Complainant", may file a complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the CO, District Administrator, or other District ~~official~~~~employee~~ who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District ~~official~~~~employee~~ at the student's school, the CO, District Administrator, or other District employee, either orally or in writing, about any complaint of harassment, 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 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 to 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.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer 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 class schedule for the Complainant or the ~~Respondent alleged harasser~~, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the () Principal () District Administrator **[END OF OPTION]** 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 the ~~Respondent individual alleged to have engaged in the harassing 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 a copy of ~~any relevant policies and/or these~~ administrative procedures and the Board's anti-harassment policy shall be provided to the Respondent at that time. The Respondent 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 will attempt to complete an investigation into the allegations of harassment 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. A principal will not conduct an investigation unless directed to do so by the Compliance Officer.~~

~~Although certain cases may require additional time, the CO or designee Compliance Officer will attempt to complete an investigation into the allegations of harassment based on a Protected Class or retaliation 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, 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 which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the ~~Respondent engaged in harassment/retaliation of the Complainant~~ **Complainant has been subject to harassment**. In determining if harassment occurred, a preponderance of evidence standard will be used. 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 ten (10) ~~business~~ days of receiving the report of the CO, the District Administrator **must** either **must** issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's ~~written~~ **final** decision will be 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 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 shall be final. 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 ("DPI"), Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.

If the decision of the District Administrator is that there is no finding of harassment pursuant to this policy, the student/parent will be informed of the provisions of Policy 5517.01 - Bullying.

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 ~~Third Party~~~~third party~~ alleging the harassment 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.

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 the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

Privacy/Confidentiality

The District will make all reasonable efforts to protect the rights of the Complainant and the Respondent. The District will respect the privacy of the Complainant, the Respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law. 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, the Respondent may become aware of 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 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.

Remedial ActionSanctions 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, 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 harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further ~~misconduct~~~~such harassment~~.

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 law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the ~~age~~~~ages~~ and maturity ~~level~~~~levels~~ of ~~any student~~~~those~~ involved. 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/medial** action has been taken against **the Respondent a member of the School District community**, 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 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.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the Complainant's status or educational 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.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator will develop a method of discussing this policy with the School District community. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

This policy shall be reviewed at least annually for compliance with local, State, and Federal law.

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 Compliance Officers, the name, mailing address and telephone number of the State agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.

A summary of this policy shall appear in the student handbook and shall be made available upon request of parents, students, and other interested parties.

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 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 **supportiveinterim** measures offered and/or provided to **the Complainant and/or the RespondentComplainants**, 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 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, 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

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Legal

48.981, Wis. Stats.

118.13, Wis. Stats.

P.I. 9, Wis. Admin. Code

P.I. 41 Wis. Admin. Code

20 U.S.C. 1400 et seq., the Individuals with Disabilities Education Act of 2004, as amended (IDEA)

29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended

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. 12101 et seq., Americans with Disabilities Act of 1990, as amended

34 C.F.R. Part 104, Section 504 Regulations

34 C.F.R. Part 300, IDEA Regulations

Last Modified by Steve LaVallee on February 25, 2022



Book Administrative Guideline Manual
Section For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title Copy of NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code ag1422 - Delete
Status
Adopted February 22, 2018

~~1422—NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY~~

~~This administrative guideline is established to assist in the proper implementation of Policy 1422 and Policy 1422.02.~~

~~**Policy 1422 states:**~~

~~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.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, or 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 programs and activities, including employment practices and opportunities.~~

~~The District's Compliance Officers identified in Policy 1422 shall handle inquiries regarding the Board's nondiscrimination policies and address any complaint of discrimination.~~

~~**Disability Discrimination And Reasonable Accommodation**~~

~~It is the policy of the Board that the District shall not discriminate on the basis of disability and shall provide reasonable accommodations to disabled individuals as required by State and Federal law.~~

~~In analyzing the District's duties and responsibilities under State and Federal law, it is important to note that the requirements of the Wisconsin Fair Employment Act and the Americans With Disabilities Act differ. The following chart summarizes and compares the major provisions of these two (2) laws and some of the important differences:~~

Issue	ADA	WFEA
Coverage	The ADA applies to employers with fifteen (15) or more employees	The WFEA covers any entity (with certain exceptions), including the State, engaged in any activity, enterprise, or business employing at least one (1) individual.
Definition of Disability	Physical or mental impairment that substantially limits one (1) or more of the major life activities of an individual, or being regarded as having such an impairment, or a records of having such an impairment.	Real or perceived impairment that: (a) makes (or is perceived to make) achievement unusually difficult or (b) limits (or is perceived to limit) the capacity to work.

~~For purposes of defining disability, "impairment" means a deterioration, a~~

lessening, or damage to a normal bodily function or bodily condition."

Major Life Activities

EEOC regulations define "major life activities" as 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, and working.

Makes achievement unusually difficult—The limitations on an individual's ability to achieve and capacity to work must be beyond normal limitations that might render a person unable to make certain achievements or perform every possible job.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

The inquiry concerning the effect of an impairment is not about "mere difficulty," but about "unusual difficulty."

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.

Limits the Ability to Work—Refers to the ability to perform the particular job in question.

Asymptomatic Conditions

Asymptomatic HIV/AIDS is a disability where it substantially limits the major life activity of reproduction.

Diseases such as HIV/AIDS may be disabilities under the WFEA even if in remission or the person is not otherwise actively suffering from the effects of the disease.

Exclusions From Coverage

A person who is not a "qualified individual with a disability" is not covered by the ADA. A person who is currently engaging in the illegal use of drugs is not a "qualified individual." Homosexuality and bi-sexuality are not impairments, and therefore not disabilities. Other conditions that are specifically excluded from ADA coverage include:

It is not discrimination where the disability is reasonably related to the individual's ability to adequately undertake the job-related responsibilities of that individual's employment, membership, or licensure.

Transvestism, transexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders.—Compulsive gambling, kleptomania, or pyromania.

—Psychoactive substance use disorders resulting from the current illegal use of drugs.

Reasonable Accommodation

The employer must demonstrate that accommodation would impose "undue hardship" on operation of business.

Employer has the burden of proving that an accommodation would pose a "hardship" on the employer's program, enterprise, or business.

It is inappropriate to conclude as a matter of law that any particular kind of action is not required as an

accommodation:

An accommodation may be "reasonable" and still pose a "hardship" to the employer.

Essential Functions

The fundamental job duties of the employment position which the disabled individual holds or desires, but not the marginal functions of the position.

No provision of the WFEA uses the term essential function.

A job function may be essential for the following reasons:

- The reason the position exists is to perform that function
- There are a limited number of employees available among whom the performance of that job function can be distributed
- The function may be highly specialized so that the incumbent in the position is hired for his/her expertise or ability to perform the job

Evidence of whether a particular function is essential includes:

- The employer's judgment as to which functions are essential advertising or interviewing applicants for the job
- The amount of time spent on the job performing the function
- The consequences of not requiring the incumbent to perform the functions
- The terms of the collective bargaining agreement
- The work experience of past incumbents in the job
- The current work experience of incumbents in similar jobs

Direct Threat

The employer has the burden of showing that the employee presents a "direct threat" (significant risk) to the health or safety of others that cannot be eliminated by reasonable accommodation.

To evaluate whether an employee can "adequately undertake the job-related responsibilities" of a particular job, the present and future safety of the individual, of the individual's co-workers and, if applicable, of the general public may be considered.

Medical Exams And Inquiries

The ADA specifically prohibits pre-employment disability-related inquiries.

There is no specific prohibition in the WFEA relating to pre-employment disability-related inquiries.

Sex-Based Discrimination

Discrimination against a transgender individual because that person is transgender is discrimination based on sex and therefore a violation of Title VII prohibited by Board policy. Specifically, discrimination against transgender individuals on the basis of sex stereotyping/gender nonconformity will be investigated as sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior.

~~Additionally, employment actions based upon an individual's sexual orientation are prohibited under Board policy. Administrators are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her transgender identity or sexual orientation.~~

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

Military Status

~~For purposes of this policy/administrative guideline, "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. 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 such duty as listed above.~~

Investigation and Complaint Procedure (See Form 1422-F2)

~~Any employee who believes that s/he has been subjected to unlawful discrimination or retaliation may seek resolution of his/her complaint through the procedures described in Policy 1422—Nondiscrimination and Equal Employment Opportunity. The complaint procedures involve an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.~~

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Last Modified by Steve LaVallee on July 25, 2021



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	ag1623 - L
Status	First Reading
Adopted	February 22, 2018

1623 - SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board prohibits discrimination against any employee or applicant based on **his/her** disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability against qualified individuals with disabilities in every aspect of employment. Specifically, the Board does not discriminate on the basis of disability against a qualified individual in regard to:

- A. recruitment, advertising, and job application procedures;
- B. hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;
- C. rates of pay or any other form of compensation and changes in compensation;
- D. job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- E. leaves of absence, sick leave, or any other leave;
- F. fringe benefits available by virtue of employment, whether or not administered by the **DistrictBoard**;
- G. selection and financial support for training, including: apprenticeships, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training;
- H. activities sponsored by the Board, including social and recreational programs; and
- I. any other term, condition, or privilege of employment.

The **DistrictBoard** will provide a reasonable accommodation to a qualified applicant and employee who has an actual disability or who has a record of a disability **that is needed for the employee/applicant to perform the essential functions of the position**, unless the accommodation would impose an undue hardship on the operation of the District's programs and/or activities. A reasonable accommodation is not required for an individual who is merely regarded as having a disability.

An individual with a disability is anyone who:

- A. has a physical or mental impairment that substantially limits one or more major life activities ("actual disability");
- B. has a record of **having** (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or
- C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the District as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a

result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, caring for oneself, 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.

Physical or mental impairment means:

A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

1. neurological;
2. musculoskeletal;
3. special sense organs;
4. respiratory, including speech organs;
5. cardiovascular;
6. reproductive;
7. digestive;
8. genitourinary;
9. hemic and lymphatic;
10. skin;
11. immune;
12. circulatory;
13. endocrine;

B. any mental or psychological disorder, such as an intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

While the determination of whether an impairment substantially limits a major life activity is an individualized one that is case specific, given the inherent nature of the following impairments, as a **practicalfactual** matter, they **almostwill-virtually** always **will** be found to impose a substantial limitation, at a minimum, on the major life activity indicated: deafness substantially limits hearing; blindness substantially limits seeing; an intellectual disability substantially limits brain function; partially or completely missing limbs or mobility impairments requiring the use of a wheelchair substantially **limitlimits** musculoskeletal function; autism substantially limits brain function; cancer substantially limits normal cell growth; cerebral palsy substantially limits brain function; diabetes substantially limits endocrine function; epilepsy substantially limits neurological function; Human Immunodeficiency Virus (HIV) infection substantially limits immune functions; multiple sclerosis substantially limits neurological function; muscular dystrophy substantially limits neurological function; and major depressive disorder, bipolar disorder, post-traumatic stress disorder, obsessive-compulsive disorder, and schizophrenia substantially **limitlimits** brain function.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

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 aids and cochlear implants 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.

Individual with a disability does not include the following (i.e., Section 504 and/or the ADA specifically excludes):

- A. individuals who ~~are currently~~ are engaging in the ~~illegal~~ use of illegal drugs, when the District acts on the basis of such use;
- B. with respect to employment, any individual who is an alcoholic whose current use of alcohol prevents such individual from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others;
- C. with respect to employment, an individual who ~~has a~~ currently has a contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the ~~currently~~ contagious disease or infection, is unable to perform the duties of the job;
- D. an individual on the basis of homosexuality or bisexuality; and
- E. an individual on the basis of:
 - 1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders;
 - 2. compulsive gambling, kleptomania, or pyromania; or
 - 3. psychoactive substance use disorders resulting from current use of illegal ~~use of~~ drugs.

Individual with a disability includes an individual who:

- A. has ~~successfully~~ completed a supervised drug rehabilitation program successfully and is no longer engaging in the illegal use of drugs, or ~~has~~ otherwise has been rehabilitated successfully and is no longer engaging in such use;
- B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or
- C. is erroneously regarded as engaging in the use of illegal ~~use of~~ drugs, but is not engaging in such use.

Under Wisconsin law, an "individual with a disability" means an individual who has a real or perceived physical or mental impairment "which makes achievement unusually difficult or limits the capacity to work." This definition has generally been interpreted as a broader definition than that which exists under Federal law discussed above.

Public Notice

Pursuant to policy, the identity of the District's Compliance Officers (COs) will be published on the District's website and posted throughout the District and included in all recruitment statements or general information publications.

Recruitment materials, job announcements and all other materials/publications published by the Board must contain the following statement:

~~I~~That the Board does not discriminate against individuals with disabilities~~disabled persons~~ in employment or the provision of services.

The~~This~~ requirement regarding recruitment materials may be met by including an insert in existing publications or revising and reprinting publications.

Equal Employment Opportunity Statement

The _____ School District of Manawa Board of Education does not discriminate on the basis of race, color, sex (including ~~trans~~gender status, change of sex, sexual orientation, or gender identity), religion, age, pregnancy, disability, national origin, 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.

The Board ~~will~~ also will include a notice of reasonable accommodation requirements on District employment application forms and post notices that employee reasonable accommodation Request Forms may be obtained from the District's Section 504/ADA

Coordinator(s) (hereinafter referred to as the Compliance Officer(s) or CO(s)) (who also serves as its ADA Coordinator) (hereinafter referred to as the "CO").

Decision-Making Process for Determining/Identifying Reasonable Accommodations and Undue Hardship

In determining the appropriate accommodation in the employment situation, the District will take into account two (2) factors:

- A. the specific abilities and functional limitations of the particular applicant or employee with a disability; and
- B. the specific functional requirements of the particular job.

A reasonable accommodation is "any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities." Many times a reasonable accommodation will be obvious and made without difficulty and at little or no cost. The CO will first inquire of the individual with the disability as to any possible suggestions s/he may have for a simple change or adjustment that will serve as an effective accommodation. The District recognizes that employees with disabilities can be useful sources of the information on what type of accommodation they need, where to obtain information on appropriate accommodations, and where to purchase accommodations.

If, however, the identification of a reasonable accommodation proves difficult, the District will utilize an informal, interactive process whereby it and the individual will work together to identify the appropriate accommodation. The interactive process will include any and/or all of the following steps, as ~~may be~~ appropriate:

- A. Examination of the particular job involved and determination of its purpose and essential functions. The District will conduct an individual assessment of the particular job at issue in order to analyze the actual job duties ("essential functions") and determine the true purpose or object of the job. **Preferably, a written job description already will be in place that lists the essential functions of the job.**
- B. ~~The District will~~**The District will then** consult with the individual with a disability to find out **the individual's/his/her** specific physical or mental abilities and limitations as they relate to the essential job functions. This will help the parties ~~to~~ identify the barriers to job performance and assess how these barriers could be overcome with an accommodation.
- C. In consultation with the individual, the District will identify potential accommodations and assess how effective each would be in enabling the individual to perform essential job functions.
- D. If the parties ~~are still~~ **are** not able to identify an appropriate accommodation, the District will seek technical assistance.
- E. If there are several effective accommodations that would provide an equal employment opportunity, the District will select the accommodation that best serves the needs of the individual and the District. While the District will give the individual with a disability's preference first consideration, the District may choose among effective accommodations and select the accommodation that is less expensive or easier to provide. The District may consider the cost, efficiency and availability of the alternative accommodations in selecting an effective accommodation. The District does not have the obligation to provide the "best" accommodation possible, so long as it provides an accommodation that is sufficient to meet the job-related needs of the individual being accommodated.

The District will not provide an accommodation without first checking with the employee since the employee may not need or want an accommodation, or the unrequested accommodation may not meet the employee's functional limitations. The District will respect an individual with a disability's right not to accept an accommodation if **the individual/s/he** has not requested it and does not feel one is necessary. However, if this results in the individual failing to perform essential functions, **the individual/s/he** may be considered unqualified and ~~may~~ either **may** be refused employment or discharged.

The District may decline to provide desired accommodations if it determines such accommodations will result in an undue hardship. An undue hardship entails a significant difficulty or expense in, or resulting from, the provision of the accommodation.

Such hardship is not limited to financial difficulty but rather encompasses any accommodation that would be unduly costly, extensive, substantial or disruptive, or that would fundamentally alter the nature or operation of the program. If the cost of an accommodation would impose an undue hardship, the District will give the individual with the disability the option of paying that portion of the cost which would constitute an undue hardship or providing the accommodation. Further, the District will not consider employee morale or the attitudes of others when determining undue hardship.

Decisions not to provide a reasonable accommodation will be in writing and accompanied by an explanation of the decision ~~not to~~ **act.**

Reasonable accommodations may include:

- A. making facilities used by employees readily accessible to and usable by individuals with disabilities;

- B. job restructuring, part-time or modified work schedule, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions;
- C. making modifications to existing leave policies and providing leave when needed for a disability, even where an employer does not offer leave to other employees;
- D. reassignment to a new job because the disability prevents the employee from performing one (1) or more essential functions of the current job, even with a reasonable accommodation, or because any accommodation in the current job would result in undue hardship. If reassignment is required, the Board will place the employee in a vacant position for which s/he is qualified, without requiring the employee to compete with other applicants for open positions, except reassignment does not include promotion, and generally does not involve placing an employee in a vacant position when another employee is entitled to the position under a uniformly-applied seniority system, if any.

Factors to be considered when determining whether an accommodation would impose an undue hardship on the operation of the District's program or activity include:

- A. the overall size of the District's program or activity with respect to number of employees, number and type of facilities, and size of budget;
- B. the type of the District's operation, including the composition and structure of the District's workforce; and
- C. the nature and cost of the accommodation needed.

Accommodation obligations under the Wisconsin Fair Employment Act may be broader than that required under the ADA, as Wisconsin does not employ the "essential functions of the job" analysis as is used under Federal law.

Employment Criteria

The District will not use qualification standards, employment tests or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities, on the basis of disability, unless the standard, test or other selection criteria, as used by the Board, is shown to be job-related for the position in question and consistent with business necessity.

The District will select and administer tests concerning employment so that when administered to an applicant or employee who has a disability that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Pre-employment Inquiries

Except as authorized by law, the District will not conduct a pre-employment medical examination or make pre-employment inquiry of an applicant as to whether the applicant is an individual with a disability or as to the nature or severity of a disability. The District will, however, make pre-employment inquiry into an applicant's ability to perform job-related functions; this includes requesting the applicant to describe or demonstrate how the applicants/he would perform the functions.

The District may give a physical agility test at any point in the application or employment process, since such tests are not medical exams. When the District decides to give such a test it must give the test to all similarly situated applicants or employees regardless of disability.

Some examples of alternative test formats and reasonable accommodations are:

- A. allowing people with certain learning or dexterity disabilities to take extra time on a test;
- B. assuring the test site is accessible to a person with a mobility impairment;
- C. allowing a person with a mental disability who cannot perform well with distractions to take a test in a separate room, if a group test setting is not relevant to the job; and
- D. providing Braille, large print, a reader or a computer for people with vision impairments.

If the District conditions an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, the District will:

- A. subject all entering employees in the same job classification to such an examination regardless of disability; and

B. use the results of the examination ~~will be used~~ only as authorized by law.

The successful candidate who is required to submit to a medical examination, as well as the medical provider that is designated by the District to conduct the examination, will be directed not to collect or provide any genetic information, including the candidate's medical history, in the report of the medical examination.

Information obtained as to the medical condition of the applicant, including any inadvertently provided genetic information, will be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

- A. supervisors and managers may be informed regarding restrictions on the work or duties of individuals with disabilities and ~~regarding~~ necessary accommodations;
- B. first aid and safety personnel may be informed whenwhere appropriate, if the condition might require emergency treatment; and
- C. government officials investigating compliance with Section 504, the ADA and/or the Genetic Information Nondiscrimination Act ("GINA") shall be provided relevant information upon request.

Interviews

All of the topics labeled off-limits with respect to job applications ~~are~~ likewise are prohibited as subjects of inquiry during job interviews. The District, however, may ask questions that relate to an applicant's ability to perform job-related functions so long as they do it does not phrase the questions in terms of disability. The interviewer may ask about an applicant's ability to perform both essential and marginal job functions. In addition, the interviewer may describe or demonstrate job function(s) and inquire whether the applicant can perform that function(s) with or without reasonable accommodation. Along the same lines, the interviewer may ask the applicant to describe or demonstrate how, with or without reasonable accommodation, the applicants/he will perform the job-related functions. Any questions concerning the need for reasonable accommodation ~~should~~ always should be linked with performance of a specific job function. The interviewer never should ~~never~~ ask an open-ended question such as, "Will you need a reasonable accommodation?"

Interviews should thus concentrate on how applicants will complete tasks that are essential functions, rather than on eliciting information about the applicant's physical or mental condition. Similarly, the District may inquire as to an applicant's ability to perform a job effectively and safely.

According to the EEOC, the following are examples of questions that cannot be asked on a job application or during an interview:

- A. Have you ever had or been treated for any of the following conditions or diseases?
- B. Please list any conditions or diseases for which you have been treated in the past three (3) years.
- C. Have you ever been hospitalized? If so, for what condition?
- D. Have you ever been treated by a psychiatrist or psychologist? If so, for what condition?
- E. Have you ever been treated for any mental condition?
- F. Is there any health-related reason you may not be able to perform the job for which you are applying?
- G. Have you had a major illness in the last five (5) years?
- H. How many days were you absent from work because of illness last year?
- I. Do you have any physical defects that preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations?
- J. Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?
- K. Are you taking prescribed drugs?
- L. Have you ever been treated for drug addiction or alcoholism?
- M. Have you ever filed for workers' compensation insurance?

Interviewers should not ask a Reference question about an applicant that they could not ask the applicant **directly himself/herself** (i.e., previous employers cannot be asked about a former employee's disabilities, illness or workers' compensation history/claims).

The following are pre-employment questions that can be asked:

- A. Can you meet the requirements of our attendance policy?
- B. Can you perform the tasks of this position with or without an accommodation?
- C. Describe or demonstrate how you would perform this function, with or without an accommodation? (Such a question can be asked of applicants who have a known disability that might prevent them from performing a job function. If the disability would not interfere with a job function, however, the person could **only** be asked to demonstrate job performance **only** if all other candidates must do so.)

If an applicant indicates **the applicants/he** has performed a particular function with an accommodation, the potential employer may inquire about it.

Investigation and Complaint Procedure

Any employee or applicant who believes that s/he has been subjected to **unlawful** discrimination, retaliation, or denied reasonable accommodation may seek resolution of his/her complaint through the procedures described in Policy 1623 - Section 504/ADA Prohibition Against Disability Discrimination In Employment. The complaint procedure involves an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

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 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. 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 s/he learns and/or provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained in accordance with the Board's records retention policy.

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Last Modified by Melanie Oppor on February 23, 2022



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	ag2260 - DELETE
Status	
Adopted	April 23, 2018

~~2260—NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY~~

~~This administrative guideline is established to assist in the proper implementation of Policy 2260. The District will follow the complaint procedures under Section 118.13, Wisconsin Statutes, unless the complaint relates to the provisions of a free appropriate public education (FAPE) under Part 104 of Section 504.~~

~~That policy states:~~

~~The Board of Education does not discriminate on the basis of Protected Classes of race, color, religion, national origin, sex (including transgender status, change of sex or gender identity), ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability, or any other characteristic protected by Federal or State law in its programs, or activities. (Collectively "Protected Classes") in its educational programs or activities.~~

~~The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind.~~

~~Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or economic background, to learn through the curriculum offered in this District. Educational programs shall be designed to meet the varying needs of all students.~~

~~The District's Compliance Officers shall handle inquiries regarding the Board's nondiscrimination policies and address any complaint of discrimination.~~

~~The District will identify, evaluate and provide a free appropriate public education to students with disabilities (i.e., students who have a physical or mental impairment that substantially limits one or more major life activities).~~

~~GENDER-BASED HARASSMENT~~

~~The United States Department of Education, Office for Civil Rights ("OCR") considers gender-based harassment to be a form of sex discrimination. In 2010, OCR stated:~~

~~Title IX prohibits harassment of both male and female students regardless of the sex of the harasser — i.e., even if the harasser and target are members of the same sex. It also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping. Thus, it can be sex discrimination if students are harassed either for exhibiting what is perceived as a stereotypical characteristic of their sex, or failing to conform to stereotypical notions of masculinity and femininity. Title IX also prohibits sexual harassment and gender-based harassment of all students, regardless of the actual or perceived sexual orientation or gender identity of the harasser or target.~~

~~Although Title IX does not prohibit discrimination based solely on sexual orientation, Title IX does protect all students, including lesbian, gay, bisexual, and transgender (LGBT) students, from sex discrimination. When students are subjected to harassment on the basis of their LGBT status, they may also be subjected to forms of sex discrimination prohibited under Title IX. The fact that the harassment includes anti-LGBT comments or is partly based on the target's actual or perceived sexual orientation does not relieve a school of its obligation under Title IX to investigate and remedy overlapping sexual harassment or gender-based harassment.~~

~~Courts have endorsed this interpretation of Title IX.~~

~~Administrators and professional staff are directed to thoroughly investigate any allegations of gender-based harassment.~~

~~Any questions concerning whether alleged conduct might involve gender-based harassment/sex discrimination should be promptly brought to the District Administrator's attention.~~

~~FACILITIES~~

~~The educational program of this District shall be 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 program on the same basis as a nondisabled student.~~

~~Service animals for students who require this type of assistance shall be permitted access to all facilities, programs, and all events of the District. (See Policy 8390—Animals on District Property and AG 8390—Use of Service Animals.)~~

~~PROGRAM~~

~~The educational program includes the academic and nonacademic setting. Each qualified, disabled student shall be educated with nondisabled students to the maximum extent appropriate. In the nonacademic setting, the disabled student shall participate with the nondisabled students to the maximum extent appropriate.~~

~~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 program do not discriminate on the basis of the Protected Classes (See AG 2411—Guidance and Counseling).~~

~~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 and the Complaint Procedure detailed in Policy 2260—Nondiscrimination and Access to Equal Educational Opportunity shall be followed.~~

~~-~~

~~School District~~

~~Due Process Procedures Under Section 504~~

~~-~~

~~The due process hearing is an administrative hearing held to resolve disagreements between the parent or guardian and the District. The District is required to establish and implement procedural safeguards that include notice, an opportunity for parents to review relevant records, an impartial hearing with opportunity for parents to review relevant records, an impartial hearing with opportunity for participation by the student's parent or guardian, representation by counsel and a review procedure. The parent or guardian has the right to request a due process hearing regarding the District's proposal to or refusal to identify, evaluate, educationally place, or deliver services in any aspect to a student pursuant to the Section 504 regulations. In addition, the District may request a due process hearing to obtain parental consent of an initial evaluation, prove that the District's evaluation was appropriate, and secure parental consent for initial special educational placement. Finally, the District is required to request a due process hearing when a parent or guardian refuses to provide written consent for a re-evaluation and to move a student to an interim alternative educational setting for up to forty five (45) days for behavior believed to be dangerous to the student or to others.~~

~~Requesting a Due Process Hearing~~

~~A. If a parent or guardian requests a due process hearing, the request will be forwarded to the Curriculum Director who chairs the Pupil Service Committee.~~

~~B. The Director will acknowledge the request in writing within five (5) school days and request the parent to complete a written request, if not already provided, which includes the following information:~~

- ~~1. name of the parties requesting the hearing~~
- ~~2. relationship to the child~~
- ~~3. address of parties requesting the hearing~~
- ~~4. name of the child~~
- ~~5. address of the child~~
- ~~6. school district of the child's residence~~

7. ~~school district where child is attending~~
 8. ~~description of the nature of the problem the child is experiencing related to the action proposed, including facts relating to the problem and the specific reasons for requesting a hearing~~
 9. ~~description of the proposed resolution of the problem (to the extent known and available to the parent(s))~~
- C. ~~The Director will forward the information provided by the parent or guardian to a neutral third party hearing officer knowledgeable in the Section 504 regulations and request that the hearing officer schedule a pre-hearing conference within five (5) school days of the request for purposes of scheduling a due process hearing.~~
- D. ~~The hearing officer will comply with the due process procedures under Federal law (IDEA where Section 504 is silent), and utilize the due process procedures set forth under Chapter 115, Wisconsin Statutes.~~
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Last Modified by Steve LaVallee on July 25, 2021



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY, INCLUDING PROCEDURES FOR THE IDENTIFICATION, EVALUATION, AND PLACEMENT OF STUDENTS SUSPECTED OF HAVING A DISABILITY, AND THE RIGHT TO FAPE
Code	ag2260.01A - L
Status	First Reading
Adopted	April 23, 2018

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

The District Administrator establishes these administrative guidelines for the identification, evaluation, and educational programming and placement of students with disabilities who qualify under Section 504/ADA. These guidelines, along with AG 2260.01B, further fulfill the Board's directive to adopt a system of procedural safeguards that includes the right to have a due process hearing.

Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504") prohibit discrimination against qualified persons with a disability in any program or activity receiving Federal financial assistance. No discrimination against any qualified person with a disability will be knowingly permitted in any of the programs, activities, and/or practices in the District.

Building principals shall serve as Building Section 504/ADA Compliance Officers (hereinafter referred to as the "Building CO").

A person with a disability is anyone who:

- A. has a physical or mental impairment that substantially limits one (1) or more major life activities;
- B. has a record of (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one (1) or more major life activities; or
- C. is regarded as having a physical or mental impairment that substantially limits one (1) or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the District as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, caring for oneself, 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.

Physical or mental impairment means:

- A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one (1) or more of the following body systems:

1. neurological;
2. musculoskeletal;
3. special sense organs;
4. respiratory, including speech organs;
5. cardiovascular;
6. reproductive;
7. digestive;
8. genito-urinary;
9. hemic and lymphatic;
10. skin;
11. endocrine;

B. any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

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.

Individual with a disability does not include the following (i.e., Section 504 specifically **excludes**):

- A. individuals who ~~are~~ currently are engaging in the ~~illegal~~ use of illegal drugs, when the District acts on the basis of such use
- B. an individual on the basis of homosexuality or bisexuality
- C. an individual on the basis of:
 1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders;
 2. compulsive gambling, kleptomania, or pyromania; or
 3. psychoactive substance use disorders resulting from current ~~illegal~~ use of illegal drugs.

Individual with a disability includes an individual who:

- A. has ~~successfully~~ completed a supervised drug rehabilitation program successfully and is no longer engaging in the illegal use of drugs, or ~~has~~ otherwise has been rehabilitated successfully and is no longer engaging in such use;
- B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or
- C. is erroneously regarded as engaging in the ~~illegal~~ use of illegal drugs, but is not engaging in such use.

Notwithstanding the preceding, for purposes of programs and activities, providing educational services, the District may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the ~~illegal~~ use of illegal drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not individuals with disabilities.

The District will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The District further will provide a free appropriate public education (**FAPE**) to qualified students with disabilities (i.e., students who have a physical or mental impairment that substantially limits one (1) or more major life activities). Said education shall entail the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of ~~non-disabled~~ students **without disabilities** are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their ~~non-disabled~~ peers **without disabilities** to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, ~~physical-recreational~~ athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such services and activities. Qualified students with disabilities will be afforded accommodations/modifications/interventions to the District's non-academic and extra-curricular services and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the District Administrator after considering all resources available for use in the funding and operation of the service or activity, and ~~must be~~ accompanied by a written statement of the reasons for reaching that conclusion. In the event the District Administrator determines that an undue burden would result, the District will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the District's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

If a parent disagrees with a determination made by the District's professional staff concerning the identification, evaluation, or placement of a student with a disability, the parent may request a hearing before an impartial hearing officer that is not employed by the District (see AG 2260.01B).

Alternatively, the parent may file an internal complaint. (See Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability). A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and the parent does not waive that right if the parents/he first opts to try to resolve the his/her dispute through the internal complaint process. (see Policy 2260.01).

Procedures Applicable to Section 504 Referrals/Evaluations/Plans

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

Referral

Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral form (~~Form 2260.01A F4~~) and submitted to the Building CO. Referrals may be made at any time. Parents may request a referral form by contacting the Building CO or a District CO.

Generally, a staff member should refer a student for an evaluation under Section 504 if the staff members/he suspects that the student ~~not only~~ has a mental or physical impairment ~~but also suspects an impairment~~ which substantially limits one (1) or more major life activities. Examples:

- A. A teacher knows only that a student has asthma, without any other information. Refer? No.
- B. A teacher knows that a student has asthma and has an inhaler that is kept in the nurse's office that the student occasionally uses, without any other information. Refer? No.
- C. A teacher knows that a student has asthma, uses an inhaler in school, is frequently absent for asthma-related illnesses, and is having trouble in gym. Refer? Yes.

Assessment/Evaluation

Upon receipt of a Suspected Disability Referral Form, the Building CO will notify the appropriate 504 Case Manager who will collect all relevant information on the student (e.g., medical reports, grade cards/report cards, school history, disciplinary action, etc.) to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one (1) or more major life activities.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, written parental consent shall be obtained within thirty (30) calendar days of the referral for an evaluation. ~~A and a~~ copy of the Notice of Section 504/ADA Procedural

Information and Rights (**Form 2260.01A-F3**) **shall be** sent to the parents **upon the referral and before obtaining written parental consent for the evaluation.**

The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability, and the recommended services and/or accommodations. Evaluations that are more limited than a full special education evaluation may be adequate in some circumstances. The evaluation or review of assessment information should include consideration of any behaviors that interfere with the otherwise qualified student's regular participation in the educational program and/or activities.

If the District does not suspect that a student has a mental or physical impairment that substantially limits one (1) or more major life activities and therefore determines not to evaluate, it will notify the parents of that decision through the issuance of a prior written notice (**Form 2260.01A-F18**) and provide them with a copy of the Notice of Section 504/ADA Procedural Information and Rights.

Before any action is taken with respect to Section 504 accommodations for a student with a disability, an evaluation shall be conducted or assessment information reviewed to determine if the student **has a disability**~~is disabled~~ under Section 504.

Parents will be afforded the opportunity to meaningfully participate and provide input in the evaluation process. The assessment information may include, but will not be limited to, medical reports that document a physical/mental impairment, aptitude and achievement test scores, teacher observations, recommendations, and other data, including information on social or cultural background and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered. Additionally, if an evaluation is conducted, the Building CO, in conjunction with the designated 504 Case Manager is responsible for verifying that:

- A. tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
- B. tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient; and
- C. tests are selected and administered so that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Re-Evaluations

Reevaluations are not required at specific intervals; however, assessments will be updated so that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three (3) years appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a reevaluation is needed, parents will be sent prior notice (Form 2260.01A F18) and a copy of the Notice of Section 504/ADA Procedural Information and Rights. Consistent with initial evaluations, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

Eligibility Determination

Within a reasonable period of time (generally no more than sixty (60) calendar days), the Building CO will convene **a Section 504 Intervention Assistance Team ("IAT")** Conference. The student's parents will be sent a letter inviting them to attend and participate in the **Section 504 IAT** conference (**Form 2260.01A-F9**). The letter to the parents should be sent at least seven (7) calendar days prior to the Conference. Parents will also be sent a copy of the Notice of Section 504/ADA Procedural Information Rights. The **Section 504 Team IAT** shall be composed of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and should at a minimum include the Building CO, the designated 504 Case Manager, and the parents. The **Section 504 Team IAT** may also include general education teacher(s), **the** student, guidance counselor, school psychologist, the District's Health Coordinator, school nurse, Director of Pupil Services/Special Education, and other persons with knowledge of the student or the suspected disability, and any other individual the parents may wish to bring to the Conference. The purpose of the Conference is to discuss the information gathered, determine whether the student has a disability that makes him/her eligible for specialized services and/or accommodations/modifications/interventions under Section 504 (i.e. review the impairment/condition and determine whether it substantially limits one (1) or more major life activities), and, if so, determines whether the student requires specialized services and/or accommodations/modifications/interventions in order to receive a **free appropriate public education ("FAPE")** and to access the District's programs and activities on an equal basis to students without disabilities.

The Building CO will serve as the Chairperson of the **Section 504 conference IAT Conference**. The Chairperson has the following responsibilities:

- A. at each **Section 504 conference**~~IAT Conference~~, to verbally explain and offer a written copy of the Notice of Section 504/ADA Procedural Information and Rights ~~(Form 2260.01A-F3)~~
- B. gather information
- C. organize the presentation of the data
- D. coordinate the deliberation of Section 504 eligibility ~~(see Form 2260.01A-F11)~~:
 1. Does the student have a physical or mental impairment?
 2. Does that impairment "substantially limit one (1) or more major life activities"?
 3. Does the team have the data to justify a disability determination?
 4. Is the student a qualified individual with **a disability**~~disabilities~~ within the meaning of Section 504?

At the **Section 504 conference**~~IAT Conference~~, the **Section 504 Team**~~IAT~~ will determine the needs, accommodations/modifications/interventions, services and placement for the student, which may include, but are not limited to:

- A. adjusting testing procedures;
- B. individualize classroom assignments, homework;
- C. provide staff interventions;
- D. utilize assistive technology;
- E. provide a buddy to take notes;
- F. provide an interpreter (for students or adults);
- G. modify materials;
- H. modify the student's day;
- I. facilitate or modify parents/student/teacher/staff communication;
- J. modify school procedures (e.g., provide additional time for passing between classes, adjust transportation, or approve early dismissal);
- K. develop and implement appropriate medical plans (e.g. emergency, asthma, seizure, or allergy plans) for eligible students whose physical or mental impairment impacts a major life activity other than learning.

~~The accommodations/modifications/interventions will be individualized to meet the needs of the student.~~

The special education or related services, including any accommodations/modifications/interventions, will be individualized to meet the needs of the student.

In interpreting data and making placement decisions, the District will draw upon information from a variety of sources, including aptitude and achievement tests, teacher observations and recommendations, medical reports that document a physical/mental condition, social or cultural background, and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered.

Possible Outcomes of the Section 504 Conference~~IAT Meeting~~

- A. Student is eligible for a Section 504 Plan ~~(Form 2260.01A-F13)~~. The **Section 504 Team**~~IAT~~ documents this determination on the Section 504 Summary Evaluation Report ~~(Form 2260.01A-F10)~~. Section 504 Plan is developed by the **Section 504 Team**~~IAT~~. Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights ~~(Form 2260.01A-F3)~~.
- B. Student is ineligible for a Section 504 Plan. The **Section 504 Team**~~IAT~~ documents this determination on the Section 504 Summary Evaluation Report ~~(Form 2260.01A-F10)~~. Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights ~~(Form 2260.01A-F3)~~.

1. The **Section 504 Team IAT** determines if the student needs interventions pursuant to a RtI Plan. If RtI is determined to be appropriate, the **Section 504 Team IAT** will develop strategies to provide necessary interventions. The interventions should be documented on RtI paperwork. A copy of the RtI plan should be filed in the student's cumulative record folder. A copy of the RtI plan is NOT required to be sent to the District CO.
2. Student will be served appropriately in the **general/regular** education program without written interventions.

C. The **Section 504 Team IAT** determines that it needs to collect more information before making an eligibility determination.

The Summary Evaluation Report (**Form 2260.01A-F10**) shall reflect the determination on the issue of whether the student has been identified as **having a disability/disabled** under Section 504. This document should be reviewed periodically.

Section 504 Plan

If a student is identified as **having a disability/disabled** pursuant to Section 504, and the **Section 504 Team IAT** determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive **a** FAPE and to access the District's programs and activities on an equal basis to students without disabilities, the **Section 504 Team IAT** will develop and complete the Section 504 Plan (**Form 2260.01A-F13**). Aside from the description of the student's disability and the special education or related services and aids needed, the **Section 504** Plan will specify how the student will be provided **a** FAPE. The **Section 504** Plan will specify the accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of nondisabled students. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The Section 504 Plan should be signed by the members of the **Section 504 Team IAT**, including the parents. A copy of the **Section 504** Plan will be sent to both of the District's COs (designated in Policy 2260.01) and the Building CO **as soon as possible**. A copy of the **Section 504** Plan also will be placed in the student's cumulative folder and given to school personnel who work with the student. If the parents are present, the Building CO will request written permission from the parents to implement the Section 504 Plan. For initial plans, parent consent is required prior to implementation by the District. If the parents do not attend the meeting to develop a Section 504 Plan, the District will make reasonable efforts to obtain parental input prior to finalizing the plan and (a) submitting the Plan to parents for consent or (b) implementing a subsequent **Section 504** Plan. After parents consent to the initial Section 504 Plan, the District may implement subsequent plans without written parental consent, but the parents must be provided with a copy of the Notice of Section 504/ADA Procedural Information and Rights (**Form 2260.01A-F3**) that explains their right to challenge the District's actions. Regardless of whether it is an initial or subsequent plan, a copy of the **Section 504** Plan must be sent to the student's parents.

With respect to Section 504 Plans, the designated 504 Case Manager is responsible for:

- A. informing staff that the Section 504 Plan is a legal document;
- B. writing and distributing the Section 504 Plan;
- C. encouraging staff to request a **Section 504** review if they are concerned about or unable to follow the Section 504 plan;
- D. ensuring that reviews of Section 504 plans are held annually by October 15th, and that the results of the annual review are sent to a District CO.

Upon completion of the Section 504 Plan, the Building CO should follow the Additional Procedures Applicable to Students with Section 504 Plans (see below).

Additional Procedures Applicable to Students with Section 504 Plans

- A. Prior to the beginning of each school year:
 1. The Building CO is responsible for identifying the students in his/her building who have had Section 504 Plans in the past and designating a 504 Case Manager.
 2. The designated 504 Case Manager or his/her designee is responsible for obtaining a copy of the previous school year's Section 504 Plans and distributing them to all appropriate staff members.
- B. Within the first two (2) months of the school year:
 1. The Building CO must notify the student's parents that the **Section 504 Team IAT** needs to meet to review the Section 504 Plan and to determine whether it is still necessary/appropriate for the new school year.
 2. The Building CO must schedule **a Section 504 Team IAT** meeting to formulate a Section 504 Plan for the student for the new school year. The Section 504 Plan Review form must be completed at the meeting. The **Section 504**

Team IAT, including the parents, is charged with deciding whether to continue the existing Plan, discontinue the current **Section 504** Plan, or develop a new **Section 504** Plan.

3. If there is an "active" Section 504 Plan, a copy of the **Section 504** Plan needs to be forwarded to the District CO by October 15th of each school year and a copy of the Plan placed in the student's cumulative record folder.
4. Updated copies of the student's Section 504 Plan will be distributed to all of the students' teachers after review by the 504 Case Manager.

C. During the school year:

The Section 504 Plan can be reviewed by the **Section 504 Team IAT** at any time if concerns develop as to the appropriateness of the specialized services and/or accommodations/modifications/interventions being used with the student. This review can be initiated by staff or parents.

D. Procedural Safeguards:

Any time the written results of a **Section 504 Team IAT** meeting are provided to a student's parents, they should also be offered a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3).

Parents' Options If They Disagree with the District's Identification, Evaluation and/or Placement of Their Child

The parents may challenge the actions of the **Section 504 Team IAT** regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing. Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must provide a due process hearing before an impartial hearing officer ("IHO") that is not employed by the District. See AG 2260.01B - Section 504/ADA Parents' Procedural Rights, including Due Process Hearing. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try to resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO's decision, **the parents/he** may appeal it to a Federal Court of competent jurisdiction.

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

Facilities

With regard to accessibility of facilities, the District will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible building, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the District will serve persons with disabilities in the most integrated setting appropriate.

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Last Modified by Melanie Oppor on February 23, 2022



Book Administrative Guideline Manual
Section For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title Copy of NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code ag3122 - DELETE
Status
Adopted May 21, 2018

~~3122 – NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY~~

~~This administrative guideline is established to assist in the proper implementation of Policy 3122 and Policy 3122.02 and Federal and State laws and regulations, particularly Part 104 of Section 504 of the Rehabilitation Act of 1973 (34 C.F.R.), the Americans with Disabilities Act (ADA), and the Wisconsin Fair Employment Act.~~

~~That policy states:~~

~~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.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District’s premises during non-working hours, or declining to attend an employer-sponsored meeting or participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its programs and activities, including employment practices and opportunities.~~

~~The District’s Compliance Officers identified in Policy 3122 shall handle inquiries regarding the Board’s nondiscrimination policies and address any complaint of discrimination.~~

~~Disability Discrimination And Reasonable Accommodation~~

~~It is the policy of the Board that the District shall not discriminate on the basis of disability and shall provide reasonable accommodations to disabled individuals as required by State and Federal law.~~

~~In analyzing the District’s duties and responsibilities under State and Federal law, it is important to note that the requirements of the Wisconsin Fair Employment Act and the Americans With Disabilities Act differ. The following chart summarizes and compares the major provisions of these two (2) laws and some of the important differences.~~

Issue	ADA	WFEA
Coverage	The ADA applies to employers with fifteen (15) or more employees	The WFEA covers any entity (with certain exceptions), including the State, engaged in any activity, enterprise, or business employing at least one (1) individual.
Definition of Disability	Physical or mental impairment that substantially limits one (1) or more of the major life activities of an individual, or being regarded as having such an impairment, or a records of having such an impairment.	Real or perceived impairment that: (a) makes (or is perceived to make) achievement unusually difficult or (b) limits (or is perceived to limit) the capacity to

		<p>work.</p> <p>For purposes of defining disability, "impairment" means a deterioration, a lessening, or damage to a normal bodily function or bodily condition."</p> <p>Makes achievement unusually difficult —The limitations on an individual's ability to achieve and capacity to work must be beyond normal limitations that might render a person unable to make certain achievements or perform every possible job.</p> <p>The inquiry concerning the effect of an impairment is not about "mere difficulty," but about "unusual difficulty."</p> <p>Limits the Ability to Work —Refers to the ability to perform the particular job in question.</p>
<p>Major Life Activities</p>	<p>EEOC regulations define "major life activities" as 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, and working.</p> <p>Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.</p> <p>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.</p>	
<p>Asymptomatic Conditions</p>	<p>Asymptomatic HIV/AIDS is a disability where it substantially limits the major life activity of reproduction.</p>	<p>Diseases such as HIV/AIDS may be disabilities under the WFEA even if in remission or the person is not otherwise actively suffering from the effects of the disease.</p>
<p>Exclusions From Coverage</p>	<p>A person who is not a "qualified individual with a disability" is not covered by the ADA. A person who is currently engaging in the illegal use of drugs is not a "qualified individual."</p> <p>Homosexuality and bi-sexuality are not impairments, and therefore not disabilities. Other conditions that are specifically excluded from ADA coverage include: Transvestism, transexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders.—Compulsive gambling, kleptomania, or pyromania.—Psychoactive substance use disorders resulting from the current illegal use of drugs.</p>	<p>It is not discrimination where the disability is reasonably related to the individual's ability to adequately undertake the job-related responsibilities of that individual's employment, membership, or licensure.</p>
<p>Reasonable Accommodation</p>	<p>The employer must demonstrate that accommodation would impose "undue hardship" on operation of business.</p>	<p>Employer has the burden of proving that an accommodation would pose a "hardship" on the employer's program,</p>

enterprise, or business.

It is inappropriate to conclude as a matter of law that any particular kind of action is not required as an accommodation.

An accommodation may be "reasonable" and still pose a "hardship" to the employer.

Essential Functions

The fundamental job duties of the employment position which the disabled individual holds or desires, but not the marginal functions of the position.

A job function may be essential for the following reasons:

- The reason the position exists is to perform that function
- There are a limited number of employees available among whom the performance of that job function can be distributed
- The function may be highly specialized so that the incumbent in the position is hired for his/her expertise or ability to perform the job

Evidence of whether a particular function is essential includes:

- The employer's judgment as to which functions are essential advertising or interviewing applicants for the job
- The amount of time spent on the job performing the function
- The consequences of not requiring the incumbent to perform the functions
- The work experience of past incumbents in the job
- The current work experience of incumbents in similar jobs

No provision of the WFEA uses the term essential function.

Direct-Threat

The employer has the burden of showing that the employee presents a "direct threat" (significant risk) to the health or safety of others that cannot be eliminated by reasonable accommodation.

To evaluate whether an employee can "adequately undertake the job-related responsibilities" of a particular job, the present and future safety of the individual, of the individual's co-workers and, if applicable, of the general public may be considered.

Medical Exams And Inquiries

The ADA specifically prohibits pre-employment disability-related inquiries.

There is no specific prohibition in the WFEA relating to pre-employment disability-related inquiries.

Sex-Based Discrimination

Discrimination against a transgender individual because that person is transgender is discrimination based on sex and therefore a violation of Title VII prohibited by Board policy. Specifically, discrimination against transgender individuals on the basis of sex stereotyping/gender nonconformity will be investigated as sex discrimination. This is true

~~irrespective of the cause of the person's gender non-conforming behavior.~~

~~Additionally, employment actions based upon an individual's sexual orientation are prohibited under Board policy. Administrators are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her transgender identity or sexual orientation.~~

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

Military Status

~~For purposes of this policy/administrative guideline, "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. 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 such duty as listed above.~~

Investigation and Complaint Procedure

~~Any employee who believes that s/he has been subjected to unlawful discrimination or retaliation may seek resolution of his/her complaint through the procedures described in Policy 3122—Nondiscrimination and Equal Employment Opportunity. The complaint procedures involve an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.~~

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Legal

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

Last Modified by Steve LaVallee on July 25, 2021



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	ag3123
Status	First Reading
Adopted	February 22, 2018

3123 - SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board prohibits discrimination against any employee or applicant based on **his/her** disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability against qualified individuals with disabilities in every aspect of employment. Specifically, the Board does not discriminate on the basis of disability against a qualified individual in regard to:

- A. recruitment, advertising, and job application procedures;
- B. hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;
- C. rates of pay or any other form of compensation and changes in compensation;
- D. job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- E. leaves of absence, sick leave, or any other leave;
- F. fringe benefits available by virtue of employment, whether or not administered by the **DistrictBoard**;
- G. selection and financial support for training, including: apprenticeships, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training;
- H. activities sponsored by the Board, including social and recreational programs; and
- I. any other term, condition, or privilege of employment.

The **DistrictBoard** will provide a reasonable accommodation to a qualified applicant and employee who has an actual disability or who has a record of a disability **that is needed for the employee/applicant to perform the essential functions of the position**, unless the accommodation would impose an undue hardship on the operation of the District's programs and/or activities. A reasonable accommodation is not required for an individual who is merely regarded as having a disability.

An individual with a disability is anyone who:

- A. has a physical or mental impairment that substantially limits one or more major life activities ("actual disability");
- B. has a record of **having** (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or
- C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the District as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a

result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, caring for oneself, 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.

Physical or mental impairment means:

A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

1. neurological;
2. musculoskeletal;
3. special sense organs;
4. respiratory, including speech organs;
5. cardiovascular;
6. reproductive;
7. digestive;
8. genitourinary;
9. hemic and lymphatic;
10. skin;
11. immune;
12. circulatory;
13. endocrine;

B. any mental or psychological disorder, such as an intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

While the determination of whether an impairment substantially limits a major life activity is an individualized one that is case specific, given the inherent nature of the following impairments, as a **practicalfactual** matter, they **almostwill-virtually** always **will** be found to impose a substantial limitation, at a minimum, on the major life activity indicated: deafness substantially limits hearing; blindness substantially limits seeing; an intellectual disability substantially limits brain function; partially or completely missing limbs or mobility impairments requiring the use of a wheelchair substantially **limitlimits** musculoskeletal function; autism substantially limits brain function; cancer substantially limits normal cell growth; cerebral palsy substantially limits brain function; diabetes substantially limits endocrine function; epilepsy substantially limits neurological function; Human Immunodeficiency Virus (HIV) infection substantially limits immune functions; multiple sclerosis substantially limits neurological function; muscular dystrophy substantially limits neurological function; and major depressive disorder, bipolar disorder, post-traumatic stress disorder, obsessive-compulsive disorder, and schizophrenia substantially **limitlimits** brain function.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

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 aids and cochlear implants 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.

Individual with a disability does not include the following (i.e., Section 504 and/or the ADA specifically excludes):

- A. individuals who ~~are~~ currently are engaging in the ~~illegal~~ use of illegal drugs, when the District acts on the basis of such use;
- B. with respect to employment, any individual who is an alcoholic whose current use of alcohol prevents such individual from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others;
- C. with respect to employment, an individual who ~~has a~~ currently has a contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the ~~currently~~ contagious disease or infection, is unable to perform the duties of the job;
- D. an individual on the basis of homosexuality or bisexuality; and
- E. an individual on the basis of:
 - 1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders;
 - 2. compulsive gambling, kleptomania, or pyromania; or
 - 3. psychoactive substance use disorders resulting from current use of illegal ~~use of~~ drugs.

Individual with a disability includes an individual who:

- A. has ~~successfully~~ completed a supervised drug rehabilitation program successfully and is no longer engaging in the illegal use of drugs, or ~~has~~ otherwise has been rehabilitated successfully and is no longer engaging in such use;
- B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or
- C. is erroneously regarded as engaging in the use of illegal ~~use of~~ drugs, but is not engaging in such use.

Under Wisconsin law, an "individual with a disability" means an individual who has a real or perceived physical or mental impairment "which makes achievement unusually difficult or limits the capacity to work." This definition has generally been interpreted as a broader definition than that which exists under Federal law discussed above.

Public Notice

Pursuant to policy, the identity of the District's Compliance Officers (COs) will be published on the District's website and posted throughout the District and included in all recruitment statements or general information publications.

Recruitment materials, job announcements and all other materials/publications published by the Board must contain the following statement:

~~I~~That the Board does not discriminate against individuals with disabilities~~disabled persons~~ in employment or the provision of services.

The~~This~~ requirement regarding recruitment materials may be met by including an insert in existing publications or revising and reprinting publications.

Equal Employment Opportunity Statement

The _____ School District of Manawa Board of Education does not discriminate on the basis of race, color, sex (including ~~trans~~gender status, change of sex, sexual orientation, or gender identity), religion, age, pregnancy, disability, national origin, 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.

The Board ~~will~~ also will include a notice of reasonable accommodation requirements on District employment application forms and post notices that employee reasonable accommodation Request Forms may be obtained from the District's **Section 504/ADA**

Coordinator(s) (hereinafter referred to as the Compliance Officer(s) or CO(s)) (who also serves as its ADA Coordinator) (hereinafter referred to as the "CO").

Decision-Making Process for Determining/Identifying Reasonable Accommodations and Undue Hardship

In determining the appropriate accommodation in the employment situation, the District will take into account two (2) factors:

- A. the specific abilities and functional limitations of the particular applicant or employee with a disability; and
- B. the specific functional requirements of the particular job.

A reasonable accommodation is "any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities." Many times a reasonable accommodation will be obvious and made without difficulty and at little or no cost. The CO will first inquire of the individual with the disability as to any possible suggestions s/he may have for a simple change or adjustment that will serve as an effective accommodation. The District recognizes that employees with disabilities can be useful sources of the information on what type of accommodation they need, where to obtain information on appropriate accommodations, and where to purchase accommodations.

If, however, the identification of a reasonable accommodation proves difficult, the District will utilize an informal, interactive process whereby it and the individual will work together to identify the appropriate accommodation. The interactive process will include any and/or all of the following steps, as ~~may be~~ appropriate:

- A. Examination of the particular job involved and determination of its purpose and essential functions. The District will conduct an individual assessment of the particular job at issue in order to analyze the actual job duties ("essential functions") and determine the true purpose or object of the job. **Preferably, a written job description already will be in place that lists the essential functions of the job.**
- B. ~~The District will~~**The District will then** consult with the individual with a disability to find out **the individual's/his/her** specific physical or mental abilities and limitations as they relate to the essential job functions. This will help the parties ~~to~~ identify the barriers to job performance and assess how these barriers could be overcome with an accommodation.
- C. In consultation with the individual, the District will identify potential accommodations and assess how effective each would be in enabling the individual to perform essential job functions.
- D. If the parties ~~are still~~ **are** not able to identify an appropriate accommodation, the District will seek technical assistance.
- E. If there are several effective accommodations that would provide an equal employment opportunity, the District will select the accommodation that best serves the needs of the individual and the District. While the District will give the individual with a disability's preference first consideration, the District may choose among effective accommodations and select the accommodation that is less expensive or easier to provide. The District may consider the cost, efficiency and availability of the alternative accommodations in selecting an effective accommodation. The District does not have the obligation to provide the "best" accommodation possible, so long as it provides an accommodation that is sufficient to meet the job-related needs of the individual being accommodated.

The District will not provide an accommodation without first checking with the employee since the employee may not need or want an accommodation, or the unrequested accommodation may not meet the employee's functional limitations. The District will respect an individual with a disability's right not to accept an accommodation if **the individual/s/he** has not requested it and does not feel one is necessary. However, if this results in the individual failing to perform essential functions, **the individual/s/he** may be considered unqualified and ~~may~~ either **may** be refused employment or discharged.

The District may decline to provide desired accommodations if it determines such accommodations will result in an undue hardship. An undue hardship entails a significant difficulty or expense in, or resulting from, the provision of the accommodation.

Such hardship is not limited to financial difficulty but rather encompasses any accommodation that would be unduly costly, extensive, substantial or disruptive, or that would fundamentally alter the nature or operation of the program. If the cost of an accommodation would impose an undue hardship, the District will give the individual with the disability the option of paying that portion of the cost which would constitute an undue hardship or providing the accommodation. Further, the District will not consider employee morale or the attitudes of others when determining undue hardship.

Decisions not to provide a reasonable accommodation will be in writing and accompanied by an explanation of the decision ~~not to~~ **act.**

Reasonable accommodations may include:

- A. making facilities used by employees readily accessible to and usable by individuals with disabilities;

- B. job restructuring, part-time or modified work schedule, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions;
- C. making modifications to existing leave policies and providing leave when needed for a disability, even where an employer does not offer leave to other employees;
- D. reassignment to a new job because the disability prevents the employee from performing one (1) or more essential functions of the current job, even with a reasonable accommodation, or because any accommodation in the current job would result in undue hardship. If reassignment is required, the Board will place the employee in a vacant position for which s/he is qualified, without requiring the employee to compete with other applicants for open positions, except reassignment does not include promotion, and generally does not involve placing an employee in a vacant position when another employee is entitled to the position under a uniformly-applied seniority system, if any.

Factors to be considered when determining whether an accommodation would impose an undue hardship on the operation of the District's program or activity include:

- A. the overall size of the District's program or activity with respect to number of employees, number and type of facilities, and size of budget;
- B. the type of the District's operation, including the composition and structure of the District's workforce; and
- C. the nature and cost of the accommodation needed.

Accommodation obligations under the Wisconsin Fair Employment Act may be broader than that required under the ADA, as Wisconsin does not employ the "essential functions of the job" analysis as is used under Federal law.

Employment Criteria

The District will not use qualification standards, employment tests or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities, on the basis of disability, unless the standard, test or other selection criteria, as used by the Board, is shown to be job-related for the position in question and consistent with business necessity.

The District will select and administer tests concerning employment so that when administered to an applicant or employee who has a disability that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Pre-employment Inquiries

Except as authorized by law, the District will not conduct a pre-employment medical examination or make pre-employment inquiry of an applicant as to whether the applicant is an individual with a disability or as to the nature or severity of a disability. The District will, however, make pre-employment inquiry into an applicant's ability to perform job-related functions; this includes requesting the applicant to describe or demonstrate how the applicants/he would perform the functions.

The District may give a physical agility test at any point in the application or employment process, since such tests are not medical exams. When the District decides to give such a test it must give the test to all similarly situated applicants or employees regardless of disability.

Some examples of alternative test formats and reasonable accommodations are:

- A. allowing people with certain learning or dexterity disabilities to take extra time on a test;
- B. assuring the test site is accessible to a person with a mobility impairment;
- C. allowing a person with a mental disability who cannot perform well with distractions to take a test in a separate room, if a group test setting is not relevant to the job; and
- D. providing Braille, large print, a reader or a computer for people with vision impairments.

If the District conditions an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, the District will:

- A. subject all entering employees in the same job classification to such an examination regardless of disability; and

B. use the results of the examination ~~will be used~~ only as authorized by law.

The successful candidate who is required to submit to a medical examination, as well as the medical provider that is designated by the District to conduct the examination, will be directed not to collect or provide any genetic information, including the candidate's medical history, in the report of the medical examination.

Information obtained as to the medical condition of the applicant, including any inadvertently provided genetic information, will be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

- A. supervisors and managers may be informed regarding restrictions on the work or duties of individuals with disabilities and ~~regarding~~ necessary accommodations;
- B. first aid and safety personnel may be informed whenwhere appropriate, if the condition might require emergency treatment; and
- C. government officials investigating compliance with Section 504, the ADA and/or the Genetic Information Nondiscrimination Act ("GINA") shall be provided relevant information upon request.

Interviews

All of the topics labeled off-limits with respect to job applications ~~are~~ likewise are prohibited as subjects of inquiry during job interviews. The District, however, may ask questions that relate to an applicant's ability to perform job-related functions so long as they do it does not phrase the questions in terms of disability. The interviewer may ask about an applicant's ability to perform both essential and marginal job functions. In addition, the interviewer may describe or demonstrate job function(s) and inquire whether the applicant can perform that function(s) with or without reasonable accommodation. Along the same lines, the interviewer may ask the applicant to describe or demonstrate how, with or without reasonable accommodation, the applicants/he will perform the job-related functions. Any questions concerning the need for reasonable accommodation ~~should~~ always should be linked with performance of a specific job function. The interviewer never should ~~never~~ ask an open-ended question such as, "Will you need a reasonable accommodation?"

Interviews should thus concentrate on how applicants will complete tasks that are essential functions, rather than on eliciting information about the applicant's physical or mental condition. Similarly, the District may inquire as to an applicant's ability to perform a job effectively and safely.

According to the EEOC, the following are examples of questions that cannot be asked on a job application or during an interview:

- A. Have you ever had or been treated for any of the following conditions or diseases?
- B. Please list any conditions or diseases for which you have been treated in the past three (3) years.
- C. Have you ever been hospitalized? If so, for what condition?
- D. Have you ever been treated by a psychiatrist or psychologist? If so, for what condition?
- E. Have you ever been treated for any mental condition?
- F. Is there any health-related reason you may not be able to perform the job for which you are applying?
- G. Have you had a major illness in the last five (5) years?
- H. How many days were you absent from work because of illness last year?
- I. Do you have any physical defects that preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations?
- J. Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?
- K. Are you taking prescribed drugs?
- L. Have you ever been treated for drug addiction or alcoholism?
- M. Have you ever filed for workers' compensation insurance?

Interviewers should not ask a Reference question about an applicant that they could not ask the applicant **directly himself/herself** (i.e., previous employers cannot be asked about a former employee's disabilities, illness or workers' compensation history/claims).

The following are pre-employment questions that can be asked:

- A. Can you meet the requirements of our attendance policy?
- B. Can you perform the tasks of this position with or without an accommodation?
- C. Describe or demonstrate how you would perform this function, with or without an accommodation? (Such a question can be asked of applicants who have a known disability that might prevent them from performing a job function. If the disability would not interfere with a job function, however, the person could **only** be asked to demonstrate job performance **only** if all other candidates must do so.)

If an applicant indicates **the applicants/he** has performed a particular function with an accommodation, the potential employer may inquire about it.

Investigation and Complaint Procedure

Any employee or applicant who believes that s/he has been subjected to **unlawful** discrimination, retaliation, or denied reasonable accommodation may seek resolution of his/her complaint through the procedures described in Policy 3123 - Section 504/ADA Prohibition Against Disability Discrimination In Employment. The complaint procedure involves an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

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 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. 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 s/he learns and/or provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained in accordance with the Board's records retention policy.

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Last Modified by Melanie Oppor on February 23, 2022



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of PHYSICAL EXAMINATION
Code	ag3160A
Status	First Reading
Adopted	May 21, 2018

3160A - **PHYSICAL EXAMINATION**

After the District makes a conditional offer of employment, each professional staff member shall be asked to take a physical examination from a physician designated by the Board.

The District will pay for the cost of this required, post-offer examination, when performed by a District-assigned physician.

In the event the District Administrator is concerned that a professional staff member is unable to perform the duties of their position, the District Administrator may require that the professional staff member submit to an appropriate examination by a healthcare provider of the professional staff member's choice, a healthcare provider designated and compensated by the District, or both. The sole purpose of the examination shall be to determine whether the professional staff member can perform the duties of their position with or without reasonable accommodation. ~~Written evidence of good physical and mental health may be required periodically by the District from a physician of the District's choosing with the District assuming the expense of such an examination, when there is a reasonable basis to suspect that a mental or physical condition is adversely affecting performance.~~

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Last Modified by Melanie Oppor on February 23, 2022



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of IMPORTANT NOTICE OF EMPLOYEES' RIGHT TO DOCUMENTATION OF HEALTH COVERAGE
Code	ag3421A - DELETE
Status	
Adopted	May 21, 2018

~~3421A—IMPORTANT NOTICE OF EMPLOYEES' RIGHT TO DOCUMENTATION OF HEALTH COVERAGE~~

~~The Health Insurance Portability and Accountability Act of 1996 (HIPAA) limits the circumstances under which coverage may be excluded for medical conditions present before the employee enrolls. Under the law, a pre-existing condition exclusion generally may not be imposed for more than twelve (12) months (eighteen (18) months for a late enrollee after the enrollment date). The twelve (12) month (or eighteen (18) month) exclusion period may be reduced by a new employee's prior health coverage. A new employee is entitled to a certificate from his/her former health insurance provider that will show evidence of the person's prior health coverage.~~

~~To obtain a certificate, the employee should mail or email a written request to:~~

~~School District of Manawa
800 Beech Street
Manawa, WI 54949
cobrien@manawaschools.org
For additional information contact: District Business Manager
920-596-5332~~

~~The certificate must be provided promptly. The employee should keep a copy of this completed form. S/He may also request certificates for any dependents (including a spouse) who were enrolled under the employee's health coverage.~~

~~The Business Manager will be responsible for providing a Certificate of Health Insurance Coverage to an employee when:~~

- ~~A. s/he no longer is covered by the District's plan;~~
- ~~B. s/he is no longer covered under COBRA;~~
- ~~C. s/he requests a certificate no later than twenty-four (24) months after cessation of coverage.~~

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Book Administrative Guideline Manual
Section For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title Copy of NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code ag4122 - DELETE
Status
Adopted June 18, 2018

~~4122 – NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY~~

~~This administrative guideline is established to assist in the proper implementation of Policy 4122 and Policy 4122.02 and Federal and State laws and regulations, particularly Part 104 of Section 504 of the Rehabilitation Act of 1973 (34 C.F.R.), the Americans with Disabilities Act (ADA), and the Wisconsin Fair Employment Act.~~

~~That policy states:~~

~~The Board does not discriminate in the employment of support staff on the basis of to 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.), national origin, ancestry, arrest record, conviction record, use or declining to attend an employer-sponsored meeting or participate in any communication with the employer about religious matters or political matters, or non-use of lawful products off the District's premises during non-working hours, or any other characteristic protected by law in its programs and activities, including employment practices and opportunities.~~

~~The District's Compliance Officers identified in Policy 4122 shall handle inquiries regarding the Board's nondiscrimination policies and address any complaint of discrimination.~~

~~Disability Discrimination And Reasonable Accommodation~~

~~It is the policy of the Board that the District shall not discriminate on the basis of disability and shall provide reasonable accommodations to disabled individuals as required by State and Federal law.~~

~~In analyzing the District's duties and responsibilities under State and Federal law, it is important to note that the requirements of the Wisconsin Fair Employment Act and the Americans With Disabilities Act differ. The following chart summarizes and compares the major provisions of these two (2) laws and some of the important differences.~~

Issue	ADA	WFEA
Coverage	The ADA applies to employers with fifteen (15) or more employees	The WFEA covers any entity (with certain exceptions), including the State, engaged in any activity, enterprise, or business employing at least one (1) individual.
Definition of Disability	Physical or mental impairment that substantially limits one (1) or more of the major life activities of an individual, or being regarded as having such an impairment, or a records of having such an impairment.	Real or perceived impairment that: (a) makes (or is perceived to make) achievement unusually difficult or (b) limits (or is perceived to limit) the capacity to

		work.	For purposes of defining disability, "impairment" means a deterioration, a lessening, or damage to a normal bodily function or bodily condition."
Major Life Activities	<p>EEOC regulations define "major life activities" as 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, and working.</p> <p>Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.</p> <p>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.</p>	<p>Makes achievement unusually difficult — The limitations on an individual's ability to achieve and capacity to work must be beyond normal limitations that might render a person unable to make certain achievements or perform every possible job.</p> <p>The inquiry concerning the effect of an impairment is not about "mere difficulty," but about "unusual difficulty."</p> <p>Limits the Ability to Work — Refers to the ability to perform the particular job in question.</p>	
Asymptomatic Conditions	<p>Asymptomatic HIV/AIDS is a disability where it substantially limits the major life activity of reproduction.</p>	<p>Diseases such as HIV/AIDS may be disabilities under the WFEA even if in remission or the person is not otherwise actively suffering from the effects of the disease.</p>	
Exclusions From Coverage	<p>A person who is not a "qualified individual with a disability" is not covered by the ADA.</p> <p>A person who is currently engaging in the illegal use of drugs is not a "qualified individual."</p> <p>Homosexuality and bi-sexuality are not impairments, and therefore not disabilities.</p> <p>Other conditions that are specifically excluded from ADA coverage include: Transvestism, transexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders. — Compulsive gambling, kleptomania, or pyromania.</p> <p>— Psychoactive substance use disorders resulting from the current illegal use of drugs.</p>	<p>It is not discrimination where the disability is reasonably related to the individual's ability to adequately undertake the job-related responsibilities of that individual's employment, membership, or licensure.</p>	
Reasonable	<p>The employer must demonstrate that</p>	<p>Employer has the burden</p>	

Accommodation	accommodation would impose "undue hardship" on operation of business.	of proving that an accommodation would pose a "hardship" on the employer's program, enterprise, or business.
		It is inappropriate to conclude as a matter of law that any particular kind of action is not required as an accommodation.
		An accommodation may be "reasonable" and still pose a "hardship" to the employer.
Essential Functions	<p>The fundamental job duties of the employment position which the disabled individual holds or desires, but not the marginal functions of the position.</p> <p>A job function may be essential for the following reasons:</p> <ul style="list-style-type: none"> -The reason the position exists is to perform that function -There are a limited number of employees available among whom the performance of that job function can be distributed -The function may be highly specialized so that the incumbent in the position is hired for his/her expertise or ability to perform the job <p>Evidence of whether a particular function is essential includes:</p> <ul style="list-style-type: none"> -The employer's judgment as to which functions are essential advertising or interviewing applicants for the job -The amount of time spent on the job performing the function -The consequences of not requiring the incumbent to perform the functions -The work experience of past incumbents in the job -The current work experience of incumbents in similar jobs 	No provision of the WFEA uses the term essential function.
Direct Threat	The employer has the burden of showing that the employee presents a "direct threat" (significant risk) to the health or safety of others that cannot be eliminated by reasonable accommodation.	To evaluate whether an employee can "adequately undertake the job-related responsibilities" of a particular job, the present and future safety of the individual, of the individual's co-workers and, if applicable, of the general public may be considered.
Medical Exams	The ADA specifically prohibits pre-	There is no specific

And Inquiries employment disability-related inquiries:

prohibition in the WFEA relating to pre-employment disability-related inquiries:

Sex-Based Discrimination

Discrimination against a transgender individual because that person is transgender is discrimination based on sex and therefore a violation of Title VII prohibited by Board policy. Specifically, discrimination against transgender individuals on the basis of sex stereotyping/gender nonconformity will be investigated as sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior.

Additionally, employment actions based upon an individual's sexual orientation are prohibited under Board policy. Administrators are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her transgender identity or sexual orientation.

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

Military Status

For purposes of this policy/administrative guideline, "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. 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 such duty as listed above.

Investigation and Complaint Procedure

Any employee who believes that s/he has been subjected to unlawful discrimination or retaliation may seek resolution of his/her complaint through the procedures described in Policy 4122—Nondiscrimination and Equal Employment Opportunity. The complaint procedures involve an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

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Legal

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

Last Modified by Steve LaVallee on July 25, 2021



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	ag4123
Status	First Reading
Adopted	February 22, 2018

4123 - SECTION 504/ADA - PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board prohibits discrimination against any employee or applicant based on **his/her** disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability against qualified individuals with disabilities in every aspect of employment. Specifically, the Board does not discriminate on the basis of disability against a qualified individual in regard to:

- A. recruitment, advertising, and job application procedures;
- B. hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;
- C. rates of pay or any other form of compensation and changes in compensation;
- D. job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists;
- E. leaves of absence, sick leave, or any other leave;
- F. fringe benefits available by virtue of employment, whether or not administered by the **DistrictBoard**;
- G. selection and financial support for training, including: apprenticeships, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training;
- H. activities sponsored by the Board, including social and recreational programs; and
- I. any other term, condition, or privilege of employment.

The **DistrictBoard** will provide a reasonable accommodation to a qualified applicant and employee who has an actual disability or who has a record of a disability **that is needed for the employee/applicant to perform the essential functions of the position**, unless the accommodation would impose an undue hardship on the operation of the District's programs and/or activities. A reasonable accommodation is not required for an individual who is merely regarded as having a disability.

An individual with a disability is anyone who:

- A. has a physical or mental impairment that substantially limits one or more major life activities ("actual disability");
- B. has a record of **having** (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one or more major life activities; or
- C. is regarded as having a physical or mental impairment that substantially limits one or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the District as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a

result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, caring for oneself, 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.

Physical or mental impairment means:

A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

1. neurological;
2. musculoskeletal;
3. special sense organs;
4. respiratory, including speech organs;
5. cardiovascular;
6. reproductive;
7. digestive;
8. genitourinary;
9. hemic and lymphatic;
10. skin;
11. immune;
12. circulatory;
13. endocrine;

B. any mental or psychological disorder, such as an intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

While the determination of whether an impairment substantially limits a major life activity is an individualized one that is case specific, given the inherent nature of the following impairments, as a **practicalfactual** matter, they **almostwill-virtually** always **will** be found to impose a substantial limitation, at a minimum, on the major life activity indicated: deafness substantially limits hearing; blindness substantially limits seeing; an intellectual disability substantially limits brain function; partially or completely missing limbs or mobility impairments requiring the use of a wheelchair substantially **limitlimits** musculoskeletal function; autism substantially limits brain function; cancer substantially limits normal cell growth; cerebral palsy substantially limits brain function; diabetes substantially limits endocrine function; epilepsy substantially limits neurological function; Human Immunodeficiency Virus (HIV) infection substantially limits immune functions; multiple sclerosis substantially limits neurological function; muscular dystrophy substantially limits neurological function; and major depressive disorder, bipolar disorder, post-traumatic stress disorder, obsessive-compulsive disorder, and schizophrenia substantially **limitlimits** brain function.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

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 aids and cochlear implants 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.

Individual with a disability does not include the following (i.e., Section 504 and/or the ADA specifically excludes):

- A. individuals who ~~are currently~~ are engaging in the ~~illegal~~ use of illegal drugs, when the District acts on the basis of such use;
- B. with respect to employment, any individual who is an alcoholic whose current use of alcohol prevents such individual from performing the duties of the job in question or whose employment, by reason of such current alcohol abuse, would constitute a direct threat to property or the safety of others;
- C. with respect to employment, an individual who ~~has a~~ currently has a contagious disease or infection and who, by reason of such disease or infection, would constitute a direct threat to the health or safety of other individuals or who, by reason of the ~~currently~~ contagious disease or infection, is unable to perform the duties of the job;
- D. an individual on the basis of homosexuality or bisexuality; and
- E. an individual on the basis of:
 - 1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairment, or other sexual behavior disorders;
 - 2. compulsive gambling, kleptomania, or pyromania; or
 - 3. psychoactive substance use disorders resulting from current use of illegal ~~use of~~ drugs.

Individual with a disability includes an individual who:

- A. has ~~successfully~~ completed a supervised drug rehabilitation program successfully and is no longer engaging in the illegal use of drugs, or ~~has~~ otherwise has been rehabilitated successfully and is no longer engaging in such use;
- B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or
- C. is erroneously regarded as engaging in the use of illegal ~~use of~~ drugs, but is not engaging in such use.

Under Wisconsin law, an "individual with a disability" means an individual who has a real or perceived physical or mental impairment "which makes achievement unusually difficult or limits the capacity to work." This definition has generally been interpreted as a broader definition than that which exists under Federal law discussed above.

Public Notice

Pursuant to policy, the identity of the District's Compliance Officers (COs) will be published on the District's website and posted throughout the District and included in all recruitment statements or general information publications.

Recruitment materials, job announcements and all other materials/publications published by the Board must contain the following statement:

~~I~~That the Board does not discriminate against individuals with disabilities~~disabled persons~~ in employment or the provision of services.

The~~This~~ requirement regarding recruitment materials may be met by including an insert in existing publications or revising and reprinting publications.

Equal Employment Opportunity Statement

The _____ School District of Manawa Board of Education does not discriminate on the basis of race, color, sex (including ~~trans~~gender status, change of sex, sexual orientation, or gender identity), religion, age, pregnancy, disability, national origin, 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.

The Board ~~will~~ also will include a notice of reasonable accommodation requirements on District employment application forms and post notices that employee reasonable accommodation Request Forms may be obtained from the District's Section 504/ADA

Coordinator(s) (hereinafter referred to as the Compliance Officer(s) or CO(s)) (who also serves as its ADA Coordinator) (hereinafter referred to as the "CO").

Decision-Making Process for Determining/Identifying Reasonable Accommodations and Undue Hardship

In determining the appropriate accommodation in the employment situation, the District will take into account two (2) factors:

- A. the specific abilities and functional limitations of the particular applicant or employee with a disability; and
- B. the specific functional requirements of the particular job.

A reasonable accommodation is "any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities." Many times a reasonable accommodation will be obvious and made without difficulty and at little or no cost. The CO will first inquire of the individual with the disability as to any possible suggestions s/he may have for a simple change or adjustment that will serve as an effective accommodation. The District recognizes that employees with disabilities can be useful sources of the information on what type of accommodation they need, where to obtain information on appropriate accommodations, and where to purchase accommodations.

If, however, the identification of a reasonable accommodation proves difficult, the District will utilize an informal, interactive process whereby it and the individual will work together to identify the appropriate accommodation. The interactive process will include any and/or all of the following steps, as ~~may be~~ appropriate:

- A. Examination of the particular job involved and determination of its purpose and essential functions. The District will conduct an individual assessment of the particular job at issue in order to analyze the actual job duties ("essential functions") and determine the true purpose or object of the job. **Preferably, a written job description already will be in place that lists the essential functions of the job.**
- B. ~~The District will~~**The District will then** consult with the individual with a disability to find out **the individual's/his/her** specific physical or mental abilities and limitations as they relate to the essential job functions. This will help the parties ~~to~~ identify the barriers to job performance and assess how these barriers could be overcome with an accommodation.
- C. In consultation with the individual, the District will identify potential accommodations and assess how effective each would be in enabling the individual to perform essential job functions.
- D. If the parties ~~are still~~ **are** not able to identify an appropriate accommodation, the District will seek technical assistance.
- E. If there are several effective accommodations that would provide an equal employment opportunity, the District will select the accommodation that best serves the needs of the individual and the District. While the District will give the individual with a disability's preference first consideration, the District may choose among effective accommodations and select the accommodation that is less expensive or easier to provide. The District may consider the cost, efficiency and availability of the alternative accommodations in selecting an effective accommodation. The District does not have the obligation to provide the "best" accommodation possible, so long as it provides an accommodation that is sufficient to meet the job-related needs of the individual being accommodated.

The District will not provide an accommodation without first checking with the employee since the employee may not need or want an accommodation, or the unrequested accommodation may not meet the employee's functional limitations. The District will respect an individual with a disability's right not to accept an accommodation if **the individual/s/he** has not requested it and does not feel one is necessary. However, if this results in the individual failing to perform essential functions, **the individual/s/he** may be considered unqualified and ~~may~~ either **may** be refused employment or discharged.

The District may decline to provide desired accommodations if it determines such accommodations will result in an undue hardship. An undue hardship entails a significant difficulty or expense in, or resulting from, the provision of the accommodation.

Such hardship is not limited to financial difficulty but rather encompasses any accommodation that would be unduly costly, extensive, substantial or disruptive, or that would fundamentally alter the nature or operation of the program. If the cost of an accommodation would impose an undue hardship, the District will give the individual with the disability the option of paying that portion of the cost which would constitute an undue hardship or providing the accommodation. Further, the District will not consider employee morale or the attitudes of others when determining undue hardship.

Decisions not to provide a reasonable accommodation will be in writing and accompanied by an explanation of the decision ~~not to~~ **act.**

Reasonable accommodations may include:

- A. making facilities used by employees readily accessible to and usable by individuals with disabilities;

- B. job restructuring, part-time or modified work schedule, acquisition or modification of equipment or devices, the provision of readers or interpreters, and other similar actions;
- C. making modifications to existing leave policies and providing leave when needed for a disability, even where an employer does not offer leave to other employees;
- D. reassignment to a new job because the disability prevents the employee from performing one (1) or more essential functions of the current job, even with a reasonable accommodation, or because any accommodation in the current job would result in undue hardship. If reassignment is required, the Board will place the employee in a vacant position for which s/he is qualified, without requiring the employee to compete with other applicants for open positions, except reassignment does not include promotion, and generally does not involve placing an employee in a vacant position when another employee is entitled to the position under a uniformly-applied seniority system, if any.

Factors to be considered when determining whether an accommodation would impose an undue hardship on the operation of the District's program or activity include:

- A. the overall size of the District's program or activity with respect to number of employees, number and type of facilities, and size of budget;
- B. the type of the District's operation, including the composition and structure of the District's workforce; and
- C. the nature and cost of the accommodation needed.

Accommodation obligations under the Wisconsin Fair Employment Act may be broader than that required under the ADA, as Wisconsin does not employ the "essential functions of the job" analysis as is used under Federal law.

Employment Criteria

The District will not use qualification standards, employment tests or other selection criteria that screen out or tend to screen out an individual with a disability or a class of individuals with disabilities, on the basis of disability, unless the standard, test or other selection criteria, as used by the Board, is shown to be job-related for the position in question and consistent with business necessity.

The District will select and administer tests concerning employment so that when administered to an applicant or employee who has a disability that impairs sensory, manual or speaking skills, the test results accurately reflect the applicant's or employee's job skills, aptitude, or whatever other factor the test purports to measure, rather than reflecting the applicant's or employee's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Pre-employment Inquiries

Except as authorized by law, the District will not conduct a pre-employment medical examination or make pre-employment inquiry of an applicant as to whether the applicant is an individual with a disability or as to the nature or severity of a disability. The District will, however, make pre-employment inquiry into an applicant's ability to perform job-related functions; this includes requesting the applicant to describe or demonstrate how the applicants/he would perform the functions.

The District may give a physical agility test at any point in the application or employment process, since such tests are not medical exams. When the District decides to give such a test it must give the test to all similarly situated applicants or employees regardless of disability.

Some examples of alternative test formats and reasonable accommodations are:

- A. allowing people with certain learning or dexterity disabilities to take extra time on a test;
- B. assuring the test site is accessible to a person with a mobility impairment;
- C. allowing a person with a mental disability who cannot perform well with distractions to take a test in a separate room, if a group test setting is not relevant to the job; and
- D. providing Braille, large print, a reader or a computer for people with vision impairments.

If the District conditions an offer of employment on the results of a medical examination conducted prior to the employee's entrance on duty, the District will:

- A. subject all entering employees in the same job classification to such an examination regardless of disability; and

B. use the results of the examination ~~will be used~~ only as authorized by law.

The successful candidate who is required to submit to a medical examination, as well as the medical provider that is designated by the District to conduct the examination, will be directed not to collect or provide any genetic information, including the candidate's medical history, in the report of the medical examination.

Information obtained as to the medical condition of the applicant, including any inadvertently provided genetic information, will be collected and maintained on separate forms that shall be accorded confidentiality as medical records, except that:

- A. supervisors and managers may be informed regarding restrictions on the work or duties of individuals with disabilities and ~~regarding~~ necessary accommodations;
- B. first aid and safety personnel may be informed whenwhere appropriate, if the condition might require emergency treatment; and
- C. government officials investigating compliance with Section 504, the ADA and/or the Genetic Information Nondiscrimination Act ("GINA") shall be provided relevant information upon request.

Interviews

All of the topics labeled off-limits with respect to job applications ~~are~~ likewise are prohibited as subjects of inquiry during job interviews. The District, however, may ask questions that relate to an applicant's ability to perform job-related functions so long as they do it does not phrase the questions in terms of disability. The interviewer may ask about an applicant's ability to perform both essential and marginal job functions. In addition, the interviewer may describe or demonstrate job function(s) and inquire whether the applicant can perform that function(s) with or without reasonable accommodation. Along the same lines, the interviewer may ask the applicant to describe or demonstrate how, with or without reasonable accommodation, the applicants/he will perform the job-related functions. Any questions concerning the need for reasonable accommodation ~~should~~ always should be linked with performance of a specific job function. The interviewer never should ~~never~~ ask an open-ended question such as, "Will you need a reasonable accommodation?"

Interviews should thus concentrate on how applicants will complete tasks that are essential functions, rather than on eliciting information about the applicant's physical or mental condition. Similarly, the District may inquire as to an applicant's ability to perform a job effectively and safely.

According to the EEOC, the following are examples of questions that cannot be asked on a job application or during an interview:

- A. Have you ever had or been treated for any of the following conditions or diseases?
- B. Please list any conditions or diseases for which you have been treated in the past three (3) years.
- C. Have you ever been hospitalized? If so, for what condition?
- D. Have you ever been treated by a psychiatrist or psychologist? If so, for what condition?
- E. Have you ever been treated for any mental condition?
- F. Is there any health-related reason you may not be able to perform the job for which you are applying?
- G. Have you had a major illness in the last five (5) years?
- H. How many days were you absent from work because of illness last year?
- I. Do you have any physical defects that preclude you from performing certain kinds of work? If yes, describe such defects and specific work limitations?
- J. Do you have any disabilities or impairments that may affect your performance in the position for which you are applying?
- K. Are you taking prescribed drugs?
- L. Have you ever been treated for drug addiction or alcoholism?
- M. Have you ever filed for workers' compensation insurance?

Interviewers should not ask a Reference question about an applicant that they could not ask the applicant **directly himself/herself** (i.e., previous employers cannot be asked about a former employee's disabilities, illness or workers' compensation history/claims).

The following are pre-employment questions that can be asked:

- A. Can you meet the requirements of our attendance policy?
- B. Can you perform the tasks of this position with or without an accommodation?
- C. Describe or demonstrate how you would perform this function, with or without an accommodation? (Such a question can be asked of applicants who have a known disability that might prevent them from performing a job function. If the disability would not interfere with a job function, however, the person could **only** be asked to demonstrate job performance **only** if all other candidates must do so.)

If an applicant indicates **the applicants/he** has performed a particular function with an accommodation, the potential employer may inquire about it.

Investigation and Complaint Procedure

Any employee or applicant who believes that s/he has been subjected to **unlawful** discrimination, retaliation, or denied reasonable accommodation may seek resolution of his/her complaint through the procedures described in Policy 4123 - Section 504/ADA Prohibition Against Disability Discrimination In Employment. The complaint procedure involves an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

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 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. 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 s/he learns and/or provides during the course of the investigation.

All public records created as a part of an investigation of a complaint of discrimination/retaliation will be maintained in accordance with the Board's records retention policy.

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Last Modified by Melanie Oppor on February 23, 2022



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of PHYSICAL EXAMINATION
Code	ag4160A
Status	First Reading
Adopted	June 18, 2018

4160A - **PHYSICAL EXAMINATION**

After the District makes a conditional offer of employment, each support staff member shall be asked to take a physical examination from a physician designated by the Board.

The District will pay for the cost of this required, post-offer examination, when performed by a District-assigned physician.

In the event the District Administrator is concerned that the support staff member is unable to perform the duties of their position, the District Administrator may require that the support staff member submit to an appropriate examination by a healthcare provider of the support staff member's choice, a healthcare provider designated and compensated by the District, or both. The sole purpose of the examination shall be to determine whether the support staff member can perform the duties of their position with or without reasonable accommodation. ~~Written evidence of good physical and mental health may be required by the District from a physician of the District's choosing with the District assuming the expense of such an examination when there is a reasonable basis to suspect that a mental or physical condition is adversely affecting performance.~~

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Last Modified by Melanie Oppor on February 23, 2022



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of IMPORTANT NOTICE OF EMPLOYEES' RIGHT TO DOCUMENTATION OF HEALTH COVERAGE
Code	ag4421A - DELETE
Status	
Adopted	June 18, 2018

~~4421A—IMPORTANT NOTICE OF EMPLOYEES' RIGHT TO DOCUMENTATION OF HEALTH COVERAGE~~

~~The Health Insurance Portability and Accountability Act of 1996 (HIPAA) limits the circumstances under which coverage may be excluded for medical conditions present before the employee enrolls. Under the law, a pre-existing condition exclusion generally may not be imposed for more than twelve (12) months (eighteen (18) months for a late enrollee after the enrollment date). The twelve (12) month (or eighteen (18) month) exclusion period may be reduced by a new employee's prior health coverage. A new employee is entitled to a certificate from his/her former health insurance provider that will show evidence of the person's prior health coverage.~~

~~To obtain a certificate, the employee should mail or email a written request to:~~

~~School District of Manawa~~

~~800 Beech Street~~

~~Manawa, WI 54949~~

~~cobrien@manawaschools.org~~

~~For additional information contact: Business Manager~~

~~920-596-2332~~

~~The certificate must be provided promptly. The employee should keep a copy of this completed form. S/He may also request certificates for any dependents (including a spouse) who were enrolled under the employee's health coverage.~~

~~The Business Manager will be responsible for providing a Certificate of Health Insurance Coverage to an employee when:~~

~~A. s/he no longer is covered by the District's plan;~~

~~B. s/he is no longer covered under COBRA;~~

~~C. s/he requests a certificate no later than twenty-four (24) months after cessation of coverage.~~

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Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of ADMISSION TO THE DISTRICT
Code	ag5111
Status	First Reading
Adopted	August 20, 2018

5111 - ADMISSION TO THE DISTRICT

Students who qualify for admission to District schools, in accordance with Board of Education Policy 5111, shall be accepted when the following documents have been submitted:

- A. a birth certificate or other appropriate documentary evidence
- B. court orders or placement papers, if applicable
- C. proof of residency consisting of a deed, building permit, rental agreement, or tax statement.

If a birth certificate is not available, the parent is to submit the documentary evidence. If custody has been established by the courts, a copy of the court order must be submitted. If such verification is not received within thirty (30) days or the document appears to be inaccurate or suspicious, the principal shall notify local law enforcement.

The sending school shall be contacted within twenty-four (24) hours of the student's entry into the school and requested to send all appropriate records.

Immunization requirements are to be in accordance with AG 5320. The staff member enrolling the student is to check the immunization record the parent submits against the requirements listed in AG 5320 to determine if there are any discrepancies or missing inoculations. If so, the parent is to be informed that the needed inoculations must be completed within the next two calendar weeks or as soon thereafter as the schedule for the missing inoculations permits. The principal is to be provided the names of all children who have not met the immunization requirements and the dates by which missing inoculations are to be completed.

~~A student shall be considered homeless under Federal law (42 U.S.C. 11431 et seq) if s/he is an individual who:~~

- ~~A. lacks a fixed, regular, and adequate nighttime residence;~~
- ~~B. has a primary nighttime residence that is:~~
 - ~~1. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, or transitional housing for the mentally ill);~~
 - ~~2. an institution that provides temporary residence for individuals intended to be institutionalized;~~
 - ~~3. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.~~

Homeless children and youth are defined under Federal law (42 U.S.C. 11431 et seq.) as individuals who lack a fixed, regular, and adequate nighttime residence, and include children and youth who meet any of the following criteria:

- 1. share the housing of other persons due to loss of housing, economic hardship, or similar reason;
- 2. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations;



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of ADMISSION TO KINDERGARTEN
Code	ag5112A - Added Early Entrance Procedures for 4K
Status	First Reading
Adopted	August 20, 2018

5112A - ADMISSION TO KINDERGARTEN

Kindergarten Registration

The following guidelines shall be followed for the registration of all kindergarten students.

- A. **Children must be four (4) years old on or before September 1st to be enrolled in four (4) year old kindergarten (4K).**
- B. Children must be five (5) years old on or before September 1st **to be enrolled in five (5) year old kindergarten (5K).**
- C. Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements.

If a birth certificate is not provided, the parent is to submit documentary evidence. If custody has been established by the courts, a copy of the court order must be provided.
- D. Children transferring from another public or private kindergarten who do not meet the age requirements may be admitted.
- E. All registrants shall receive a kindergarten screening as determined by the principal.
- F. Individual classroom assignments will be made by the building principal.

Early Entrance Criteria

A. Rationale

The District shall provide for early admission to kindergarten and first grade for qualified students.

B. Application

Referrals are made by school principals or directly by parent request at the time of kindergarten screening but no later than May 15th.

The evaluation shall be made prior to the enrollment date.

C. Early Entrance to Kindergarten

The parent or guardian of a child who will not be five (5) years of age by September 1st in the school year the child proposes to enter kindergarten, may apply to have their child admitted to kindergarten at the onset of the upcoming school year.

The following procedures shall be followed:

1. A referral for evaluation shall be completed by the parent/guardian and submitted to the Special Education Director. Completion of this document shall include rationale for early entrance, summary of the child's strengths/weaknesses and serve as the application for early admission. The completed referral shall be discussed with parent/guardian by the Special Education Director and/or other pupil services personnel. The intent is to review Board Policy on early entrance, ensure all appropriate information has been obtained and explain rationale for the ensuing school psychological evaluation.
2. At the discretion of the Special Education Director, it is possible that other District personnel may be asked to complete an evaluation.
3. A written report summarizing results and recommendation for or against early entrance to kindergarten shall be provided to and discussed with parent/guardian.
4. The child must participate in the District's kindergarten screening if the child has not been a participant in the District's 4K program.
5. Screening must be completed and results explained to parents/guardian prior to parents requesting an early entrance to kindergarten evaluation.
6. An evaluation of the child's potential to benefit from early admission to kindergarten shall be the focus of the school psychological evaluation and, ultimately, central to the decision for early admission. This evaluation will be conducted by School District of Manawa personnel. The evaluation shall address the child's emotional stability, social/emotional/mental maturity, physical health and pre-academic readiness skills (i.e., cognitive, motor, language, letter/number concepts), all of which must be exceedingly well established.
7. This evaluation shall be at no cost to the parent/guardian.
8. Subsequent to the evaluation being completed, a conference shall be held with parent/guardian to review results and consider the appropriateness of early entrance into kindergarten. Participants shall include the Building Administrator, Special Education Director and where appropriate, other District personnel may participate. If the conclusion is to allow early entrance to kindergarten, a written recommendation will be made to the District Administrator and Board of Education.
9. If the conclusion is to not allow early entrance to kindergarten, the parent/guardian may provide a written appeal to the Board of Education. The Board of Education has the final authority for deciding whether or not the child is to be admitted for early entrance to kindergarten. The Building Administrator will provide the parent/guardian a written summary of the Board of Education's conclusion.
10. Early admission to kindergarten may be granted if the child has started a certified kindergarten program. This will generally apply to transfer students from states with a later entrance date than Wisconsin's. The same will apply to children who request early admission to first grade.

D. Early Entrance to First Grade

The parent or guardian of a child who will not be six (6) years of age by September 1st in the school year the child proposes to enter first grade, may apply to the Board of Education to have their child admitted to first grade at the onset of the upcoming school year.

The following procedures shall be followed:

1. The child who has been approved for early admission to kindergarten and successfully completed kindergarten, started first grade in another school or completed a program the District deems equivalent to kindergarten may be approved for early admission to first grade. Given the latter scenario, the parent/guardian will have responsibility to provide the Building Administrator with all necessary documentation pertaining to the curriculum provided the child. Subsequently, a conference shall be held with the parent/guardian and district personnel to review information provided and consider the appropriateness of early entrance to first grade.
2. The child who has not met the aforementioned conditions but who has, nevertheless, met standards outlined in other sections of this guideline and whose educational welfare would best be served by placement in first grade may be considered for early admission to first grade. Procedures in the Early Entrance to Kindergarten of this guideline shall then be followed.



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of ADMISSION OF STUDENTS PARTICIPATING UNDER OPEN ENROLLMENT
Code	ag5113
Status	First Reading
Adopted	August 20, 2018

5113 - **ADMISSION OF STUDENTS PARTICIPATING UNDER OPEN ENROLLMENT**

The School District will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time. More specifically, the District, in administering its participation will:

- A. harmonize to the extent possible Sections 118.145(4), 118.51, 118.52;
- B. give priority to its resident students regarding intra-District open enrollment opportunities;
- C. take account, as appropriate, of individual rights under the Wisconsin and United States Constitution.

Full-Time Open Enrollment

A. Application Procedures for Nonresident Students

Applications from nonresidents for full-time open enrollment into a District school must:

1. be submitted on the form provided by the Department of Public Instruction ("DPI"); **and**
2. be received between the first Monday in February and the last weekday in April, unless otherwise provided by the DPI or as described in Section K, below - Alternative Application Procedures.

If a student submits applications to more than three (3) nonresident school districts, all applications submitted are invalid.

Untimely applications will not be processed nor will the review process be delayed by failure to submit supporting documentation. Copies of all nonresident student applications will be sent to the resident school district of each nonresident student and the DPI no later than the first weekday after the last weekday in April unless otherwise provided by the DPI.

The District shall provide to any nonresident district to which a resident student with a disability has applied for open enrollment a copy of the student's Individualized Education Program no later than the first Friday following the first Monday in May.

B. Timetable for Decisions on Applications

District decisions on full-time open enrollment applications will be made after April 30th and no later than the Friday following the first Monday in June, unless otherwise provided by the DPI and/or (waiting list provisions of this guideline).

C. Procedure for Processing of Open Enrollment Applications

If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first priority will be given to nonresident students already attending District schools and their siblings.

If the District determines that space is not otherwise available for open enrollment students in the grade or program to which an individual has applied, the District may nevertheless accept an applicant, who is already attending school in the District.

The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection. The District may approve attendance by non-resident students on the waiting list up to the third Thursday in September, provided that the student will be in attendance in the District by the third Friday in September.

D. Decisional Criteria for Nonresident Applications

Decisions on nonresident open enrollment applications will be based only on the following criteria:

1. The availability of space in the schools, programs, classes, or grades within the District. In determining the amount of space available, the District will count resident students, students attending the District for whom tuition is paid under 121.78(1)(a), Wis. Stats. and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) or (3m)(a) and are already attending public school in the District. Other factors the District Administrator may consider include:
 - a. District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.
 - b. District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
 - c. Enrollment projections for the schools of the District which include, but are not limited to, the following factors: the likely short and long-term economic development in the community, projected student transfers in and out of the District, preference requirements for siblings of nonresident open enrollment students, the required length of K-12 attendance opportunities for open enrollment students and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated daycare program resides in a district which offers the program for which application is made.
3. Whether the nonresident student has been expelled from any school district within the current school year or the two (2) preceding school years, or has any pending disciplinary proceeding, based on any of the following activities:
 - a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by means of explosives.
 - b. Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.
 - c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
 - d. Possessing a dangerous weapon (as defined in Section 939.22(10), Wis. Stats.) while on school property or under school supervision.

~~(Note 1-~~Notwithstanding the Board's acceptance of a nonresident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the nonresident student will attend a school in the District, s/he is determined to fall under **any of the above paragraph D-3-)**

~~(Note 2-~~The Board may request a copy of a nonresident student's disciplinary records from the resident School Board).
4. Whether the special education program or related services described in the nonresident student's individualized education program ("IEP") are available in the District.
5. Whether there is space available in the District to provide the special education or related services identified in the nonresident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to his or her resident school board under Wis. Stat. § 115.777(1) or identified by his or her resident school board under Wis. Stat. 115.77(1m) (a), but not yet evaluated by an individualized education program team.

(Note: If a nonresident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident school board. If such notice is provided, the nonresident may be transferred to his/her resident school district.)

7. If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year.

E. Notice of Decisions

Written notice of acceptance or denial of nonresident applications must be sent to all applicants on or before the first Friday following the first Monday in June. Nonresident students whose applications are accepted shall be notified of the specific school or program that the student may attend the following school year.

The District shall notify any resident student and the nonresident school district if the Board denies enrollment in the nonresident district in writing by the second Friday following the first Monday in June.

Notices of denial will include a reason for the determination. Notice of denial for nonresident students will also include notice as to the student's specific place on the waiting list.

1. Additional Notices When a Nonresident Student is Accepted

If the Board approves an open enrollment application of a nonresident student it will also send the following notices:

- a. written notice to the applicant no later than the first Friday following the first Monday in June of the specific school or program that the applicant may attend during the following school year; **and**
- b. notice to the resident School Board no later than July 7th stating the name of the student.

The parents or guardians of an accepted nonresident student must notify the Board no later than the last Friday in June of the student's intent to attend school in the District during the following school year.

- c. If an accepted nonresident student has not attended school in the district by the third Friday in September, the open enrollment is terminated.

2. Additional Notice When a Nonresident Student is Not Accepted but Placed on the Established Waiting List

If space becomes available, the student on the waiting list will be notified in the order in which s/he appears on the list. The student will be sent notice that space is now available and the school to which the student will be placed. The notice will also state that the applicant has ten (10) days to accept the offer of open enrollment from the postmarked date on the notice.

When a selected applicant notifies the District that the open enrollment position is being rejected or fails to respond within ten (10) days, the offer will be rescinded and the space will be offered to the next applicant on the waiting list. The District will continue to notify students on the waiting list of available spaces up to the third Thursday in September of the school year for which the waiting list applies, provided that the student will begin attendance no later than the third Friday in September. A non-resident student accepted for enrollment once the school year has begun may attend the District even if the student has already attended school in the resident school district, but not if the student has enrolled in the current term in another non-resident school district.

Disciplinary Records

The District shall provide the disciplinary records of any resident student that applies for enrollment in a non-resident school district. Such disciplinary records should include but are not limited to: A copy of any expulsion findings and orders pertaining to the student; a copy of any records of any pending disciplinary proceedings and the length of term of the expulsion; or the possible outcomes of the pending disciplinary proceedings. Such records shall be provided no later than the first Friday following the first Monday in May or within ten (10) days of an application under the Alternative Application Procedures (Section K below).

F. Reapplication Procedures

The Board will not require accepted non-resident students to reapply under the open enrollment policy as long as the student is continuously enrolled in the District. ~~The Board does not require accepted nonresident students to reapply under the open enrollment policy when the nonresident student enters middle school, junior high school, or high school. A nonresident student may be required to reapply only once.~~

G. Transportation

The parents or guardians of a student attending a nonresident school district will be solely responsible for providing transportation to and from the school site or if space is available, or to a scheduled in-District bus stop, **The District will provide transportation for a non-resident student with an identified disability for whom transportation is required by his/her IEP, unless the nonresident student is a special education student and transportation is required by his/her IEP.**

H. Tuition Waivers

Students are eligible for tuition waivers as follows:

1. Current Year Permissive

When the student was:

- a. a resident of the School District on July 1st;
- b. enrolled in the School District on July 1st of the current school year; and
- c. after July 1st changes residence by moving to a new school district.

The District may permit the student to complete the school year. The school district of attendance (the nonresident school district) counts the student in membership.

2. Current Year Mandatory

When the student:

- a. was a resident of the School District and enrolled on either the third Friday in September or the second Friday in January of the current school year;
- b. was enrolled in the School District for at least twenty (20) school days during the current school year; and
- c. changes residence by moving to a new school district.

The District must permit the student to complete the school year. The school district of attendance (the nonresident school district) counts the student in membership.

3. "Additional Year" Mandatory

When the student:

- a. was a resident of the School District on the second Friday in January of the previous school year;
- b. was enrolled in the School District continuously from the second Friday in January of the previous school year to the end of the school term of the previous school year;
- c. ceased to be a resident of the School District after the first Monday in February of the previous school year; and
- d. continues to be a resident of Wisconsin.

The District must permit the student to attend the school year following the year in which the criteria are met. The resident district counts the student in membership and DPI transfers the open enrollment amount to the nonresident district.

I. Rights and Privileges of Nonresident Students

Nonresident students attending school in the District on a full-time basis will have all of the rights and privileges of resident students and will be subject to the same rules and regulations as resident students.

J. Alternative Application Procedures

1. Basis for Open Enrollment Outside Regular Deadlines:

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under this alternative application procedure if the student satisfies at least one of the following criteria and has not applied to more than three (3) non-resident school districts:

- a. The resident school board determines that the non- resident student has been the victim of a violent criminal offense, as defined by the Department of Public Instruction. An application is not valid unless the District receives the application within thirty (30) days after the determination of the resident school board.
- b. The student is or has been a homeless student in the current or immediately preceding school year. In this subdivision, "homeless student" means an individual who is included in the category of homeless children and youths, as defined in Policy 5111.01 – Homeless Students.
- c. The non-resident student has been the victim of repeated bullying or harassment and all of the following apply:
 1. The student’s parent has reported the bullying or harassment to the resident school board.
 2. Despite action taken by the parents and/or the resident school district the repeated bullying and harassment continues.
- d. The place of residence of the student’s parent or guardian and of the student has changed as a result of military orders. An application is not valid unless the District receives the application no later than thirty (30) days after the date on which the military orders changing the place of residence were issued.
- e. The student moved into the state, but resides in another District. An application made on the basis is not valid unless the District receives the application no later than thirty (30) days after moving into this state.
- f. The place of residence of the student has changed as a result of a court order or custody agreement or because the student was placed in a foster home or with a person other than the student’s parent, or removed from a foster home or from the home of a person other than the student’s parent. An application is not valid unless the District receives the application no later than thirty (30) days after the student’s change in residence.
- g. The parent of the non-resident student, the resident school board, and the Board agree that attending school in the District is in the best interests of the student.
- h. The parent of a non-resident student and the Board agree, upon application by the parent, that attending school in the District is in the best interests of the student. The District shall immediately forward a copy of the application to the student’s resident district and shall inform the parent of its decision regarding the student’s best interests within twenty (20) days of receipt of the application. If approved, the written decision shall include a designation of which school and/or program the student may enroll in.

2. Decisions Regarding Resident Students Seeking Enrollment out of the District under the Alternative Procedure.

The Board shall review all applications received for Open Enrollment out of the District under this section upon receipt. The District shall allow such student’s enrollment in a non-resident district unless the District determines that the criteria relied on by the applicant to qualify for the alternative application procedure does not apply to the student.

3. Appeal Procedures

If the District rejects the application of a resident student despite agreement by the parent and a nonresident school district that the interests of the student are best served by enrollment in the non- resident school district, the parent may appeal the decision to the State Department of Public Instruction. The decision of the State Superintendent will be final.

If the District rejects the application because a special education or a related service is not available, the student’s parent(s) may appeal the decision to the State Department of Public Instruction within thirty days after the receipt of the notice.

4. If a non-resident student is notified that the Board has approved his or her application to enroll in the District because it is in the best interests of the student, the student may immediately begin attending the school or program in the nonresident school district and shall begin attending the school or program no later than the 15th day following receipt by the parent or the student of the notice of acceptance from the District. If the nonresident student has not enrolled in or attended school in the District by then, the District may notify the student’s parent in writing, that the student is no longer authorized to attend the school or program in the District.

Legal

Secs. 118.145(4), 118.51, 118.52, Wis. Stats.

Subchapter VI of Chapter 121, Wis. Stats.

Last Modified by Melanie Oppor on February 23, 2022



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of STUDENT DISCIPLINE
Code	ag5600A - DELETE
Status	
Adopted	August 20, 2018

~~5600A—STUDENT DISCIPLINE~~

~~Guidelines for District and Building Administrators~~

~~The administration shall take a shared role in the establishment and maintenance of appropriate discipline in the school and in the enforcement of appropriate student conduct in accordance with the following guidelines.~~

~~Each principal should:~~

- ~~A. Annually review the behavioral expectations and corresponding consequences;~~**
- ~~B. in concert with teachers, plan and conduct in-service activities on classroom management, discipline procedures, follow-up, and any other strategies which will help the staff use effective discipline;~~**
- ~~C. provide for supervision for all school-sponsored activities;~~**

~~A copy of the behavioral expectations and consequences should be sent to the District Administrator for review and approval.~~

~~Guidelines for Teachers~~

~~Teacher effectiveness and purposeful, well-planned activities are prerequisites to good discipline. Most students will exhibit "good" behavior when they perceive the teacher is competent, consistent, fair, and supportive of school policies.~~

~~The following guidelines should contribute to effective discipline:~~

- ~~A. Establish fair, workable, consistent, and educationally-productive procedures by which the classroom and other areas of learning will operate, based on an analysis of the program, the maturity level of the students, and their needs, abilities, and interests.~~**
- ~~B. Plan and conduct learning activities that contribute to accomplishing specified objectives and goals, stimulate and encourage application of thought, and require the active participation of the students. Long and frequent activities of data-gathering through lectures, readings, film, etc., without planned opportunities for students to process and apply the information can lead to boredom and indifference—a seedbed for discipline problems.~~**
- ~~C. Help set the tone for good discipline by modeling the behaviors expected of students.~~**
- ~~D. Inform students of the high expectations regarding discipline and persist in their fulfillment.~~**
- ~~E. Initiate parental contact where appropriate and necessary.~~**

- ~~F. Support District and building administrators in disciplinary matters and avoid undermining the supervisory guidelines.~~**

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Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES
Code	ag8405A - DELETE - Renumbered/Replacement - 8390
Status	
Adopted	May 21, 2018

~~8405A—USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES~~

~~The Board of Education and administration support the idea that animals can provide a variety of productive learning experiences for students at almost every level. It is important, however, that the following guidelines be observed when instituting an activity or program involving the use of animals. Teachers are encouraged to contact such organizations as the Wisconsin Veterinary Association, the National Wildlife Federation, etc. regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.~~

- ~~A. Students are to be instructed not to bring personal pets to school at any time without prior written approval of the principal.~~
- ~~B. Upon the approval of the principal, it is permissible for the class to have one or more animals as classroom pets under the following conditions:
 - ~~1. the animal is not venomous or vicious~~
 - ~~2. no one is allergic to the particular animal~~
 - ~~3. proper examination/immunization has been done by a qualified veterinarian~~
 - ~~4. arrangements have been made for housing the animal safely, comfortably, cleanly, and in a manner that does not disrupt the classroom environment~~
 - ~~5. arrangements have been made for the proper care of the animal when school is not in session~~
 - ~~6. rules have been established and understood regarding when and how the animal is to be treated by the students~~~~
- ~~C. When animals are to be brought into the school or classroom on an ad hoc basis as part of a lesson or series of lessons, all of the conditions stated above apply, and in addition, the teacher is to ensure the proper pick-up and return of the animal.~~
- ~~D. Except as set forth above and/or in the case of "service animals" required for use by a person with a disability, no other animals may be on school premises at any time without the approval of building principal.~~
- ~~E. The District may have a service animal removed from the school premises if the animal is out of control and the animal's handler does not take effective action to control it or the animal is not housebroken. The District is not responsible for the care or supervision of a service animal. The service animal is allowed to accompany its human in all areas the human is permitted to go.~~
- ~~F. Owners of pets (see AG 8405A) and service animals (see AG 9160B) brought on school property are responsible for any harm or injury caused by the animal to other students, staff, visitors, and/or property.~~

Last Modified by Steve LaVallee on July 25, 2021



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of IMMUNIZATION OF STUDENTS IN SCHOOL
Code	ag5320
Status	First Reading
Adopted	August 20, 2018

5320 - **IMMUNIZATION OF STUDENTS IN SCHOOL**

Principals are to use the following guidelines in addition to those provided in AG 5111.

Immunizations Which are Medically Contraindicated

- A. A written statement from any licensed physician that an immunization is medically contraindicated for a specified period of time and the reasons for the medical contraindications will exempt a student from the specific immunization requirements for the period of time specified in the physician's statement.
- B. The physician's statement shall be maintained by the school as part of the immunization record of the student.

Specific annual immunization requirements are available from the Wisconsin Department of Health Services and are published and made available to each school district annually. The standards are also available at the Department of Health Services website at - <https://www.dhs.wisconsin.gov/immunization/index.htm>.

If the District conducts a preschool or day-care program, all children must be immunized in accordance with the regulations provided by the Wisconsin Department of Health Services **(DHS) Department**.

Admission to School

Before a student can be admitted to school, the parents must present documentation that their child has received all required doses of vaccines or that their child has received at least one (1) dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Exemptions: Parent Objections

- A. A student shall be exempted from mandatory immunization if the parent objects in a written signed statement upon the grounds that the proposed immunization interferes with the free exercise of the student's religious rights or parents' personal conviction.
- B. This statement will be kept by the school as part of the student's immunization record.

Documents Accepted as Evidence of Immunization

The following documents will be accepted as evidence of a student's immunization history provided they comply with State requirements and contain the date when each immunization was administered.

- A. an official school record from any school
- B. a record from any public health department or the Wisconsin Immunization Registry (WIR)
- C. a certificate signed by a licensed physician



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of CONTROVERSIAL ISSUES IN THE CLASSROOM
Code	ag2240 - Board Review - OK
Status	First Reading
Adopted	April 23, 2018

2240 - **CONTROVERSIAL ISSUES IN THE CLASSROOM**

A teacher may express his/her own personal opinion as long as the teacher makes it clear that it is a personal opinion and does not try to persuade student to his/her way of thinking when discussing a controversial issue, as defined in Policy 2240, in the classroom.

The following guidelines are designed to assist teachers in the instruction of controversial issues in the classroom:

- A. When a controversial issue is not part of a course of study, its use in the classroom must be approved by the principal.
- B. **(X) Differing viewpoints regarding a controversial issue should be respectfully explored so that students are engaged in a balanced discussion that is focused on developing critical thinking skills.**
- C. Before introducing a controversial issue, teachers should consider:
 1. the chronological and emotional maturity of the students;
 2. the appropriateness and timeliness of the issue as it relates to the course and the students;
 3. the extent to which they can successfully handle the issue from a personal standpoint;
 4. the amount of time needed and available to examine the issue fairly.
- D. The teacher should encourage student views on issues as long as the expression of those views is not derogatory, malicious, or abusive toward other student views or toward a particular group.
- E. Teachers should help students use a critical thinking process such as the following to examine different sides of an issue:

For each stated position:

1. What is the person (group) saying?
2. What evidence is there that what is being said is true?
3. What is said that would lead you to think the position is valid?
4. What are the strengths and weaknesses of this position?
5. What do you think would happen if this point of view was accepted and was put into practice?

For reaching conclusions:

1. On balance, what do you think is the most reasoned statement? the most valid position?
2. What is there in the statements that supports your conclusion? What other things, beside what is being said, leads you to your conclusion?

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

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Last Modified by Melanie Oppor on February 23, 2022



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - SECTION 504/ADA PARENTS' PROCEDURAL RIGHTS, INCLUDING DUE PROCESS HEARING
Code	ag2260.01B - Used Records Choices from Policy - L
Status	First Reading
Adopted	April 23, 2018

2260.01B - SECTION 504/ADA PARENTS' PROCEDURAL RIGHTS, INCLUDING DUE PROCESS HEARING

Procedural Information and Rights – Students and Parents

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

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

This includes the right to be educated with students without disabilities ~~who are not disabled~~ to the maximum extent appropriate (i.e., the student's education will be provided in the general ~~regular~~ education classroom unless it is demonstrated that education in the general education ~~regular~~ environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of ~~nondisabled~~ students without disabilities are met.

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

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

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

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

- I. parents have the right to have their child receive~~given~~ an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
- J. parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement;
- K. parents have the right to obtain, at their own expense, an independent educational evaluation of their child;
- L. parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;
- M. parents have the right to a response from the District to reasonable requests for explanations and interpretations of their child's education records;
- N. parents have the right to receive all information in the parents' native language and mode of communication;
- O. parents have the right to periodic re-evaluations and a reevaluation~~an evaluation~~ before any significant change in program/service modifications;
- P. parents have the right to request amendment~~amendments~~ of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child;

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

- Q. parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;
- R. parents have the right to file an internal complaint;
- S. parents have the right to be represented at any point in the process by an attorney;
- T. parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful on their due process claim);
- U. parents have the right to be notified of their Section 504 rights:
 - 1. when evaluations are conducted;
 - 2. when consent for an evaluation is withheld;
 - 3. when eligibility is determined;
 - 4. when a Section 504 Plan is developed; and
 - 5. before there is significant change in the Section 504 Plan.

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 Compliance Officer (hereinafter "CO(s)) within two (2) business 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 on the basis of disability are entitled to utilize the complaint process set forth in Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability. 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 investigation and complaint procedures when they believe that a violation, misapplication or misinterpretation of Section 504 has occurred. Additionally, the investigation and complaint 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 investigation and complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the Office for Civil Rights (hereinafter 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 disability, the Principal shall report the act to one of the COs, who shall investigate the allegation in accordance with Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability. 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 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability 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 such 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 Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability 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) business 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) business 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) school days to advise of the Board's intent to investigate the alleged wrongdoing.

Investigation and Complaint Procedures ~~(See Form 2260.01B-F2)~~

Any person who alleges to have been subjected to discrimination or retaliation on the basis of disability may seek resolution of the complaint through the procedures described in Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability. The formal 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.

Due to the sensitivity surrounding complaints of discrimination or retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged to file a complaint within thirty (30) calendar days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth in Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability are not intended to interfere with the rights of any individual to pursue a complaint of discrimination or retaliation with the OCR, the Wisconsin Civil Rights Commission or the Equal Employment Opportunity Commission ("EEOC").

Impartial Due Process Hearing

- A. Students and their parents will be advised of their right to request **an impartial** 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.

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

- B. The District will maintain a list of trained IHOs that may include IDEIA hearing officers, attorneys, and Directors of Special Education outside the District. The District Compliance Officer will appoint an IHO from that list, and the costs of the hearing shall be borne by the District. The appointment of an IHO will be made within fifteen (15) school days after the request for a due process hearing is received.
- C. A party to such a due process hearing shall have:
1. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
 2. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;
 3. the right to a written or electronic verbatim record of such hearing; and
 4. the right to written findings of fact and the reasons for the decision.
- D. The IHO shall conduct the due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) calendar days of the request for such a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances).
- E. The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:
1. a statement of time, place and nature of the hearing;
 2. a statement of the legal authority and jurisdiction under which the hearing is being held;
 3. a reference to the particular section of the statutes and rules involved;
 4. a statement of the availability of relevant records for examination;
 5. a short and plain statement of the matters asserted; and
 6. a statement of the right to be represented by counsel.
- F. The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney.
- G. The IHO shall make a full and complete record of the proceedings.
- H. The IHO shall render a decision in writing to the parties within thirty (30) calendar days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision.
- The notification shall include a statement that either party may appeal the decision.
- I. Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

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. 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 Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in~~

~~an investigation, proceeding, or hearing under those laws, 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.~~

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, 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 Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability, or 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 Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability that can result in 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 in Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability.

Education and Training

The District Administration shall provide appropriate information to all members of the District community related to the implementation of Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability 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 retention of all records that must be maintained pursuant to Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability. All individuals charged with conducting investigations under Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability 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 Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability;
- 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 the District's response to the alleged violation of Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability;
- 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 Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability (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 Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability;
- 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 Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability;

- J. documentation of any supportive measures offered and/or provided to the Complainant or 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 Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability (e.g., Student Codes of Conduct and/or Employee Handbooks);
- M. ~~Policy 2260.01—Section 504/ADA Prohibition Against Discrimination Based on Disability.~~copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;

~~{DRAFTING NOTE: The following options should be selected if they were selected by the Board in-~~

- N. (X) documentation of any training provided to District personnel related to Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability, including but not limited to notification of the prohibitions and expectations of staff set forth in Policy 2260.01 and the role and responsibility of all District personnel involved in enforcing Policy 2260.01, including their duty to report alleged violations of Policy 2260.01, and/or conducting an investigation of an alleged violation of Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability; [REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability. 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.

- A. 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;
- B. copies of any notices sent to the Respondent of the allegations constituting a potential violation of Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability;
- C. copies of any notices sent to the Complainant and the Respondent in advance of any interview or meeting;
- D. 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 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 (e.g., I.C. 5-14-3-4) 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.

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Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	Copy of SUMMER SCHOOL
Code	ag2440 - Board Review - OK
Status	First Reading
Adopted	April 23, 2018

2440 - **SUMMER SCHOOL**

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

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

A. **Eligibility**

1. **All school-age children residing in the District have the right to attend a summer or interim session program, including home-school and private-school students.** ~~Summer school is open to those who are residents of the School District of Manawa.~~
2. **Students who have been enrolled in full-time open enrollment must be allowed to attend summer, even if they do not intend to return in the fall. They are eligible to attend summer or interim session school following their first year of full-time attendance.** ~~Staff members are requested to contact the parents of children who could benefit from summer school classes but are not required to attend.~~
3. **(X) Children who are legal residents of the state, living in the District during the summer session may be given the status of residents of the District for the purpose of attendance at summer or interim session classes, even though the children were not regular residents of the District during the preceding regular school session.**

B. **Supervision**

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

C. **Assignments**

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

D. **Course Offerings**

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

E. Tuition/Fees

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

F. Performance Responsibilities

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

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Last Modified by Melanie Oppor on February 23, 2022



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	NONDISCRIMINATION AND ANTI-HARASSMENT - REPORTING THREATENING BEHAVIORS
Code	ag3362.01 - Board Review - OK
Status	First Reading

3362.01 - **REPORTING THREATENING BEHAVIORS**

Threatening behavior may take different forms including, but not limited to the following:

- A. **(X)** face-to-face encounters in which words are used that indicate to the staff member that the staff member's his/her safety and well-being are in jeopardy
- B. **(X)** any conduct or written/oral communications that include comments toward the staff member or the staff member's his/her family which would imply or state explicitly that the staff member and/or the staff member's his/her family may be subject to some form of physical or psychological abuse or violence
- C. **(X)** written or spoken comments to a staff member which could subject the staff member him/her to blackmail or extortion
- D. **(X)** written or spoken communication that would imply or explicitly state that some form of damage may be done to the staff member's property or that of the staff member's his/her family
- E. **(X)** written or spoken communication that causes a dwelling, a building, another structure, or a vehicle to be evacuated

Definitions

Words used in this guideline 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 harassing, threatening, and/or intimidating behavior, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who is alleged to have engaged in harassing, threatening, and/or intimidating behavior, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

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).

Any staff member who believes that **the staff members/he** is the victim of any of the above actions or has observed such actions taken by a student, parent, fellow staff member, supervisor, co-worker, ~~or other member of person associated with~~ the District **community, or Third Parties, such as a vendor, contractor, volunteer, or school official should promptly should immediately** take the following steps:

- A. If the **Respondent would be alleged threatener is** the staff member's supervisor **or a member of the central office staff, the affected employee should,** as soon as possible after the incident, **the Complainant should** contact the _____ **or the District's Compliance Officer (see Policy 3362 - Anti-Harassment).**
- B. If the **Respondent alleged threatener** is not the staff member's supervisor **or member of the central office staff, the Complainant affected staff member should,** as soon as possible after the incident, **the Complainant should the Complainant may** contact his/her supervisor **or the District Compliance Officer.**
- C. If the **Respondent threatener** is a student of the District, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged threat.

The staff member may make contact either by a written report or by telephone or personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom **the staff members/he** believes to be responsible for the threatening behavior and the nature of the threatening behavior incident(s). A written summary of each report is to be prepared promptly by the staff member receiving the report and forwarded to the **immediate supervisor** _____. In the event that a staff member hears or receives a threat of violence in, or targeted at, any school, the staff member shall immediately refer to Policy 8462.01 - Threats of Violence and proceed accordingly.

Each report received by the supervisor ~~or~~ _____ as provided above shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

- A. protect the confidentiality of the staff member who files a complaint, **except that a Respondent must be informed of the Complainant's identity;**
- B. encourage the reporting of any incidents of threat;
- C. protect the reputation of any party wrongfully charged with threatening conduct.

Investigation of a complaint ~~will~~ normally **will** include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial and/or disciplinary action will be taken immediately to prevent the continuance of the threat or its recurrence.

The District recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the District recognizes that false accusations of a threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor whenever they present threat allegations or charges against fellow staff members, students, or others associated with the District.

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Last Modified by Melanie Oppor on February 23, 2022



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title	RENUMBERED/REPLACEMENT GUIDELINE - MOVED FROM 8405A - VOL. 30, NO. 2 - USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES
Code	ag8390 - Board Review - OK
Status	First Reading
Adopted	July 22, 2019

RENUMBERED/REPLACEMENT GUIDELINE - MOVED FROM 8405A - VOL. 30, NO. 2

8390 - USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES

The Board and administration support the idea that animals can provide a variety of productive learning experiences for students at almost every level. It is important, however, that the following guidelines be observed when instituting an activity or program involving the use of animals. Teachers are encouraged to contact such organizations as the Wisconsin Veterinary Association, the National Wildlife Federation, etc. regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

- A. Students are to be instructed not to bring personal pets to school at any time **(X)** without the approval of the principal.
- B. Owners of pets brought onto school property are responsible for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
- C. Owners of service animals brought onto school property must comply with Policy 8390 and AG 8390.
- D. **(X)** Owners of therapy dogs brought onto school property must comply with Policy 8390.
- E. Upon the approval of the principal, it is permissible for the class to have one or more animals as classroom pets under the following conditions:
 1. **(X)** the animal is not venomous or vicious
 2. **(X)** no one is allergic to the particular animal
 3. **(X)** proper examination/immunization has been done by a qualified veterinarian
 4. **(X)** arrangements have been made for housing the animal safely, comfortably, cleanly, and in a manner that does not disrupt the classroom environment
 5. **(X)** arrangements have been made for the proper care of the animal when school is not in session
 6. **(X)** rules have been established and understood regarding when and how the animal is to be treated by the students
- F. When animals are to be brought into the school or classroom on an ad hoc basis as part of a lesson or series of lessons, all of the conditions stated above apply, and in addition, the teacher is to ensure the proper pick-up and return of the animal.
- G. Except as set forth above and/or in the case of "service animals" required for use by a person with a disability, no other animals may be on school premises at any time **(X)** without the approval of the principal.
- H. The District may have a service animal removed from the school premises if the animal is out of control and the animal's handler does not take effective action to control it or the animal is not housebroken. The District is not responsible for the

care or supervision of a service animal. The service animal is allowed to accompany its human in all areas the human is permitted to go. (see Policy 8390)

- I. ~~**[NOTE: The following option should be included in this AG only if the District intends to require this of any animal brought onto District property for official purposes or on a regular/recurring basis.]**~~

[X] Vaccination, Licensing and/or Veterinary Requirements

Animals housed on or brought on to District property for any school purpose, such as to conduct random searches for illegal substances or to support classroom activities, or brought on to District property on a regular basis for any purpose, including service animals, must meet every veterinary requirement set forth in State law and County and/or local regulation/ordinance, including but not limited to rabies vaccination or other inoculations required to be properly licensed.

~~**[END OF OPTION]**~~

Use of Service Animals

The Board shall comply with the provisions of the American with Disabilities Act (ADA), as amended, and applicable Wisconsin law regarding an individual with disability's use of a service animal.

It is imperative that representatives of the Board do not ask about the nature or extent of a person's disability; however, they may make inquiries to determine whether an animal qualifies as a service animal. While the representatives of the Board cannot ask about the individual's disability, they may ask if the animal is required because of a disability and what tasks or work the animal can perform. When the work or tasks the service animal will perform is readily apparent, the representatives of the Board should not ask.

Under no circumstances should the representatives of the Board require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal.

The definition of a service animal, as established by the ADA and applicable Wisconsin law is as follows:

- A. Service animal means any dog or other animal that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. No animal that is not properly trained may be allowed as a Service animal. The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.
1. The ADA has also defined a miniature horse as an animal that can serve as a service animal, so long as the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. To better determine whether the Board must allow for the use of a miniature horse or make modifications to buildings, the Board should refer to Section 35.136 (c) through (h) of the ADA.
 2. A service animal that meets the above definition shall be under the control of its handler (e.g., a student with a disability). A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).
 - a. The service animal's trainer can help to develop a plan to assist the student with the dog (e.g., the student's aide might transfer the service dog's leash from a student's wheelchair to a tree during recess). Additionally, a younger student might need reminders from school staff about controlling the dog until s/he is comfortable handling the service animal at school.
 - b. While the student is responsible for the service animal's care, including feeding and supervision, the District should develop a plan to provide the student with the necessary time to care for the animal and designate a location for the animal's toileting needs.
 3. Additionally, the Board is not responsible for the care or supervision of a service animal.

Service Animal Procedures

- A. A request for an individual who is not a student, staff member, or previously approved volunteer, who is a person with a disability requesting to be accompanied by a service animal while in a school, District facility, or at a District-sponsored activity or event that is not open for general public attendance (i.e. is an invited guest speaker, or invited to attend an in-school assembly, etc.) shall be handled as follows:
1. The request must be made in writing at least ten (10) school days prior to bringing the service animal to the school, facility, or activity/event. Requests shall be submitted to the building principal.
 2. If necessary to determine whether the animal qualifies as a service animal, the District may ask if the animal is required because of a disability and what work or task(s) the animal is trained to perform. However, the District shall not ask about the nature or extent of the individual's disability, and the District shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal unless the animal when present does not appear to be trained to perform tasks for an individual with a disability. **(X)** Any decision to deny the use of a service animal must be reviewed with the District Administrator before communicating with the requestor. **[END-OF OPTION]**
- B. Individuals with disabilities shall be permitted to be accompanied by their service animals in all areas of the District's facilities where members of the public, participants in services, programs, or activities, or approved invitees, as relevant, are allowed to go. An individual with a disability who attends a school event will be permitted to be accompanied by his/her service animal in accordance with Policy 9160 – Public Attendance at School Events.
- C. A representative of the Board shall not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If a public entity normally charges individuals for the damage they cause, an individual with a disability may be charged for damage caused by his/her service animal.
- D. Visitors, including parents, volunteers, vendors, and others, who will access any area of the District's facilities with their service animals shall follow the building's standard visitor registration procedures and are encouraged to notify the building principal that their service animal will accompany them during their visit.
- E. A service animal must be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means). If a student with a disability is unable to control the service animal and another person serves as the animal's handler, that individual shall be treated as a volunteer and, as such, will be subject to Policy 8120.
- F. A service animal is considered the personal property of the individual requesting to be accompanied by the service animal. The individual requesting to be accompanied by the service animal is responsible for:
1. Ensuring that the service animal is licensed and up to date on vaccinations as required by State law or local ordinance; and
 2. Handling, caring for, and supervising the service animal, which includes toileting, feeding, and grooming.
- G. The individual requesting to be accompanied by the service animal is encouraged to provide proof of insurance against any liability for any actions, accidents, or property damage caused by the service animal. The individual requesting to be accompanied by the service animal shall remain liable for damage, harm, or injury caused by the service animal to other students, staff, visitors, or property.
- H. The District shall make reasonable accommodations if the presence of an animal results in health concerns for other students. These accommodations may include assignment of the student(s) to a different classroom in the District.

Removing and/or Excluding a Service Animal

- A. A service animal may be temporarily removed from District premises if:
1. The animal is out of control and the handler does not take effective action to control it;
 2. The animal is not housebroken;
 3. Allowing the service animal would fundamentally alter the nature of the service, program, or activity; or

4. The animal is a direct threat to the health or safety of others.

- B. The principal or other administrator is responsible for determining if and when a service animal is to be temporarily removed and/or excluded from District property. The principal or administrator shall notify the District Administrator prior to or as soon thereafter as is practicable when a service animal has been removed and/or excluded, and, immediately subsequent to such notification, document the reasons for the removal and/or exclusion.
- C. If a service animal has been removed and/or excluded from District property, the administration shall contact the parents to address the reason(s) that the service animal was removed and to determine appropriate steps to assure that the student continues to have access to the educational program and that resolutions are reached regarding the use of the service animal.
- D. The ADA also provides that if a service animal is properly excluded from the premises, the Board shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.

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Last Modified by Melanie Oppor on February 23, 2022



Book Administrative Guideline Manual
Section For Review - Administrative Guidelines - Vol. 30, No. 2 +
Title MANAGEMENT OF CASUAL-CONTACT DISEASES
Code ag8450 - Review - School Nurse - OK
Status First Reading
Adopted July 22, 2019

8450 - MANAGEMENT OF ~~SELECTED~~-CASUAL-CONTACT DISEASES

Diseases spread by airborne and/or direct contact with germs from sneezing, coughing, and speaking shall be managed according to the current guidelines set forth by the Wisconsin Department of Health Services (DHS), the Waupaca County Health Department, the District's Medical Advisor, and a student or staff member's health care provider. District staff shall use the Wisconsin Childhood Communicable Diseases Chart (<https://www.dhs.wisconsin.gov/publications/p4/p44397.pdf>) provided by DHS as a general guide for school-based management of various communicable diseases.

School staff are not qualified to diagnose a communicable disease. However, any school staff member who knows or suspects that a certain communicable disease is present must immediately notify the

(X) school health paraprofessional nurse.

(X) Principal.

(X) student's parent(s).

(X) school secretary _____.

Students identified to have symptoms of a communicable disease will follow the exclusion and return to school guidelines set forth by DHS, the Waupaca County _____ Health Department, and their individual health plan (IHP). The parent(s) will be immediately notified for the reason of the exclusion.

The (X) school health paraprofessional nurse (X) Principal (X) school secretary _____ [END OF OPTION] will notify the (X) school custodian (-) Facility Director (-) _____ [END OF OPTION] as needed for any services related to the disinfection of contaminated areas/surfaces.

If an outbreak of a communicable disease is suspected, the (X) school health paraprofessional nurse (X) Principal (X) District Administrator _____ [END OF OPTION] will work directly with the Waupaca County _____ Health Department and the District's Medical Advisor, as needed, to properly manage the outbreak, which may include closure of a classroom/grade/school as warranted. (X) Such a closure is a joint effort and decision by a Response Team that will include the

(X) District Administrator.

(X) Principal.

(-X) school health paraprofessional nurse.

(-) Facility Director.
Board of Education President

(X) Waupaca County _____ Health Department.

Timely communications to staff, students, parents, and the community shall be issued as deemed by the District Administrator to be necessary and appropriate. Any communications related to the disease must preserve confidentiality according to State law.

DISEASE

SYMPTOMS

INCUBATION

CONTAGIOUS PERIOD

RETURN TO SCHOOL

		PERIOD		
CHICKENPOX(Varicella)	General discomfort, slight to high fever, headache, and loss of appetite. Lesions appear in bunches with most on upper body. Face and extremities are less affected. Typical lesions have teardrop shape surrounded by reddened area. Blistered (new) and broken and crusted (old) eruptions are on the skin at the same time.	10-21 days av: 13-17	5 days before rash to 6 days after rash first starts:	When lesions are dry and crusted and no new eruptions. At least 5 days after rash first appears.
FIFTH DISEASE(Erythema Infectiosum) (Hungarian measles)	Rash begins as a solid red area on cheeks ("slapped cheek" appearance), spreading to upper arms and legs, trunk, hands and feet.	4-20 days	Exact duration unknown. Greatest before rash onset. Probably not communicable after rash onset.	Fever and signs of illness other than rash are no longer present.
INFLUENZA(Viral Influenza)	Fever, headache, muscles aches, sore throat, and cough (25% of school age children may have nausea, vomiting, and diarrhea).	1-5 days	Probably 3 to 5 days from onset in adults; up to 7 days in young children.	Symptoms subside.
SCARLET FEVER(Scarletina)	Begins with fever and sore throat. Rash appears as a pink-red flush which looks like a sunburn with goose pimples, that spreads to all parts of the body. Afterward, the skin peels off like a sunburn. Often the tongue has a "strawberry" appearance.	1-3 days	In untreated, uncomplicated cases, 10-21 days or until under adequate antibiotic treatment for 24-48 hours.	Adequate treatment for 24-48 hours, and symptoms subside.
SPINAL-MENINGITIS (Meningococcal) and (Haemophilus)	Sudden onset of high fever, headache, and stiff neck. In severe cases, delirium stupor or coma can also occur. In meningococcal meningitis small purplish spots are occasionally seen in skin and mucous membranes.	1-10 days av: 2-4 days	Unknown. Probably throughout the duration of symptoms.	Requires doctor's note for re-admittance.
STREP THROAT(Streptococcal sore throat)	Similar to scarlet fever but without a rash. A sore throat and fever are the most pronounced symptoms.	1-3 days av: 2-4 days.	Weeks or months without medical treatment or with antibiotic treatment 24-48 hours.	Adequate treatment for 24-48 hours, and symptoms subside.
ROSEOLA(Exanthem Subitum)	Sudden high fever (104°-105°F.) which falls with the appearance of a rash on about the third or fourth day. Rash consists of small rose-pink spots which first appear on the chest and abdomen but may spread to the face, legs, and arms. Rash is usually limited to only one or two days.	5-15 days	Unknown. The disease does not appear very contagious.	Until no symptoms.
RUBELLA(German Measles)	Rash begins on the face and spreads to the rest of the body within 24 hours and is usually gone by the end of the third day. Often present is a pronounced swelling of the lymph nodes behind the ear and at the base of the skull. Mild coughing, sneezing, and reddened eyes are common early in the course of the illness.	14-23 days av: 16-18 days	7 days before to 4 days after rash onset.	5 days after rash onset.
MEASLES(Rubeola)	Begins 3 to 4 days of gradually	7-18 days	4 days before rash and	5 days after

	increasing fever, runny nose, (red) inflamed eyes, and especially coughing. Rash usually begins around ears and hairline, spreading down to cover face, trunk and arms by second day. Rash is initially bright pink with distinct raised spots. Tiny blue-white pinpoint-sized swelling inside the cheeks may be observed a day before the rash first appears. The rash usually last about five days. Sensitivity to light is also common.	av: 10 days	for up to 4 days after disappearance of the rash:	disappearance of the rash:
MUMPS (Infectious Parotitis)	Onset is gradual. There may be chills, discomfort, headache, pain below ears accompanied by a moderate fever of 101°-102°F, or higher followed by swelling of one or both salivary glands. Swelling is below and in front of ear. Usually swelling in one gland subsides as the other begins to swell. The ear lobe is often pushed forward by the swelling of the gland. Swelling usually lasts 5 to 7 days.	2 to 3 weeks av: 18 days	Usually 5 but may be as long as 7 to 9 days prior to the onset of salivary gland swelling.	9 days after onset and no symptoms:
TUBERCULOSIS (TB)	Starts with fever, night sweats, and weight loss early. Later symptoms include a persistent non-productive cough, chest pain, hoarseness, and coughing of blood.	2-10 weeks	Variable. After starting treatment with anti-TB drugs, a patient may become non-infectious in as little as two weeks.	Requires a doctor's note for re-admittance.
WHOOPIING COUGH (Pertussis)	Coughing and sneezing followed 1 to 2 weeks later by breathing characterized by a series of short convulsive-like coughs, and a high pitched gasp of air called a whoop.	7-14 days av: 7-10 days	Untreated from early throat inflammation to 3 weeks after typical cough symptoms occur. Treated the period of infectiousness extends 5 days onset of treatment.	3 weeks from onset of cough symptoms, if untreated or until after 5 days of treatment.

Diseases spread by contact with tiny parasites on contaminated belongings of others.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
RINGWORM (Tinea Capitis;—Tinea Corporis)	Ringworm of the scalp begins as a small pimple which grows and spreads, leaving scaly patches of temporary baldness. Ringworm of the body appears as flat, spreading, ring-shaped lesions. The outside is usually reddish and filled with pus while the skin on the inside tends to return to normal.	10-14 days	As long as any untreated lesions are present and spores persist on contaminated materials.	Under medical care. While under treatment, infected children should be excluded from gymnasiums, swimming pools and activities likely to lead to exposure of others.
PINWORM	Itching in anal areas, disturbed sleep, irritability and local irritation due to scratching	2-6 weeks	As long as eggs are being laid on perianal skin. Eggs remain infective indoors about 2 weeks.	Under medical care.

Diseases spread by the fecal-oral route—contamination of food, drink or objects placed in the mouth.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
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CAMPYLOBACTER(Vibriosis Vibronic Enteritis)	Sudden-onset-of- fever and abdominal pain and diarrhea which may be severe. May also be vomiting and sometimes blood in the stools.	1-10 days av: 3-5 days	Throughout the illness (1 to 4 days). If not treatR Shroyer">.	
SALMONELLOSIS(Acute Gastro-Enteritis)(Food Poisoning)	Sudden-onset-of- fever, Abdominal cramps, diarrhea, and possibly vomiting.	6-72 hours av: 12-36 hours	During acute infection and until organism no longer in feces. Usually several weeks.	Exclude until symptoms are gone. Exclude from certain activities based on Health Department recommendation.
SHIGELLOSIS(Bacillary Dysentery)	Sudden-onset-of- fever, diarrhea, abdominal pain. Loss of appetite and vomiting may also occur. There may be blood, mucous, or pus in the stools.	1-7 days av: 1-3 days	During acute infection and until organism no longer in feces. Usually several weeks.	Exclude until symptoms are gone. Exclude from certain activities based on Health Department recommendation.
VIRAL GASTROENTERITIS(Viral Diarrhea; Winter Vomiting-Rotoviral Diarrhea)	Abrupt onset-of- nausea, vomiting, diarrhea, abdominal pain, and discomfort. Fever, if present, is usually low grade. Very contagious.	24-48 hours	From onset of illness until symptoms subside.	Same as above.
Hepatitis A(Infectious Hepatitis) (Epidemic Jaundice)	Onset is usually abrupt with fever, malaise, anorexia, nausea, and abdominal discomfort, followed within a few days by jaundice.	15-50 days av: 28-30 days	Latter half of incubation period to approximately 1 week after onset of jaundice.	Same as above.

Diseases spread by direct skin contact with wounds or discharges from an infected person.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
IMPETIGO(Impetigo Contagiosa)	Isolated pus-filled spots which become crusted and break releasing a straw-colored fluid. Occurs principally around the mouth and nostrils.	4-10 days	As long as pus filled lesions continue to drain.	Under medical care and lesions are healing and no new lesions appear.
PINKEYE(Epidemic Form of Acute Conjunctivitis)	Irritation of the eye accompanied by tears, swelling of the lids, extreme sensitivity to light, and a buildup of a sticky fluid that dries to a straw-colored, crusty material accumulating at the corners of the eye.	Variable, dependent upon infecting agent.	During the period of active infection. Some children recover in only a few days but many cases take 2 to 3 weeks.	Under medical care and drainage from eyes has cleared.
MONONUCLEOSIS, (Infectious)	Fever, sore throat, and enlarged lymph glands.	4-6 weeks	Prolonged; pharyngeal excretions may persist for 1 year or more after infection.	Under medical care and physician has given permission to return.
PEDICULOSIS(Head Lice)	Appearance of lice and/or nits in the hair, commonly at nape of neck and/or behind the ears. Nits are fastened to the hair.	Eggs hatch in 7 days; maturity reached 8-10 days after hatching.	Until lice and viable eggs are destroyed.	Treated and nit free.

Diseases spread by direct skin contact with wounds or discharges from an infected person.

DISEASE	SYMPTOMS	INCUBATION PERIOD	CONTAGIOUS PERIOD	RETURN TO SCHOOL
HERPES SIMPLEX	Superficial clear blisters on a red base	2-12 days	Secretion of virus in the	None recommended.

	which crust and heal within a few days.		saliva has been reported for as long as 7 weeks after recovery from infection.	
SCABIES	Rash, small raised bumps, blisters or linear tracts containing mites or their eggs; found commonly between the fingers, on wrists or waistline. Causes severe itching especially at night.	First exposure, 2-6 weeks; subsequent exposure, 1-4 days	Until mites and eggs are destroyed, usually after 1-2 treatments.	Day after treatment is completed. Occasionally a second treatment is needed.
HAND, FOOT, and MOUTH	Papulovesicular lesions appear on the buccal surfaces of cheek and gums and on sides of the tongue. Lesions may also appear on palms, fingers, and soles and last 7-10 days. Fever may also occur.	3-5 days	Acute stage of illness and perhaps longer.	Exclude until lesions have begun to heal and the fever is gone and physician approves return.
HEPATITIS B (Serum Hepatitis)	Onset is usually insidious with anorexia, vague abdominal discomfort, nausea, and vomiting sometimes arthralgias and rash, often progressing to jaundice. Fever may be absent or mild.	45-180 days; av. is 60-90 days.	Weeks before onset and throughout clinical course. Carrier state may persist for years.	Healthy enough to return without danger to self. Carrier status should be individually. Note from physician is recommended.

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Last Modified by Melanie Oppor on February 23, 2022

Safe Return to In-Person Instruction and Continuity of Services Plan



Students choosing to excel; realizing their strengths.

District Name: School District of Manawa

District Contact: Dr. Melanie J. Oppor

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Address: 800 Beech Street Manawa, Wisconsin 54949

Template Developed by CESA 5



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Introduction

On March 11, 2021, the American Rescue Plans (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund). This legislation will award grants to state educational agencies (SEAs) for providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

Wisconsin will receive \$1,540,784,854 in ESSER III funds from the Act, with 90 percent being awarded to school districts with amounts determined in proportion to the amount of Title I, Part A funds they received in summer 2020 from funds under the Every Student Succeeds Act (ESSA). The remaining funds will be used for state-level activities to address issues caused by COVID-19.

This plan describes how the LEA or district will provide a safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction.

Maintaining Health and Safety

Overview

A district's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies or practices and a description of any such policies or practices on each of the CDC's safety recommendations including the universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); hand washing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to educators, other staff, and students, if eligible; appropriate accommodations for children with disabilities with respect to health and safety policies or practices; and coordination with state and local health officials.

Description on maintaining the safety of staff and students

The School District of Manawa began the 2021-22 school year with a five-day per week, face-to-face instructional model and adheres to the following health protocols. Accordingly, the District will:

- publish the COVID-19 pre-screening checklist and strongly encourage students and staff members to utilize the checklist before entering a school facility,
- encourage staff members and students to stay home or go home if they are showing COVID-19 symptoms or if they have tested positive for COVID-19,
- limit visitors and activities for non-essential purposes,
- provide sanitizing stations throughout the building.

Description to continue to provide services regardless of the mode of instruction (for example, health and food services if the LEA must pivot to virtual or hybrid instruction)

The School District of Manawa will offer in-person learning five days a week according to the Board adopted 2021-2022 Academic Year Calendar. The school district has also provided families the option to enroll their students in virtual learning. In the event of school closure due to the pandemic, the district purchased Chromebooks or Chromepads for all students and wireless hotspots for those without rural broadband to continue virtual learning.

Regardless of the mode of instruction, the School District of Manawa will continue to provide meals under the community provision as long as USDA continues the allowance. Meals will be provided for summer school attendees as well as all eligible youth during the school year. If school is closed due to a pandemic, the district will assess its ability to distribute meals utilizing the same process it used during the spring of 2020.

The School District of Manawa subcontracts nursing services on an as needed hourly basis and employs one full-time health paraprofessional who will continue to offer health services in-person or virtually. The school district also partners with the Waupaca County Department of Health Services to provide mental health support for families.

Mitigation Measures

Universal and correct wearing of masks

Description of Policies or Practices, if applicable

The Manawa School Board has adopted a practice to make masking optional for staff and students at this time. Should the Board determine that thresholds are needed to determine when students, staff, and visitors would be required to wear masks and when mask-wearing will be optional, these thresholds would be based on COVID activity in individual classrooms or schools, the level of COVID transmission within the district's geographic boundaries, and in Waupaca County. Details about these thresholds would be found on the district website if they were to be created and adopted by the Board of Education.

Modifying facilities to allow for physical distancing (for example, the use of cohorts and podding)

Description of Policies or Practices, if applicable

Mitigation Measures for In-Person Learning:

- Proper signage in multiple languages.
- Installation of floor decals.
- One-way hallway traffic flow to reduce student contact.
- Water bottle filling stations.
- Promotion of social distancing had been implemented at each facility.
- Extended and/or staggered meal service was/will be implemented to support social distancing while ensuring adequate time for students to consume their meals. Individual schools will determine the cafeteria service that best suits the needs of their students. Cafeterias and/or classrooms may be used as settings for student meals.
- Students could be assigned to cohorts in the Skyward student management system if public health conditions warrant the use of hybrid or virtual instructional models.
- School Board Meetings were held virtually and live streamed for public participation and viewing.

Transportation will comply with CDC guidelines regarding capacity that are in effect during the 2021-22 school year.

Handwashing and respiratory etiquette

Description of Policies or Practices, if applicable

Handwashing and respiratory etiquette is taught to students with high emphasis in grades 4K to 8. Signage is posted throughout buildings as reminders of handwashing and respiratory etiquette. Staff monitor the number of students in the restroom at any given time to ensure social distancing.

Extra precautions were taken in band, choir, and general music classes. Students played instruments outside when weather permitted and used bell covers or face coverings. If practice was to occur inside, maximum social distance was created by using alternative spaces like the commons for choir rehearsals.

In addition, hand sanitization stations/liquids are available in all classrooms, primary entrances to buildings, and all public shared spaces. Each staff member was also supplied with a sanitizing solution for all hard surfaces such as: desks, work areas, tables, light switches, door handles, sink faucets, and so on between each class.

Cleaning and maintaining healthy facilities, including improving ventilation

Description of Policies or Practices, if applicable

Enhanced sanitation procedures have been implemented and continue at all schools focusing on high-touch surfaces. The District uses cleaning solutions that are rated to kill the SARS virus.

The District has inspected and routinely checks the HVAC systems. Filters were upgraded and changed regularly. Where possible outside air intake and air exchange were increased to enhance air circulations 24-hours a day. Ventilation units operate and are monitored electronically through HVAC computer systems.

If possible, windows were opened in classrooms by custodial staff in the mornings before teachers arrived, and/or staff was allowed to keep classroom windows open.

Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments

Description of Policies or Practices, if applicable

The School District of Manawa will continue contact tracing and transparent reporting to the public of COVID-19 cases within the District. The School District of Manawa will continue to follow their mitigation plan and cooperate with local and state health agencies to include the referral to the Wisconsin DHS dashboard.

The School District of Manawa will guide parents/students, employees, and contractors on screening protocols for the daily pre-screening process, which all parties should complete before entering the campus/building. Each school will continue to provide current health information to staff, students,

and families about the signs and symptoms of COVID-19, when they should stay home, and when they can return to school. Contact tracing within the school setting is completed by district personnel. Letters, emails, or telephone calls are used to convey information about a person's potential level of exposure.

Diagnostic and screening testing

Description of Policies or Practices, if applicable

The School District of Manawa is working with the Wisconsin Department of Health Services to coordinate COVID-19 testing at our schools. Students, staff, and their household contacts have access to on-site testing on days when school is in session. Student testing for those under the age of 18 requires parent permission. Students and staff also have options to get tested for COVID-19 by their medical provider or a local pharmacy.

Efforts to provide vaccinations to educators, other staff, and students, if eligible

Description of Policies or Practices, if applicable

All eligible staff employed in 2020-2021 were provided the opportunity to be vaccinated. Students ages 16 and older were provided access to a near-site community vaccination clinic in the spring of 2021. Students ages 12 and older were provided access to a near-site community vaccination clinic in the summer of 2021.

Appropriate accommodations for children with disabilities with respect to health and safety policies and practices

Description of Policies or Practices, if applicable

When circumstances require specific policies or procedures designed to protect the health and safety of students, 504 and IEP teams will determine if modifications and/or reasonable accommodations are needed for individual students with disability-related issues.

Coordination with state and local health officials

Description of Policies or Practices, if applicable

The District Administrator meets weekly with all of the Waupaca County superintendents and the Waupaca County Department of Health Services Director to review statistical data related to COVID-19 and discuss research based best practices. In addition, the School District of Manawa's medical advisor also consulted with district officials. The CDC recommends that all decisions about implementing school-based strategies should be made locally, collaborating with local health officials who can help determine the level of transmission in the community. The School District of Manawa continues to work with Waupaca County Public Health to implement mitigating strategies for the safety of students and staff.

Continuity of Services

Overview

Districts must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

District response on continuity of services

The District will provide for continuity of services as follows:

Student Academic Needs

The School District of Manawa offers a summer school program to assist all 4K-12 students with academic recovery. The District plans to continue full-time, in-person instruction beginning the fall of 2021, with limited exception. Additional instructional personnel has been added to staffing to implement further academic recovery efforts in core curriculum areas. These specialists will be available during the instructional day throughout the year.

Student Social, Emotional, and Mental Health Needs

A Family/Student Engagement Specialist has been added to the mental health staff to address our students' social and emotional learning needs through a consortium with three other nearby districts. The Family/Student Engagement Specialist hired through the Waupaca County Department of Health and Human Services assists students and families access mental health along with other unmet needs. Elementary classrooms have a morning meeting to do daily check-ins. Secondary staff use their Building Consultation Team process to direct supports to students and families as needed. Grades 6-12 also have a Sources of Strength program to help student focus on a strength-based mindset.

Other Student Needs (which may include student health and food services)

Food services will continue to provide meals under the community provision as long as USDA continues the allowance. Meals will be provided for summer school attendees as well as all eligible youth during the school year. Summer meals will be provided for summer school and all children age 18 and under through July 2, 2021.

Summer school meals will resume June 12, 2022 through June 30, 2022. It is assumed that the USDA will continue community eligibility provision under the new school meal application.

Staff Social, Emotional, and Mental Health Needs

The District has provided staff with opportunities for social and emotional supports through post-school hour meetings with the counseling staff and paraprofessional health staff. The staff's social, emotional, and mental health needs may also be addressed through the Employee Assistance

Program provided through the District insurance program. Communications regarding available services was sent out to all staff and was followed by in person discussion at staff meetings.

Other Staff Needs

The District will follow national, state, and local governing agencies' laws and directives concerning staff employment and benefits.

Periodic Review

Overview

Districts are required to review and, as appropriate, revise their Safe Return to In-Person Instruction and Continuity of Services Plan at least every six months through September 30, 2023, including seeking public input and taking such input into account in determining whether to revise the plan and, if revisions are determined necessary, on the revisions it makes to its plan.

District response on ensuring periodic updates to its plan

The School District of Manawa will periodically review and, as needed, revise the plan for the safe return to in-person instruction and continuity of services. The plan has a discussion line item on the monthly Board of Education agenda and an action item as needed. The plan will be reviewed at least every six months, and the SDM will seek and take into account public input during the review process. Plan revisions will address updated CDC and Waupaca County Public Health guidance on safely reopening schools if any are issued.

Public Input

Overview

The ARP Act requires that school districts make their Safe Return to In-Person Instruction and Continuity of Services Plan available to the public online and that the plans be in an understandable and uniform format; to the extent practicable, are written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. Before making its plan publicly available, school districts must seek public comment on the plan and develop the plan after taking into account public comment.

District response on public input in the development of its plan

The School District of Manawa has taken the following steps to make its plan available to the public:

- The plan and the SDM ESSER III Listening Session presentation are posted at:
<https://www.manawaschools.org/district/covid19.cfm>
- The plan is available in multiple languages through the use of our web provider powered by Google Translate. The plan is available in more than ten languages.
- The plan was sent to parents, students, and employees via our messaging systems.
- The plan was shared at the School District Board of Education meeting on February 21, 2022. An opportunity for public comment was available during the February 21, 2022, Board meeting.
- Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting our district office.

School District of Manawa

ESSER III

Public Listening Session

Dr. Melanie Oppor -
District Administrator

Mrs. Carmen O'Brien -
Business Manager

February 21, 2022



WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

Why We're Reaching Out

The American Rescue Plan (ARP) Act, the third federal COVID-19 relief law, passed in March 2021, provides one-time funds for our district through the Elementary and Secondary School Emergency Relief (ESSER) III grant program.


During this session we will share information about the grant and invite you to:

- Tell us about the needs of local students and families who were disproportionately impacted by the pandemic
- Help identify community assets (individuals, organizations, businesses, programs, etc.) and potential partners
- Share your ideas and priorities for using the funds



Our Planning Committee

The committee drafting and finalizing our plans related to ESSER III includes the following people:

- Administrative Team
 - Board of Education
 - Community Stakeholders attending Board Committee Meetings & the Public Listening Session
- 

ESSER III Grant Basics

- The School District of Manawa is expected to receive \$810,972 in ESSER III funding.
- Funds may be used to support our response to the COVID-19 pandemic taking place from March 13, 2020 through Sept. 30, 2024.
- Funds are intended to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.



What is This Money For?

LEAs (*school districts & charter schools*) must use a *minimum of 20%* to implement evidence-based interventions to address learning loss, for example:

- Preparedness and Response to COVID-19
- Addressing Long-term School Closure
- Educational Technology
- Outreach & Service Delivery to Special Populations
- Addressing Afterschool and Summer Learning
- Mental Health Services and Supports
- Continued Staff Employment



LEAs must ensure that interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

Disproportionately Impacted Student Groups

Underrepresented subgroups specifically mentioned in USDE guidance as likely to have been disproportionately affected by COVID-19:

- each major racial and ethnic group
- children from low-income families
- children with disabilities
- English learners
- gender
- migrant students
- students experiencing homelessness
- children and youth in foster care



What Else Can These Funds Can be Used For?

ESSER funds may be used to prevent, prepare for, or respond to COVID-19.

Examples include:

Preparedness and Response

- PPE; hand sanitizer; infrastructures to promote physical distancing; improving indoor air quality; establishing a team to develop guidelines for infection control practices, etc.

Addressing Longterm School Closure

- Additional staff to support virtual instruction; providing/delivering school meals; etc.
- 

What Else Can These Funds Can be Used For?

Outreach and Services for Special Populations

- Professional development for staff to serve English Learners remotely; paying staff to teach parents of students with IEP technology and software; etc.

Mental Health Services and Supports


- Additional school based mental health staff (school counselors, school psychologists, school social workers, etc.); Peer to Peer suicide prevention and mental health literacy such as Sources of Strength and Hope Squad, etc.

Education Technology

- Devices and software for remote instruction; improved cybersecurity; etc.
- 

Addressing Needs:

Proposed Priorities for Addressing Learning Loss - Admin. Team

- A plan focused entirely on student learning support.
 - A plan intended to maintain the current level of staffing.
 - A plan that may free up Fund 10 - General Fund resources to support other needs such as, but not limited to, maintenance & repairs, purchasing learning materials, or updating infrastructure (i.e. furniture, equipment, etc.)
 - A plan based on strategically using available funding resources optimally.
 - Federal Entitlements
 - ESSER Funds
 - General Fund
 - Fund Balance
- 

Change	General Fund Reduction	ESSER III Addition	Rationale
Reduce 1.0 FTE of Grade 1 due to declining enrollment	\$107,433		25 current 5K students
Reduce 1.0 FTE of Grade 4 due to declining enrollment	\$67,250		25 current 3rd graders
2.0 FTE MES Special Assignment Teachers		\$173,539	2.0 FTE - staff repurposed from reduction due to declining enrollment
0.70 FTE Reading Specialist	\$61,436	\$61,436	70% of Reading Specialist salary
0.25 FTE Math Interventionist	\$22,568	\$22,568	25% Math Interventionist salary
0.5 FTE MMS ELA Resource Teacher	\$53,717	\$53,717	MS ELA teacher scheduled 50% time resource teacher
0.50 FTE HS ELA Resource Teacher	\$42,107	\$42,107	HS ELA teachers scheduled 1 period per day each for resource teacher
0.5 FTE MS Math Resource Teacher	\$29,479	\$29,479	MS Math teacher scheduled 50% time resource teacher
0.75 FTE HS Math Resource Teacher	\$60,436	\$60,436	HS Math teachers scheduled 1 period per day each for resource teacher
0.5 FTE MMS Special Assignment Teacher		\$36,213	0.5 FTE Private School Title I Teacher, 0.5 FTE Public MMS Special Assignment Teacher

What Are the SDM Needs?- Public Input Notes

Who is being disproportionately affected by COVID-19 in our district:

- No public input shared on this topic.

What we are seeing:


- No public input shared on this topic.



Addressing Needs: What Are the Proposed Priorities for Addressing Other Needs Per Public Input?

Amount of funding do we propose to use to address **other needs**:

What we propose to focus those funds on: **(public input in red)**

- **Air filtration; repairs or maintenance**
 - **RUS Grant - online carts (ERVING)**
 - **Cost of ERVING membership**
 - **Tech. Ed. false smoke/fire alarms**
 - **FAC Room - currently use Food Science Lab in Ag. - 4 cooking stations**
 - **Continuation of free meal program and Project Backpack**
 - **Mental Health supports**
- 

What Are Your Thoughts on the ESSER III Plan?

- **What other needs or COVID-19 impacts have you seen that we have not mentioned?**
- **Are the priorities we have identified the ones that will have the most impact on the students with the greatest needs? If not, what would?**
- **What community assets (individuals, programs, businesses, etc.) might we engage to make our plan more effective? How can families be involved?**
- **What other ideas do you have about using this funding?**



Our Plan for Safe Return

Alongside our ESSER III plan, we must submit a plan for safe return to in-person instruction and continuity of services. The SDM has been providing in-person instruction since August 2020.

The Safe Return Plan must describe:

- How we will maintain the health and safety of students, educators, and other staff, and the extent to which the LEA has adopted policies (including a description of any such policies) regarding safety recommendations established by the CDC
- How we will ensure continuity of services, including but not limited to services to address:
 - student academic needs
 - student and staff social, emotional, mental health, and other needs, which may include student health and food services



Your Thoughts on the Safe Return Plan

Current SDM COVID-19 Plan

- What stood out to you as valuable in the plan?
What's most likely to have a positive impact?
- What questions do you have about it?
- Are there important needs the plan does not address yet?
- What other ideas or feedback do you have to improve it?



Where We Go From Here

- Recap of major themes we heard today
- Next steps:
 - The Admin. Team will revise the ESSER III proposal if needed or incorporate suggestions in other appropriate budget categories for recommendation to the Board of Education on February 28, 2022
 - Contact the District Administrator at: moppor@manawaschools.org or 920-596-2525 with added suggestions
 - We will submit our final ESSER III plan to DPI on or about March 1
 - Our Safe Return plan is posted and updated per BOE approval at: [SDM COVID-19 Plan](#)



For More Information

Visit the Wisconsin Department of Public Instruction's website for ESSER III funds:

dpi.wi.gov/arp/esser-iii





School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 2/23/2022
Re: Staff and Program Change Proposal

Enrollment

In 2021-22 the SDM 3-year average decreased by 24 FTE. This triggered \$240,000 in additional revenue for the declining enrollment exemption and \$240,000 added to the previous year's base revenue used to calculate the revenue limit. Essentially, the SDM received \$480,000 in additional funds to "soften the blow" of the enrollment. Unfortunately, these are non-recurring exemptions, so the "softening" only lasts for one additional year.

Based on projections, the 3-year average for enrollment will be down 13 FTE (full-time equivalent) for the 2022-23 school year. Our forecast model shows that the District will be short approximately \$350,000 due to enrollment and the cascading factors.

Salary/Wage Raises

Professional Teaching Staff – moves on the \$AM (Salary Advancement Model). If all the current teaching staff advances, an additional \$37,200 will be needed for salaries.

Support Staff/Administration - The CPI rate for July 1, 2022 that is used for bargaining agreements is 4.70%. The SDM is facing a budget shortage, therefore a 2% increase is sustainable. This equates to a \$13,000 increase for support staff and \$10,500 increase for administrators.

Insurances

There is a 9.9% cap on the increase in health insurance premiums, so at most, the increase could be \$98,164. The dental insurance increased premium last year and the vision premiums has not increased in the last five years. To be safe, I included a 2% increase for both that only increased the SDM expense by \$1,632.

New Payroll

The Wisconsin Retirement System (WRS), Social Security (SS), and Medicare are paid by both the employee and the employer. If there is an increase to the total amount earned by the SDM employees, there will be an increase to the amount that the SDM will have to payout for these benefits. The District pays 6.5% for WRS and 7.65% for SS and Medicare, totaling a 14.15% increase on all new earnings. The total amount of new payroll will be \$60,700. This equates to an additional \$8,589 in expenses for the SDM.

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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Additional Expenditures

MES School Counselor – Currently, the high school counselor has an additional 20 embedded in the contract to account for time worked over the summer months. There are elementary school families and students that also would benefit from having contact with the SDM over the summer to keep relationships strong and services flowing.

ERVING Network – The cost for high school Spanish I and II and a wide array of other courses through the ERVING network will be approximately \$14,500 if 75 students enroll in the courses. This is a new cost, but please note that it is complimented with a reduction in the cost for Elevate K-12. Elevate K-12 will continue to be used for middle school exploratory Spanish.

Summer Cleaning/Painting – Through the referendum construction, the buildings have been refreshed and look really nice. It is important that the district keeps up with this annual refresh to keep the buildings well-cared for.

Reallocations to ESSER III funding

The purpose of ESSER III funds is to financially enable school districts to address the learning loss caused by the COVID-19 pandemic and school closures. Essentially, the plan is to take \$444,426 out of the current salaries budgeted to Fund 10 (General Fund) and reallocate them to ESSER III funds, thereby reducing Fund 10 expenses. No staff will be eliminated, but some of the staff will be repurposed to teach smaller groups using evidence-based intervention strategies to address learning loss.

Middle School Special Assignment Teacher

This new position is a hybrid of a Title I reading teacher at the private school and a middle school special assignment teacher. The SDM has always provided a Title I teacher for St. Paul. This position has been very hard to fill this school year and the services have been provided by the District Reading Specialist, Mrs. Michelle Johnson. By making this position full-time, it may attract more candidates. The salary and benefits will be paid 50% from Title I private school money and 50% by ESSER III funds.

Special Education Para Reduction in Hours

Currently, the Early Childhood Special Education paraprofessional has been utilized in both the morning and afternoon 4K classes. It is anticipated that this position will only be needed for 3.5 hours, in the morning, for 4 days per week. The para that currently has this position requested the reduction in hours and did not want to be assigned additional duties.

Elevate K-12 – Spanish Instructional Paraprofessional Reduction

Currently middle school and Spanish I & II are offered through Elevate K-12. By moving Spanish I & II instruction to the ERVING Network, there is a cost savings of \$37,000 for the program and a paraprofessional will not be needed. The middle school exploratory Spanish classes can be supervised utilizing current staff.

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FY2223 Staff and Program Change Proposal				
Staff or Program Change	Addition to Expenditures/ Increased Costs	Reduction in Expenditures/ Cost Savings	Move to ESSER III	Rationale
Aid reduction	\$350,000.00			Declining Enrollment/Hold Harmless (-13 FTE)
Professional Teaching Staff \$AM	\$37,200.00			current staffing levels
Support Staff/Admin	\$23,500.00			2% increase (\$13,000/\$10,500) - total amount equally distributed
Health Insurance	\$98,164.00			9.9% cap (\$991,552)
Dental & Vision	\$1,632.00			2% increase
Retirement, SS, Medicare	\$8,589.00			14.15% of new payroll - \$60,700
Reduce 1.0 FTE of Grade 1 due to declining enrollment		\$107,433.00		25 current 5K students
Reduce 1.0 FTE of Grade 4 due to declining enrollment		\$67,250.00		25 current 3rd graders
2.0 FTE MES Special Assignment Teachers			\$174,683.00	2.0 FTE - staff repurposed from reduction due to declining enrollment
0.70 FTE Reading Specialist		\$61,436.00	\$61,436.00	70%
0.25 FTE Math Interventionist		\$22,568.00	\$22,568.00	25%
0.5 FTE MMS ELA Resource Teacher		\$53,717.00	\$53,717.00	50%
0.50 FTE HS ELA Resource Teacher		\$42,107.00	\$42,107.00	2 teachers at 25% each
0.5 FTE MS Math Resource Teacher		\$29,479.00	\$29,479.00	50%
0.75 FTE HS Math Resource Teacher		\$60,436.00	\$60,436.00	3 teachers at 25% each or one period each of resource class
0.5 FTE MMS Special Assignment Teacher			\$36,213.00	0.5 Private Title I Teacher and 0.5 Public MMS Special Assignment Teacher
ES School Counselor	\$5,500.00			Additional 20 days for summer
Reallocate 0.7 FTE MES Encore Teachers				PE reallocation - adding 2 sections MMS PE, genius half-hour during wolftime, gifted student activities; Art reallocation - adding 2 sections MMS Art, genius half-hour during wolftime, adapted art
Reallocate 0.125 FTE Phoenix Program to ERVING Coordinator Position				Reallocate 1 period per day out of Phoenix Program to facilitate ERVING program
Reduce Special Ed Para from 7 hrs to 3.5 hours/day		\$12,500.00		A Special Ed. para was needed for morning EC and afternoon 4K for the 2021-22 to support students' behavior. It is anticipated that there will be no need for a Special Ed. para for afternoon 4K for the 2022-23 school year. The para declined the 3 hours para for next year and would prefer to only support EC special education students.
Reduce Spanish Instructional Para		\$16,000.00		Online supervisory position replaced by ERVING Coordinator
Elevate K-12		\$37,000.00		Eliminate Elevate K-12 for HS Spanish I & II; Keep for MS Spanish Exploratory only (\$53,300 was paid for 2021-22, the cost will be \$16,300 for 2022-23)
ERVING Network	\$14,500.00			Pending BOE Approval - includes (75 students @ \$120 = \$9,000)
Legal RFP		?		
Paint Crew/Summer Cleaning	\$15,000.00			4 people total 960 hours
Sub Total	\$554,085.00	\$509,926.00		
	-\$44,159.00			



ADVENTURE 2022

Program Guide

The School District of Manawa Summer Enrichment Program

"Every Adventure Requires a First Step"

Join us for a summer of adventures
and endless possibilities

June 6th-June 24th

Registration will take place online April 4th-11th

PROGRAM INFORMATION

WHO:

- Students entering grades Pre-Kindergarten – 12th grade

WHAT:

- Introduction to 4K (Your child must be 4 by September 1, 2022)
- Camp Kindergarten (2022-2023 Kindergarteners)
- Remedial courses: reading, writing, and mathematics (grades 1-12)
- Enrichment courses: cooking, science, computers, outdoor adventures, dancing, tumbling, fitness, and more (grades 1-8)
- Skills courses: volleyball, wrestling, football, basketball, hunter safety, Drivers Ed
- Swimming Lessons: Iola-Scandinavia Fitness & Aquatic Center (grades 1-6)

WHEN:

- Summer Adventures: June 6th-24th, 8:00 am-12:00 pm
- Swimming and skills courses see specific course dates & times

WHERE:

- Programming will be held at the Elementary School for Grades 4K- 8 and the High School for Grades 9-12

WHY:

- “*Summer Adventure*” participants will find a number of interesting and exciting learning opportunities again this summer
- Remediation
- Fun
- Skill Development

HOW:

- Complete registration, medical emergency form, and transportation form online
- To complete online forms and further instructions, please visit
<https://www.manawaschools.org/programs/summer-school.cfm>
-

CONTACTS:

- **Michelle Johnson**- 920- 596-5738 or summerschool@manawaschools.org
- **Mary Eck**-920-596-5804 or summerschool@manawaschools.org
- **Manawa Elementary School Office** – 920-596-5700
- **Little Wolf High/Manawa Middle** – 920-596-5801

COVID Mitigation Strategies:

We will follow all mitigation strategies as are listed in the SDM [school board approved plan](#). *Subject to change based on CDC and DHS recommendations.

From the desk of Ms. U (Elementary School Counselor, Manawa Elementary)

During the summer, student worries do not go away. For that reason, I am happy to announce that I will be having drop-in and scheduled summer hours for students and families. The drop-in hours will be on Thursday June 9, 16 & 23, Thursday July 14, 21 and August 4, 18 & 25 from 9 am to 12:30 pm. I will also be scheduling dates throughout the summer for google chats, a talk in the park or a home visit. Please contact me if you have any questions.

lujadowski@manawaschools.org or call (920)596-5700 and ask for LuAnne Ujazdowski

Thank you and I look forward to hearing from you!

Transportation to Summer School:

Students will be picked up and dropped off at times to be determined at the determined pick up sites. Parents are responsible to drop off and pick up their children at designated times and locations listed below.

*If you are in need of transportation, please email summerschool@manawaschools.org to notify us of this need. **Notification will be needed no later than April 11th, 2022.**

Pickup Time

6:45AM – Symco
7:00AM – Ogdensburg
7:15AM – Royalton
7:25AM – Little Lambs
7:30AM – MES

Pickup Time

12:00PM – MES
12:10PM – Little Lambs
12:20PM – Royalton
12:30PM – Ogdensburg
12:40PM – Symco

FREQUENTLY ASKED QUESTIONS

Q: What does a student's daily schedule look like?

A: "Summer Adventure" Daily Schedule

Session 1	8:00-9:00
Session 2	9:00-10:00
Session 3	10:00-11:00
Session 4	11:00-12:00

Q: Who will be teaching the classes?

A: Teaching staff will include the best possible *certified* teachers available. Teaching assistants will also be working for the program to assist our certified staff with daily activities.

Q: What happens if my child selects a course that is filled?

A: Online registration will only allow for registration if the course has availability. To best help support scheduling, please utilize the schedule guide provided to fill out **before** registering online. This guide is for your convenience, and will not be turned into the office.

NOTE: *Course enrollment will be based on a first come, first serve basis.* Some courses may be eliminated if there are an insufficient number of students enrolled, or if there are not qualified teachers available to teach them. Parents will be notified as soon as possible of any changes.

Q: When will I know what my child's summer school schedule is?

A: A copy of your child's schedule will be sent home at least two-weeks prior to the start of summer school. Online schedule will be available as soon as online registration is completed.

Q: Can my child who is entering 4K Kindergarten and 5 year old Kindergarten attend?

A: Yes! Students can enroll in our 4K and Camp Kindergarten. Students will use skills that will prepare them for a successful Kindergarten experience. Activities will include stories, music, plays, manipulatives, arts and crafts, and fun.

Q: Can out-of-district children enroll in Summer Adventure?

A: Yes! There is a tuition fee of \$75.00 per child. An out-of-district student is any student who currently resides outside the School District of Manawa. If a student, (ex: grandchild), is staying with a district resident this summer 2022, the in-district requirements are met.

Q: Will transportation be available for students to get to & from summer school?

A: Yes! The school district will be offering transportation to and from summer school. Designated pick-up points, drop-off points, and times will be established for surrounding communities. Parents will be responsible for making sure students are at those locations at the scheduled times in order to accommodate the summer school schedule. Please note, after the initial registration, it will be decided if numbers are adequate to offer this service. Locations and times will be sent out after registration.

Q: What are the attendance procedures and policies?

A: All students enrolled are asked to attend summer school on a regular basis. Emergencies and illness should call the school offices and make us aware of the situation by at least 9:00 a.m. daily if at all possible. Elementary School Office (920) 596-5700 High School Office (920) 596-5800

Q: Does my student need to bring school supplies?

A: Most supplies will be furnished by the School District of Manawa. In the event special supplies are needed or there are additional fees, it will be noted in the description of the coursework. Students should **NOT** bring items such as toys, video games, etc. to summer school.

Q: What should my student wear to summer school/is there a dress code?

A: We understand that the weather will likely be warm throughout the summer; therefore we expect that our students will come to summer school dressed casually and comfortably. However, all students are required to dress per school district dress code. Students will be required to wear shoes at all times. Hats will not be allowed inside the buildings, but may be worn for outside activities. Please, note that some courses and, or activities may require students to dress in a particular fashion. You will be notified in advance if this applies (i.e. – Outdoor Adventure in the woods, swimming, etc.).

Q: Is there a student code of conduct? Can my student be removed from summer school?

A: Yes! The same rules and regulations regarding student conduct for the regular school year will apply for summer school as well. Students who misbehave will be disciplined in a reasonable manner and parents will be notified. Students who cause excessive disciplinary problems may not be invited back to summer school in extreme circumstances. Refunds will not be granted in these circumstances.

Q: Will the Sturm Memorial Public Library Summer Reading Program be affiliated with summer school?

A: Yes! Students are strongly encouraged to visit the public library and participate in summer programming. For more information please contact Lyn Hokenstad at 596-2252.



SWIMMING PROGRAM
IOLA-SCANDINAVIA FITNESS & AQUATIC CENTER
&
The Manawa Summer School Program

SWIMMING SESSION: June 6th-June 24th, 2022, Monday & Wednesday, Six day lesson schedule. (TBD)

A qualified teacher will accompany the students to the pool. Certified swimming instructors hired by the Iola Aquatic Center will provide the instruction. Students will still be able to return to the elementary school for the remainder of their Summer School Programming on lesson days.

Please keep in mind, adequate participation will still determine course offering. There will be no cost for the swimming instruction and transportation. The school district will recover the cost through state aid membership participation. **We will however require a student who signs up for instruction to attend all the sessions.** An Iola Fitness and Aquatic form and parental signatures must be filled out before or on the day of registration. Schedule of pickup times and return times are below.

Transportation: Students will be transported to and from swimming lessons from the elementary school.

All times listed are approximate.

Pool Arrival Time: 7:55 A.M. Departure Time: 9:00 A.M.

COURSE DESCRIPTIONS + GRADE LEVELS

Offerings for Grades 4K to 5/6

Introduction to Four Year Old Kindergarten

15 days

2 hours/day

Is your child eligible for 4 year old kindergarten in the school year 2022? (Must be four years old by September 1, 2022) This class will be a fun introduction to the 4K environment. Students will have stories, songs, art, games, music, movement, and lots of play! This will be a fun way to introduce your child to our 4K program.

Create Your Own Music Instrument

Grades 4K

1 hour/day

Creative sounds and instruments made from popsicle sticks, string, buckets, and everything in between. 4K students explore music while using their creativity.

Outdoor Games

Grades 4K

1 hour/day

Our littlest ones get their wiggles out through outdoor/(indoor if poor weather) with games such as Ollie Ollie Octopus, scavengers, pool noodle balloon hockey and various other games to teach social skills, team sportsmanship, and to play outside.

Camp Kindergarten (Students entering 5 year old Kindergarten)

15 days

4 hours/day

Students will acquire skills for a successful Kindergarten experience. Colors, shapes, alphabet, and counting will be promoted using play, music, stories, movement, manipulatives, and fun!

Characters and Crafts

Grades K-2

15 days

1 hour/day

In this course, we will focus on different characters of some of our most beloved stories. We will bring these characters to life through crafts! This course will allow students to explore their talents and create art in a variety of ways. Bring your creative minds and be ready to get messy!

Games Galore

Grades 1-3

15 days

1 hour/day

Let the board /card games begin! Students will practice learning, social, and communication skills while playing games! The games *may* include: Sequence, Clue, Yahtzee, Uno, Phase 10, Garbage, etc. The games will help kids acquire logic and reasoning skills as well as boost critical thinking skills! Don't miss this Old Fashioned Fun!

Games Galore

Grades 4-5

15 days

1 hour/day

Let the board /card games begin! Students will practice learning, social, and communication skills while playing games! The games *may* include: Sequence, Clue, Yahtzee, Uno, Phase 10, Garbage, etc. The games will help kids acquire logic and reasoning skills as well as boost critical thinking skills! Don't miss this Old Fashioned Fun!

Improvisation Level 1

Grades 4-6

15 Days

1 hour/day

Students will learn theatrical and leadership skills, focus, and critical thinking through the use of theater games and improvisation. (Think "Whose Line Is It Anyway" but kid-appropriate!) Students will gain self-confidence and life skills through a variety of games and activities using suggestions and scenarios. And it's fun! This is a class where everyone can shine!

***note: this class can occur during the swimming times

Reading Ready

Grades K-1

15 days

1 hr/day

Work on reading skills necessary to be successful in your next grade! This course is designed to encourage reading throughout the summer. Instruction will be delivered through independent, partner, and small group reading. Students will work on reading fluency, phonics, vocabulary, and comprehension through a variety of appropriately leveled books.

Percussion Fun

Grades K-2

15 days

1 hr/day

Students will explore various aspects of percussion appropriate for their age group. Djembe drumming, bucket drumming, boom whackers, drum stick clicking, tambourine and other percussion instruments will be introduced.

Percussion Fun

Grades 3-5

15 days

1 hr/day

Students will explore various aspects of percussion appropriate for their age group. Djembe drumming, bucket drumming, boom whackers, drum stick clicking, tambourine, and other percussion instruments will be introduced as well as improvisational drum circle playing.

Mad Summer Scientist**Grades 1-2****15 days 1 hour/day**

Become a mad scientist this summer! Learn about magic and the mystery of science through literacy while having fun doing experiments. As a class we will research, form hypotheses and perform experiments to answer questions and more.

Bookin' and Cookin'**Grades 2-4****15 days****1 hour/day**

Do you like to cook? Do you like books? Then this class is for you! We will read a fun book and prepare a snack to go along with the story. We will also write and illustrate our favorite part of the story. Students will take home their recipe book at the end of our summer session. Allergy warning: We will cook with gluten, eggs, peanuts, and dairy.

The Wizarding World of Harry Potter**Grades 4-6****15 days****2 hours/day**

Have you been waiting impatiently for your letter from Hogwarts? Then here is your chance to join us in the magical world of Harry Potter! This summer we start from the beginning and read our way through Harry Potter and the Sorcerer's Stone while engaging in a wide variety of activities based around the book. Participants will be sorted into their Hogwarts houses, enjoy a game of Quidditch, try their hand at Potions, and learn about the beasts that roam the Forbidden Forest. You may even have the chance to taste some of the delicious treats that are specific to the wizarding world! Are you a Slytherin or Gryffindor? What Hogwarts class would be your favorite? Are you brave enough to try Bertie Bott's Every Flavored Beans? Come join us in the Wizard World of Harry Potter and find out!

Math Puzzle Adventures**Grades 4-5****15 days****1 hour/day**

Students will have opportunities to solve an assortment of different math puzzles while practicing their math skills. Puzzles will include: riddles, crosswords, KenKen, Kakuro, brain teasers, magic squares, magic triangles, and Sudoku.

Math Madness**Grade 1****15 days****1 hour/day**

For students entering first grade in the fall, we will focus on number identification and addition/subtraction with numbers 1-10.

Math Madness

Grades 2-3

15 days

1 hour/day

For students entering grades 2-3 in the fall, we will focus on addition and subtraction.

Math Madness

Grades 4-5

15 days

1 hour/day

For students entering grades 4-5 in the fall, our games may include addition, subtraction, multiplication, and division.

So You Want to Be An Author:

Grades 6-8

15 days

1 hour/day

Designed for students who enjoy writing as a form of art and personal expression, we will explore many different genres of writing. Through writing and thinking, students will learn to become better readers, writers, and thinkers.

For students who want to learn to be a published author:

1. Writing in formula style (short story, poetry, group work)
2. How to query
3. How to make a book proposal
4. Do you need an agent? (Surprise: the answer is no)
5. How to submit
6. How to self-publish

At the end, we will have a self-published book of our writing

PBL/Genius Hour:

Grades 4-5

15 Days

1 hour/day

Come and do some fun hands-on learning and exploring through research, planning, and design of a teacher chosen Project Based Learning experience in the first half of this course. Then you will get to test your new skills through your own chosen topic that you are passionate about. Space? Writing poetry? Cooking? Animals? Pod casting?...the sky's the limit for what you can choose to dive into and learn more about! You will present your project during our last few sessions!

Adventures in Computers

Grades 1-2

15 days

1 hour/day

Students will work through a variety of computer applications to increase their knowledge of not only basic keyboarding skills, but various software (Google and Seesaw) and online educational games. They will create fun-filled projects using different computer applications.

Adventures in Computers

Grades 5-8

15 days

1 hour/day

Students will work through a variety of computer applications to increase their knowledge of not only basic keyboarding skills, but various software (Google and Seesaw) and online educational games. They will create fun-filled projects using different computer applications.

Dancing and Tumbling

Grades 4-5

15 days

1 hour/day

Rhythm, flexibility and a little creativity will be needed in this class where students are given the opportunity to explore their dance and tumbling abilities. Basic tumbling skills, jumps and balances will be taught, along with the concept of 8-count dance. Students will be given multiple practice opportunities to work on skills they have already perfected and a chance to try tougher skills with an educated spotter. As the course progresses, participants will divide up into small groups to choreograph a dance set to self-selected music. They will also learn a dance with the entire class. At the completion of the course, students will perform their group and class dances in front of an audience.

Sports/Leisure

Grades 3-5

15 days

1 hour/day

Students will be engaged in a variety of activities that will promote a healthy lifestyle. Activities will include lifetime sports that will include Frisbee Golf, Hockey, Bowling, Golf, and basic skills of Basketball, Volleyball, Soccer, and more.

Running Club

Grades 4-6

15 days

1 hour/day

Let's run together. This fun course will introduce the benefits of running. Participants will work on running form, building endurance, increasing core strength, and flexibility. Methods will be demonstrated through both run days and cooperative game days that promote a healthy life long activity. Mentors will run with a group based on time/age/ and ability.

The Great Escape

Grades: 5-6

15 days

1 hour/Day

Escape rooms are currently all the rage. With puzzles, riddles and a little bit of excitement, people everywhere have found the joy and thrill of those 60-minute adventures. In this class, students will have the opportunity to explore the basic idea of an escape room. They will solve puzzles, play Breakout EDU games and visit online escape rooms. Ultimately, in small groups, students will design their own escape room for the rest of the students in the class to attempt. Participants should enjoy brainteasers, logic puzzles, and a little bit of mystery. Do you have what it takes to succeed at The Great Escape?

Outdoor Exploration

Grades 4-9

15 days

2 hours/day

This unique class offering will explore outdoor activities and incorporate environmental education, wellness, outdoor recreation, and many others. This class will provide leadership skills through cooperative activities through all these events. Take the challenge of seeing how well you know the outdoors.

Rocketry

Grades 5-8

15 Days

1 Hour/Day

Students will purchase a basic rocket kit from the school. Students will assemble the rocket and learn about the basics of rocketry. Students will launch their rockets during the final week of class with their peers.

Soccer Fun

Grades 3-5

15 Days

1 Hour/Day

Students will be taught the fundamentals of soccer through soccer games and drills. Students should bring a Size 4 soccer ball with their name on it and wear clothes appropriate for soccer play and bring both soccer cleats and tennis shoes to each class for playing soccer inside or for outside play depending on the weather.

Book Club

Grades 3-5

15 days

1 hour/day

The Mysterious Benedict Society by Trenton Lee Stewart

Summary: "Are you a gifted child looking for special opportunities?" Dozens of children respond to this peculiar ad in the newspaper and are then put through a series of mind-bending tests, which readers take along with them. Only four children--two boys and two girls--succeed. Their challenge: to go on a secret mission that only the most intelligent and inventive children could complete. To accomplish it they will have to go undercover at the Learning Institute for the Very Enlightened, where the only rule is that there are no

rules. But what they'll find in the hidden underground tunnels of the school is more than your average school supplies. So, if you're gifted, creative, or happen to know Morse Code, they could probably use your help.

Beginning Guitar

Grades 1-3

15 days

1 hour/day

Students will learn basic fingerpicking, notation, rhythm, strumming and three basic chords (Tonic, Dominant, Subdominant) as well as how to tune the guitar. An acoustic guitar (from school) will be provided. A small presentation will be given at the end of the three weeks for parents/family for students to showcase their music.

Swimming

Grades 1-5

@ Iola Fitness and Aquatic Center

This program is for children seeking to learn the fundamentals of swimming by trained and certified instructors. Lessons are provided Mondays and Wednesdays for the three week session, equal to 6 days of lessons. There will be limits set on the number of students in each class and masks will be required. Students will not have access to the locker rooms, so they will have to be prepared (in their swimsuits) on their arrival in Iola. The students will be restricted to only the following swimming levels:

Level 1- (Guppies)

Level 2- (Minnows)

Level 2.5- (Perch)

Level 3- (Seahorses)

Offerings for Grades 6-12

Credit Recovery:

Grades 9-12

Students who have failed courses in the previous school years will have the opportunity to make up the credits for which they are deficient. Students and parents will be notified of these credit deficiencies before the registration for summer school. Please, email summerschool@manawaschools.org with questions.

Improvisation Level 1

Grades 4-6

15 Hours

1 hr/day

Students will learn theatrical and leadership skills, focus, and critical thinking through the use of theater games and improvisation. (Think “Whose Line Is It Anyway” but kid-appropriate!) Students will gain self-confidence and life skills through a variety of games and activities using suggestions and scenarios. And it’s fun! This is a class where everyone can shine!

***note: this class can occur during the swimming times

Improvisation Level 2

Grades 7-12

15 hours

1 hr/day

Students will learn theatrical and leadership skills, focus, and critical thinking through the use of theater games and improvisation. (Think “Whose Line Is It Anyway” but kid-appropriate!) Students will gain self-confidence and life skills through a variety of games and activities using suggestions and scenarios. And it’s fun! This is a class where everyone can shine!

****note: this class can occur during the swimming times

So You Want to Be An Author:

Grades 6-8

15 days

1 hour/day

Designed for students who enjoy writing as a form of art and personal expression, we will explore many different genres of writing. Through writing and thinking, students will learn to become better readers, writers, and thinkers. For students who want to learn to be a published author:

1. Writing in formula style (short story, poetry, group work)
2. How to query
3. How to make a book proposal

4. Do you need an agent? (Surprise: the answer is no)
 5. How to submit
 6. How to self-publish
- At the end, we will have a self-published book of our writing

STEAM Academy

Grades: 6-8

8 Days

Session 1: 8:30-11:30

or Session 2: 12:00-2:30

STEAM Academy is an exciting, new opportunity for our Manawa Students grades 6th-8th offered through ERVING. STEAM -- Science, Technology, Engineering, Arts, and Mathematics -where this course encourages students to explore concepts at very high levels, all through the lens of authentic, problem-based learning. Additionally, students will have the opportunity to adventure on a field trip to an institution of higher ed (UWSP or NTC) where students' will demo/complete their projects, take a tour and participate in other activities with staff. More information to come.

The Great Escape (June 13-23, (Monday-Thursday)

Max-20 Students

Grades: 5-6

1 hour/Day

Escape rooms are currently all the rage. With puzzles, riddles and a little bit of excitement, people everywhere have found the joy and thrill of those 60-minute adventures. In this class, students will have the opportunity to explore the basic idea of an escape room. They will solve puzzles, play Breakout EDU games and visit online escape rooms. Ultimately, in small groups, students will design their own escape room for the rest of the students in the class to attempt. Participants should enjoy brainteasers, logic puzzles, and a little bit of mystery. Do you have what it takes to succeed at The Great Escape?

Math Logic and Problem Solving

Grades 6-8

15 Days

1 hour/day

This fun-filled course will be filled with challenging logic puzzles, story problems, number problems, word problems, and the learning strategies to solve such problems. Class will include team and individual challenges, paper and computer challenges.

Rocketry

Grades 5-8

15 Days

1 Hour/Day

Students will purchase a basic rocket kit from the school. Students will assemble the rocket and learn about the basics of rocketry. Students will launch their rockets during the final week of class with their peers.

Sports/Leisure

Grades 6-8

15 days

1 hour/day

Students will be engaged in a variety of activities that will promote a healthy lifestyle. Activities will include lifetime sports that will include Frisbee Golf, Hockey, Bowling, Golf, and basic skills of Basketball, Volleyball, Soccer, and more.

Become an Officiator

Grades 6-12

15 days

2 hours/day

Learn the rules and become trained to be an Officiator with the focus of baseball, softball, and volleyball. Think of the possibilities! You could add to your resume, college experiences, and expand your skills with the possibility of adding to your savings in the future.

Outdoor Exploration

Grades 4-9

15 days

2 hours/day

This unique class offering will explore outdoor activities and incorporate environmental education, wellness, outdoor recreation, and many others. This class will provide leadership skills through cooperative activities through all these events. Take the challenge of seeing how well you know the outdoors.

Stress Busters

Grades 6-8

15 days

2 hours/day

Middle School can be a time of great stress as students navigate changing classes, new friendships, new activities, and new workloads. Students will gain insight into why fighting stress is an important life school as they explore a bunch of different coping strategies to combat stress. Strategies will include physical exercise, meditation, games, laughter, thought restructuring, cooking, reading, music, movies, and more!

Stress Busting Skills for High School Students

Grades 9-12

15 days

2 hours/day

High School can be a time of great stress as students navigate tougher classes, increased workload, jobs, activities, friends, new relationships, and future planning. High School students will learn why fighting stress is important to learn for a lifetime! Strategies explored include physical exercise, meditation, games, comedy, cognitive exercises, hobbies, reading, music, movies, and more!

Transition to Middle School

Grade 6

Days and Time TBD-Typically End of August

8-10am OR 12-2pm

Students will have an opportunity to practice opening their lockers with combinations, finding their classes, and discussing organizational skills for middle school. These classes will take place in 2 hour sessions, and students need to only register for one session.

New Student Orientation for High School and Incoming St. Paul's 9th Graders

Grade 9

TBD Typically end of August

8-10am OR 12-2pm

Students will have an opportunity to practice opening their lockers with combinations, finding their classes, and discussing organizational skills for high school success. These classes will take place in 2 hour sessions, and students need to only register for one session.

Speech and Debate

Grades 9-12

15 days

2 hrs/day

This is a competitive performance class. Debate teaches students how to participate in the rational exchange of ideas and arguments as they relate to significant social issues and some irrelevant nonsense. Students will initially learn about and practice structured extemporaneous speeches with emphasis on verbal and nonverbal delivery skills (organization, projection, inflection, eye-contact, hand gestures, and more). Students will then build a foundation for effective argumentation and advocacy (claim/warrant/evidence) by participating in debates and ultimately presenting one research-based persuasive speech. Special emphasis will be placed on critical thinking and listening skills as well as argument resolution. This class is ultimately for students who want to explore debate in a noncompetitive environment but may choose to participate in the debate team next school year or later in their high school experience. Or for students who simply want to become more comfortable in front of an audience. Speech events sharpen speaking and/or acting skills. Students are required to perform in class and be willing to publicly speak. (Max of 4 students.)

United States History 1980-Present

Grades 9-10

15 Days

2 hours per day

United States History 1980-Present provides students an opportunity to explore the social, economic, cultural, political, military, and legal history of the last 40 years in the United States. Topics include but are not limited to the Rise of Reagan and New Conservatism, the End of the Cold War, the Persian Gulf, the Clinton Years, September 11th and the War of Terror, 2008 Financial Crisis, the Elections of Barack Obama, Donald Trump, and Joe Biden. Activities will include class discussion and presentations, film and document analysis. Heavy emphasis will be placed on analysis of information and class participation.

SAE- Supervised Agricultural Education for credit

Grades 9-12

Hours may vary

This course is a mix of synchronous, asynchronous and in-person learning. Students must log a minimum of 75 hours on their independent projects and meet with the instructor at least 4 times to review progress on instructional goals in addition to weekly journaling and on-line sessions. Students who successfully complete this program are able to **earn ½ credit based on a pass/fail grade**. Categories include: Placement/Internship Ownership/Entrepreneurship, Research, Service-Learning.

SAE- Supervised Agricultural Education- enrichment only

Grades 9-12

Hours may vary

This course is a mix of synchronous, asynchronous and in-person learning. Categories include: Placement/Internship Ownership/Entrepreneurship, Research, Service-Learning.

Drivers' Education

HS students

15 days

2 hr/day

Students will be participating in the classroom portion required to obtain a drivers' license. There is a MANDATORY attendance requirement. No exceptions. 30 hours of instruction are required by the Department of Transportation. **Students must be 15 by October 1, 2022** in order to be eligible for this course.

Additional Opportunities

Sports Skills and Fundamentals DATES AND TIMES TO BE DETERMINED

These programs are for students who are interested in acquiring volleyball, basketball, football, and wrestling fitness skills. Students will be actively engaged through conditioning techniques, sports basics, and team leadership practices. Watch for registration forms at a later date from coaches.

Volleyball	July 25th-29th (times to be determined)	
Basketball	Girls' Basketball : June 12:30-3:30	
	Boys' Basketball: June 1 12:30-3:30	
Football	Grades 2-12	Manawa Football Field
Wrestling	Grades K-12	Little Wolf High School

MARCHING BAND 6-12 (Dates and Time TBD)

June -July Rodeo Camp

10:00-11:00 Color Guard/Drumline

11:00-1:00 All

5th Grade Beginning Band Students will have an introduction to various instruments and the art of a band performance.

10:00-3:00

August HS Marching Camp DATES TO BE DETERMINED

12:00-4:00 All

Department of Natural Resources - Hunter Safety Aug. 1-5, 2022

9:00-12:00 3hrs /day

(Recommended Age 12 by hunting season to adult)

This Hunter's Education course will instill in students the knowledge, skill and attitude to be a responsible and safe hunter. Students will learn how hunting accidents are caused and how they can be prevented. Hunter responsibility and safety are stressed throughout the classes, which consist of lectures, demonstrations, group discussions, practical exercises, and individual study and activity assignments. This course will be taught by DNR certified instructors. This course will cover state hunter safety requirements and is a requirement for hunting license purchasing. Certification will be issued after the satisfactory completion of this course.

Fee: \$10.00 (collected first day of class). Students younger than 12 may take the class. Those that meet the course requirements will receive a safety education completion certificate. However, it should be noted that persons younger than 12 may lose some of the benefits of the certification (small game hunting privilege, authorization to shoot an antlerless deer during the first gun deer season after graduation) if they take the class sooner than age 12. The DNR encourages people to wait until they turn 12 within 6 months of completion of the course before taking it.



All-District Musical Theater
All grades
12:30-3:30 M-F
15 Days

“The Story of Hansel and Gretel”

All students completing grades K-12 are invited to participate in the summer school musical. This year we will be presenting the musical “The Story of Hansel and Gretel.” Students may participate onstage or in the crew. Please note which area the student will prefer.

Basic Information: Rehearsals run from 12:30 to 3:30 Monday-Friday. If students are in summer classes at the elementary school in the morning, they will walk with a chaperone from the elementary school to the high school stage area. They will eat lunch together and then rehearsal will begin.

Students will receive suggestions for costuming once their role is selected by the director.

The cast will perform for the public Friday, June 24 (7 pm) and Saturday June 25 (2 pm) following summer school. **Please be sure that your child is available for those dates before signing up for the class.**

Crew and cast will help with the props, costumes, sets, and other elements of theater. **We will need parent volunteers for each dress rehearsal (June 20, 21, 22, 23, 24) and performance** to sit with the children offstage. Please sign up on the theater class form if you are able to help.

***note: there is a form attached at the end of this document for the student and parent

ALL SCHOOL SUMMER MUSICAL: THE STORY OF HANSEL AND GRETL

NAME OF STUDENT _____

GRADE 2022-23 _____

PARENT/GUARDIAN NAME _____

PARENT/GUARDIAN PHONE _____

PARENT/GUARDIAN EMAIL _____

STUDENT PHONE _____

STUDENT EMAIL _____

PLEASE NUMBER IN ORDER OF PREFERENCE WITH 1 BEING WHAT YOU WANT MOST

____ **A LEAD ROLE (SPEAKING AND SOLO SINGING)**

____ **A SOLO SINGING ROLE**

____ **A SPEAKING ROLE**

____ **SINGING IN A GROUP WITH SPEAKING LINES**

____ **SINGING IN A GROUP WITH NO LINES FOR SPEAKING**

____ **BACKSTAGE RUNNING CREW**

____ **SPOTLIGHT CREW**

____ **SOUND BOARD (MICROPHONES)**

____ **LIGHT BOARD OPERATOR**

____ **SOUND EFFECTS**

____ **CURTAIN**

FOR PARENTS:

____ **I CAN HELP DURING THE SHOWS (TICKETS, CONCESSION, RAFFLE, ETC.)**

____ **I CAN HELP DURING LUNCH**

____ **I CAN HELP WITH WATCHING CHILDREN OFFSTAGE DURING DRESS REHEARSALS AND/OR PERFORMANCES**

LIST DAYS AVAILABLE:

____ **MONDAY, JUNE 20 12:30-3:30**

____ **TUESDAY, JUNE 21 12:30-3:30**

____ **WEDNESDAY, JUNE 22 12:30-3:30**

____ **THURSDAY, JUNE 23 12:30-3:30**

____ **FRIDAY, JUNE 24 12:30-3:30**

____ **FRIDAY, JUNE 24 6:15-CLOSE OF SHOW**

____ **SATURDAY, JUNE 25 1:15-CLOSE OF SHOW**

***REGISTRATION FORM (Only for Students who are Outside Manawa School District in addition to schedule below)**

STUDENT NAME _____ GRADE FALL 2022 _____ BIRTHDATE __/__/__

PARENT/GUARDIAN NAMES _____

STREET ADDRESS _____ CITY _____ ZIP _____

SCHOOL ATTENDED 2021-2022:

__ MANAWA ELEMENTARY __ LITTLE WOLF HIGH SCHOOL/MANAWA MIDDLE SCHOOL

__ ST. PAUL'S __ OTHER: _____

Note: Only those student who are outside of our district, please, fill out the attached paper schedule for your selections, and turn in to the middle/high school or elementary office prior to April 4th.

TRANSPORTATION TO SUMMER SCHOOL:

__ PARENT/FAMILY/FRIEND WILL DROP OFF

__ BUS PICK UP: __ LITTLE LAMBS __ OGDENSBURG __ SYMCO __ ROYALTON

TRANSPORTATION HOME FROM SUMMER SCHOOL:

__ PARENT/FAMILY/FRIEND WILL PICK UP

__ BUS DROP OFF: __ LITTLE LAMBS __ OGDENSBURG __ SYMCO __ ROYALTON

SWIMMING

__ NO __ YES: Swim Level: _____

Session June 10-26, 2019: Monday and Wednesday

PICK-UP AT: __ MANAWA ELEMENTARY __ LITTLE LAMBS __ OGDENSBURG __ SYMCO __ ROYALTON

RETURN TO: __ MANAWA ELEMENTARY __ LITTLE LAMBS __ OGDENSBURG __ SYMCO __ ROYALTON

HUNTER SAFETY (July 8-11, 800-1100 & July 13; 9am-12pm)

__ NO __ YES (FEE=\$10 collected on the first day of class)

OTHER CLASS (ES): _____

Summer School Course Registration:

(The following form is helpful to fill out prior to registering online. Only students outside of the Manawa School District will turn this into Manawa Elementary or Middle/High School main office.)

Students within Manawa School District-

***Please, register online through Family Skyward:**

<https://skyward.iscorp.com/scripts/wsisa.dll/WService=wsedumanawawi/fwemnu01.w>

***Instructional video and further assistance can be found:**

<https://www.manawaschools.org/programs/summer-school.cfm>

4K-K

8:00-12:00 - Intro to 4K and Next Stop Kindergarten

12:30-3:30 - All School Musical-Hansel and Gretel (paper form to be filled out)

Grades 1-2 (Select 1 for Each Time Slot)

8:00-9:00

 Percussion Fun (Grades 1-2)

 Booking and Cooking (grades 2-4)

 Math Madness (grades 2-3)

 Ready Ready (grades 1-2)

9:00-10:00

 Computer (Grades 1-2)

 Math Madness (grades 2-4)

10:00-11:00

 Games Galore (Grades 1-2)

 Mad Scientist (grades 2-4)

11:00-12:00

 Computers (Grades 1-4)

 Beginning Guitar (Grades 1-3)

12:30-3:30

 All-School Musical- (Separate Paper Form)

Grades 3-5(Select 1 for Each Time Slot)

8:00-9:00

- Harry Potter (This class goes from 8-10) (Grades 4-6)
- Sports (grades 3-5)
- Improvisation (grades 4-6)
- Book Club (grades 3-5)

- Baking and Cooking (grades 2-4)

- Math Madness (grades 2-3)

9:00-10:00

- Harry Potter (This class goes from 8-10) (Grades 4-6)
- Games Galore (Grades 4-5)
- Reading (grades 3-4)
- Math Madness (grades 4-5)
- Percussion Fun (grade 3-5)

10:00-11:00

- Cooking (This class goes from 10-12) (grades 5-8)
- Games Galore (Grades 1-3)

- Reading (grades 3-4)
- Math Madness (grades 4-5)
- Outdoor Exploration (This class goes from 10-12) (grades 4-9)
- Rocketry (grade 5-8)

11:00-12:00

- Cooking (This class goes from 10-12) (grades 5-8)
- Dancing and Tumbling (grades 4-5)

- Math puzzles (grades 4-5)
- Project Based Learning-Genius Hour (grades 4-5)
- Outdoor Exploration (This class goes from 10-12) (grades 4-9)
- Beginning Guitar (grade 1-3)

12:30-3:30

- All-School Musical- (Separate Paper Form)

Grades 6-12 (Select 1 for Each Time Slot)

6:30-8:00 am/or 8-9:30 am

Weightlifting (Monday-Thursday)

8:00-9:00

Driver's Education (8-10 am)

Stress Busters (grades 6-12) (8-10am)

Credit Recovery (grades 9-12) (8-10 am)

Speech and Debate (grades 9-12) (8 -10 am)

9:00-10:00

Driver's Education (8-10 am)

Stress Busters (grades 6-12) (8-10am)

Credit Recovery (grades 9-12) (8-10 am)

Speech and Debate (grades 9-12) (8 -10 am)

Math and Logic (grades 6-8)

Sports (grades 6-8)

10:00-11:00

Driver's Education (This class goes from 10am-12)

Improvisation (grades 6-12)

What's Happening in Manawa? (grades 6-12)(This class goes from 10am-12)

US History (This class goes from 10-12) (grades 9-12)

Rocketry (grade 5-8)

Credit Recovery (grades 9-12) (10-12 pm)

11:00-12:00

Driver's Education (This class goes from 10am-12)

Improvisation (grades 6-12)

What's Happening in Manawa? (grades 6-12)(This class goes from 10am-12)

US History (This class goes from 10-12) (grades 9-12)

Credit Recovery (grades 9-12) (10-12 pm)

12:30-3:30

All-School Musical- (Separate Paper Form)

Officiating (grades 6-12) 12:30-2:30 pm

MEDICAL & EMERGENCY CONTACT INFORMATION

(only needs to be completed if student does not attend MES, MMS, or LWHS)

STUDENT'S NAME: Last _____ First _____ M.I. _____

Mother/Guardian _____	May we contact you at work? Yes / No	
Home Address:		
_____	_____	_____
(Street Name & #)	(city)	(state)
Home Phone # _____	Cell Phone # _____	Work Phone # _____
Work Address:		
_____	_____	_____
(Street Name & #)	(city)	(state)

Father/Guardian _____	May we contact you at work? Yes / No	
Home Address:		
_____	_____	_____
(Street Name & #)	(city)	(state)
Home Phone # _____	Cell Phone # _____	Work Phone # _____
Work Address:		
_____	_____	_____
(Street Name & #)	(city)	(state)

If school cannot contact parent(s), name a friend or relative in the area who may be called for illness or emergency.

1st Choice: _____
(name) (relationship) (phone)

2nd Choice: _____
(name) (relationship) (phone)

Health Alert: ___ Asthma (carries inhaler) ___ Seizure Disorder ___ Diabetic ___ Other _____

Date of last Tetanus Shot _____ **List any current medications:** _____

Pre-existing medical conditions? _____ **Allergies of any kind?** _____

In the event of a medical emergency, during my absence, I hereby give consent for treatment, administration of anesthesia, and surgical intervention for my (son / daughter) _____ as deemed necessary by the attending physician. This consent is extended to the physician, nursing staff, and hospital and will remain in effect until revoked in writing by the undersigned. The parent's recommendation will be respected as far as possible. I understand that in the final disposition of an emergency, the judgment of school authorities will prevail. Anytime the above information changes, I will notify the school.

Signature of Parent or Guardian _____

Sturm Memorial Library Proudly Presents:



**The Sturm Memorial Library Summer Reading Program
June 6 – July 29, 2022**

Summer Fun at the Sturm Memorial Library starts Monday, June 6, 2022

This summer, visit the Library for your favorite books, crafts, activities, and weekly giveaways. This year's program, Oceans of Possibilities, is an all-ages program. We invite everyone, ages 0 and up, to help us reach a community-wide reading goal of 2,000 books!

Sign up at manawalibrary.beanstack.org

Special Programs

Summer Reading Kick Off

Featuring Stuart Stotts (All Ages)

Thursday June 9 at 2:00 p.m. at the Library

A Wisconsin family favorite since 1986, author, storyteller, and songwriter Stuart Stotts puts on a show that one third-grade fan claims is "even better than recess." His music is funny, engaging, educational, and filled with meaning and positive messages.

Splashpad Storytime (All Ages)

Thursdays at 9:30 a.m. – June 16, June 30, and July 28 in the pavilion at the Manawa Area Veterans Freedom Park

Stories in the park followed by some fun in the splash pad! We'll bring the books, you bring a towel!

Mad Science presents Fire & Ice (All Ages)

Tuesday June 21 at 10:00 a.m. in the Manawa Elementary School Gym

Children will be dazzled and entertained as they interact with our Mad Scientist! Be amazed by sizzling, shivering scissors, special bubbly showers, foggy dry ice storms, and mind-boggling vanishing paper!

Rodeo Royalty Meet & Greet (All Ages)

Friday July 1, 10:00 a.m. – 11:00 a.m. at the Library

A Manawa tradition! Meet the Rodeo Queen, Princess, and their horses.

Free Ice Cream Sundaes (All Ages)

Friday July 1, 2022

11:00 a.m. – 12:30 p.m. at the Library

Wisconsin Workers 4-H will serve some sweet treats. Served 11:00 a.m. – 12:30 p.m. or while supplies last.

Corcoran Puppets presents The Fisherman and his Wife (All Ages)

Thursday, July 14 at 2:30 p.m. at the Library

Join us for this whimsical twist on the traditional tale of a magical fish who can grant wishes - up to a point!

Concert in the Park featuring Duke Otherwise (All Ages)

Tuesday, July 26 at 6:30 p.m. at the Manawa Area Veterans Freedom Park

Help us celebrate our Summer Reading success with a family concert in the Park. Duke Otherwise performs a hilarious, charming, and interactive musical program for all ages.

Lyn Hokenstad, Assistant Director/Youth Services

Sturm Memorial Library

130 N Bridge St, PO Box 20

Manawa, WI 54949

920-596-2252

920-596-2234(fax)

manawalibrary.org



Students choosing to excel; realizing their strengths

To: Board of Education
From: Michelle Johnson and Mary Eck- Summer School Coordinators
Date: February 17, 2022
Re: Summer School Staffing

The purpose of this memo is to recommend the following staff for teaching summer school June 4-June 26, 2022.

Summer School Instructor Pay Rate: \$25/hour (including prep)

Additionally, please review the proposed summer school course catalog.

**Summer School
Instructors/Assignments
2022**

Instructor's Name	Classes Assigned	Number of Hours/Day
Jessica Hauser	Book Club (gr 3-5) Computer 1-2 Cooking 5-8	4 hours/day for 15 days
Beth Trice	Bookin and Cookin Games Galore 4-5 Games Galore 2-3 PBL Genius Hour 4-5	4 hours/day for 15 days
Megan Schuelke	Reading Ready K-2 Reading 3-4 Cooking 5-8	4 hours/day for 15 days
Hope Persells	Bookin and Cookin Math and Logic 6-8 Games Galore 2-3 Computer 1-4	4 hours/day for 15 days
Corrie Ziemer	Great Escape Harry Potter -2 hours (4-6) Dance and Tumbling Running Club	4 hours/day for 15 days July (Times and dates TBD)

		3:30-5:00 (grades 4-6) 5:15-7:00 (grades 7-9)
Carrie Gruman	Improvisation Gr 4-6 So You Want to Be an Author Gr 4-6 Improvisation Gr. 7-12 Beginning Guitar- 3-5 Musical K-12	7 hours/day for 15 days
Michelle Poppy	Camp Kindergarten	4 hours/day for 15 days
Valerie Pari	Math Madness Math Madness Math Madness Math Puzzles	4 hours/day for 10 days
Katie Sitter	Math Madness Math Madness Math Madness Math Puzzles	4 hours/day for 5 days
Nate Ziemer	Sports 3-5 Sports 6-8 Outdoor Exploration- 2 hours	4 hours/day for 15 days
Brad Johnson	Weightlifting	1.5 hours/day 3 days/week *There will be July hours for weightlifting
Tom Polkki	Speech and Debate-9-12 US History Until Present 9-12	4 hours/day for 15 days
Meria Wright	STEAM Academy (June 13-23)	59 hours (56 hours with 3 hours prep) Session 1: 8:30-11:30 Session 2: 12:00-2:30
Casey Johnson	Weightlifting	1.5 hours/day 3 days/week *There will be July hours for weightlifting
Jake Kaczorowski	Weightlifting (6-12)	1.5 hours/day 3 days/week
Jeff Bortle	Weightlifting	1.5 hours/day 3 days/week *There will be July hours for weightlifting
Pat Collins	Weightlifting Basketball Skill & Drill	Weightlifting 1.5 hours/day 3 days/week *There will be July hours for weightlifting Skill/Drill: 3 hours/day for 10 days

		June 7-11 & June 14-18
Renee Behnke	Special Ed. Paraprofessional \$15. 59/hour	Up to 4 hours/day for 15 days
Beth Trice	Booking/Cooking (2-4_ Games Galore 4-5 Games Galore 2-3 PBL Genius Hour (4-5)	Up to 4 hours/day for 15 days
Sandy Cordes	Supervised Agricultural Experience	Variable per the daily log
Janine Connolly	Stress Busters Transitions Tour of Manawa	Stress Busters: 2 hours/day for 15 days 2 hours/day for 15 Days Transitions: later in the summer TBD
Kevin Plekan	Percussion Fun (Grade K-2) Percussion Fun (Grade 3-5) Rocketry (Grade-5-8) Soccer (Grade 3-5) Band Lessons	4 hours/day for 15 days (Band lesson hours and times TBD, documented through log)
Jill Seka	Intro to 4K Intro to 4K Outdoor Games Make Your Own Musical Inst.	4 hours/day for 15 days
Janet Abbey	Intro to 4K Intro to 4K Outdoor Games Make Your Own Musical Inst.	4 hours/day for 15 days
Mary Eck	7-12 Tutoring/Credit Recovery	4 hours/day for 15 days
Jason Kirby	Drivers' Education Officiating Class	4 hours/day for 15 days
Kylie Jacobson	Teacher Assistant- TBD	Up to 4 hours/day for 15 days
Jessica Ort	Paraprofessional 15.59/hour	Up to 4 hours/day for 15 days
Jennifer Krueger	Library Resource	Up to 4 hours/day for 3-5 days a week for 15 days
Swimming Lesson-Supervising Teacher	TBD	6 Sessions of Swimming/ 2 Days Per Week



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Oppor, Curriculum Committee
Fr: Dan Wolfgram
Date: 2/8/2022
Re: Spring Testing - ACT Aspire/Forward Protocol 2022

Proposal: The purpose of this memo is to request permission for the 11th and 12th-grade students to attend asynchronously on Tuesday, April 12, 2022, during the administration of the ACT Aspire exam to this year's freshman and sophomore classes. The ACT Aspire is one of the state assessments that factors into the state report card. ACT Aspire Summative assesses the same four subject areas as the ACT test, plus a writing test. In addition to the ACT Aspire, 10th-grade students also take two social studies sections of the Wisconsin Forward Exam.

HS tests to be administered on Tuesday, April 12, 2022:

English: 31-60 items (grade-level dependent)	40-45 minutes
Mathematics: 28-46 items (grade-level dependent)	65-75 minutes
Reading: 29-32 items (grade-level dependent)	65 minutes
Science: 33-40 items (grade-level dependent)	60 minutes

The following HS ACT Aspire/Forward assessments will be given during class time during the week of April 18-22.

Writing: 40-45 minutes	40-45 minutes
Forward Social Studies - HS Sophomores - 2 sessions	35 minutes each

Middle school students would stay within the Middle School Suite for instruction and assessment. The Wisconsin Forward Exam will also be administered to students the week of April 11-14.

This proposal reduces distractions inherent in the school environment when all students are present and allows for ninth and tenth-grade students and staff to optimally focus on administering the assessment. This plan also allows for using additional proctor support from the HS Staff on April 12 for Forward testing.

School District of Manawa

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**Little Wolf High School
Manawa Middle School**

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Manawa Elementary

800 Beech Street
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ManawaSchools.org



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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Oppor, Curriculum Committee
Fr: Dan Wolfgram
Date: 2/8/2022
Re: ACT Testing Protocol 2022

Proposal:

The purpose of this memo is to request permission to administer the ACT Plus Writing exam to this year's junior class in person at Little Wolf High School and allow for the 9th, 10th, and 12th grades to attend asynchronously on Tuesday, March 22nd, 2022. Middle school students would attend modified classes and be separated from HS students taking the exam.

History:

- Up to 2016, the ACT test was administered at Manawa Masonic Lodge.
- In 2017 and 2018, the ACT was administered at Little Wolf Jr./Sr. High School classrooms. 7th and 8th-grade students attended modified classes and were sequestered from other students taking the exam. HS students went on college and local business tours, fulfilling pieces of the Academic and Career Planning process for students. These tours are currently not an option.
- 2019, the ACT was administered at Little Wolf High School. 9th, 10th, and 12th-grade students were given assignments to be worked on from home.
- 2020, the ACT was administered at the Masonic Lodge. 7th-10th and 12th-grade students attended school in person and the following day students began virtual learning due to the Covid-19 Pandemic.
- 2021, the ACT was administered as presented in this memo without issue.

Benefits:

- Students that are not present for in-person instruction can continue with virtual asynchronous instruction. Students are accustomed to and proficient in the asynchronous model.
- Optimal (Pristine) Testing Environment - (As agreed upon by BLT).
- The student/proctor ratio is no larger than 15:1.
- Escorted hallway traffic and breaks.
- Minimized possibility for irregularities in testing.
- No hallway noise or student disruption of any kind.
- No worries about conflicting ending times due to different testing codes.

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Curriculum Committee
Fr: Brad Johnson
Date: 2/8/2022
Re: Middle School State Track Meet

The Manawa Athletic Department is recommending the Middle School Track and Field Championship as an optional event for Manawa Middle School students. The Middle School Track and Field Championship will be held at Waupun Area School District on May 22, 2022. Current CWC schools that participate in this annual event include Iola-Scandinavia and Wild Rose School Districts.

Students qualify for this optional event through times posted on Athletic.net. This platform is a performance tracking and publishing website used by districts around the state of Wisconsin for track and field. Athletic.net. is required for use by the WIAA. The event is sponsored by Athletic Directors Edge, LLC or (ADE) Sports. <https://www.adesports.com/>

To be considered for the Middle School Track and Field Championship an individual, parent, coach, or school must fill out an "Intent to Enter." This generates a list of results for the Middle School Track and Field Championship committee to review to select the top student-athletes in each event. If an "Intent to Enter" is not filled out then you cannot compete in the event. Pre-registration for this event is due from the coach by May 8th. This is a non-binding registration. It just notifies the Middle School Track and Field Championship that if an athlete from your school was selected they would be interested in participating.

Parents/guardians will need to arrange transportation to and from the event as well as cover all expenses associated with student-athlete registration, travel, and any other financial obligations. Entry fees are \$10 per event entered, with a maximum of four events. Once a student-athlete has qualified and has decided to compete in the event he/she will complete a Liability Waiver provided by the event host.

Middle School Track and Field Championship Official Website:
<https://www.adesports.com/ms-track-field>

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School District of Manawa 2022-2023 Calendar



JULY '22							AUGUST '22							SEPTEMBER '22								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2		1	2	3	4	5	6					1	2	3		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10		
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17		
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23*	24		
24	25	26	27	28	29	30	28	29	30	31	25	26	27	28	29	30						
31	July 4 Independence Day						Aug 19 New Teacher Orientation Aug 22, 24 Teacher In-Service Aug 23 All District Staff In-Service Aug 23 Back to School Night 3:30-6:30						Sept 1 First Day of School Sept 5 No School *Sept 23 Half Day AM *Sept 23 Teacher PLC PM									
20 student days							21 student days							21 student days								
OCTOBER '22							NOVEMBER '22							DECEMBER '22								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1			1	2	3	4	5					1	2	3		
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10		
9	10	11	12	13	14*	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17		
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24		
23	24	25	26	27*	28	29	27	28	29	30	25	26	27	28	29	30	31					
30	31	*Oct 14 Half Day *Oct 14 Teacher PLC PM *Oct 27 Half Day & PT Conf 12:30-7:30 Oct 28 No School						Nov 21-25 No School Nov 21 Teacher Inservice AM/PLC PM Nov 22 Teacher PLC 1st Quarter ends 11/4/2022 (45 days)						Dec 23-30 No School								
20 student days							17 student days							16 student days								
JANUARY '23							FEBRUARY '23							MARCH '23								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1					1	2	3	4					1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18		
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25		
29	30	31	26	27	28	26	27	28	26	27	28	29	30	31								
Jan 20 & 23 No School Jan 20 Teacher Prep & Records Day Jan 23 Inservice AM/PLC PM Jan 26 PT Conf 3:30 - 7:30						Feb 17 & 20 No School Feb 17 Inservice AM/PLC PM Feb 20 Teacher In-Service						March 2 PT Conf 3:30 - 7:30 March 6-10 No School										
2nd Quarter ends 1/19/2023 (43 days)							18 student days							18 student days								
20 student days							18 student days							18 student days								
APRIL '23							MAY '23							JUNE '23								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1		1	2	3	4	5*	6					1	2	3		
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10		
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17		
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24		
23	24	25	26	27	28	29	28	29	30	31	25	26	27	28	29	30						
30	Apr 6-7 No School Apr 6 PLC Day Apr 10 No School / 1st Make-up Day						*May 5 Half Day *May 5 Teacher PLC PM May 27 Commencement May 29 No School						June 8 Last Day of School - Half Day A.M. June 8 Teacher Half Day - Records P.M.									
3rd Quarter ends 4/5/2023 (45 days)							22 student days							6 student days								
17 student days							22 student days							4th Quarter 42 days								

176 student days / 188 teacher days *Half day - ends a noon for students Summer School June 12 - 30

The first three snow days are not made up. In the event of a fourth snow day, April 10 will become a student day.

DRAFT Pending BOE Approval