

School District of Manawa

Board of Education Meeting Agenda

November 21, 2022



Google Meet joining information

Video call link: <https://meet.google.com/fwr-kmsh-saz>

Or dial: (US) +1 219-401-0059 PIN: 381 668 916#

1. Call to Order – President Reiersen – **7:00 p.m.** – MES Boardroom, 800 Beech Street
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
 - a. District/School Report Cards - Administrators (KPI Learning I.A.)
 - b. Attendance (KPI Engagement & Satisfaction IV.B.)
6. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
7. Consent Agenda
 - a. Approve Minutes of October 17, 2022 and November 1, 2022 Board Meetings
 - b. Treasurer’s Report: Approve Expenditures & Receipts
 - c. Donations:
 - i. Manawa FFA Alumni - \$800.00 to Manawa FFA
 - ii. First State Bank Donation - \$360.00 to Urgent Needs Fund
 - iii. Accept donation of warm-up jerseys from Gary and Kerri Jepson for Boys and Girls MS and HS Cross Country Teams (\$337 value)
 - d. ERVING Network Classes - Spring 2023
 - e. Start College Now Classes - Spring 2023
 - f. Consider Approval of 1.0 FTE Instrumental and General Music Teacher as Presented
 - g. Consider Approval of 1.0 FTE Secondary School Counselor as Presented
 - h. Consider Approval of 1.0 FTE Middle School English Language Arts Teacher as Presented
8. Any Item Removed from Consent Agenda
 - a.
 - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
10. Correspondence:
 - a. Waupaca County Home and Community Education
 - b. Rodeo Parade Chairman

11. Board Recognition:
 - a. Thank You - Fall Sports Coaches
12. District Administrator's Report:
 - a. Student Council Representative - Olivia Santos
 - b. Legislative Update
 - c. Monthly Enrollment Update
 - d. WIAA Competitive Balance (Proposed procedure for establishing divisions for tournament play)
 - e. Curriculum Director
 - f. District Vacancy Update
 - g. Policy Technical Changes as Presented
 - i. Policies
 - ii. Administrative Guidelines
13. School Operations Reports:
 - a. ES Principal / SPED Director: Highlights - Included in Board Packet
 - b. MS / HS Principal
 - i. Highlights - Included in Board Packet
 - ii. Prom Memo
14. Business Related Reports:
 - a. Highlights - Included in Board Packet
 - b. Kobussen Transportation Report
 - c. Kobussen Bus Accident Report
15. Director's Reports:
 - a. Technology Director Highlights - Included in Board Packet
 - b. District Reading Specialist Highlights - Included in Board Packet
16. Board Comments:
 - a.
 - b.
17. Committee Reports:
 - a. Curriculum Committee (Hollman)
 - i. Consider Endorsement of New Course Proposal for AP Biology for the 2023-24 School Year as Presented
 - ii. Consider Endorsement of the LWHS 2023-24 Course of Study Guide
 - iii. Consider Endorsement of the Evaluation and Recommendation Report Format for Club and Organizations as Presented Found at: [Co-Curricular Club Evaluation Plan](#)
 - iv. Consider Endorsement of 4K-12 English Language Arts Curriculum Maps as Presented
 - v. Consider Endorsement of the LWHS Code of Student Conduct as Presented

- vi. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators
- b. Finance Committee (Jepson)
 - i. Consider Endorsement of Fund 46 Investment
 - ii. Consider Endorsement of Coaches/Advisors and Payments
 - iii. Process for Obtaining Equipment
 - iv. Consider Endorsement of Fundraisers
 - v. Short-term Borrowing
 - vi. Monthly Financial Summary - July
 - vii. Monthly Financial Summary - August
- c. Buildings & Grounds (Griffin) Next meeting is scheduled for November 30, 2022.
- d. Policy & Human Resources Committee (Reierson)
 - i. Discussion to Gain Understanding of Possible Roles and Responsibilities of a Potential School Resource Officer
 - ii. Consider Endorsement of Ad Hoc Districtwide Safety Committee Advisory Recommendations
 - iii. Consider Endorsement of Co-Athletic/Activities Director Proposal for the 2022-23 School Year as Presented
 - iv. Review and Consider Endorsement of NEOLA Update Volume 31, No. 2 Updates
 - v. Consider Endorsement of Revised PO2416 - Student Privacy and Parental Access to Information as Presented
 - vi. Consider Endorsement of Revised AG2416 - Procedures for Inspection of Survey, Administered or Distributed to Students as Presented
 - vii. Consider Endorsement of Revised PO5136 - Personal Communication Devices as Presented
 - viii. Consider Endorsement of Revised PO5830 - Student Fundraising as Presented
 - ix. Confirmation of Required Website Information is Complete
 - x. Confirmation of Required Posting and Notices are Complete
 - xi. Kelly Marinoff, MacNeil Environmental was contacted to provide Paving the Way asbestos, lead, and water quality documentation on her next SDM visit as per PO8431.01.

18. Unfinished Business:

- a. Review Status of Board Approved Projects as Presented
- b. Consider Approval of PO2522 - Library Media Centers as Presented
- c. Consider Approval of Library Material Formal Reconsideration Form as Presented

19. New Business:

- a. Consider Approval of a High School ESports Club as Presented
- b. Consider Approval of Alternate Open Enrollment Applicants as Presented

- c. Consider Approval of New Course Proposal for AP Biology for the 2023-24 School Year as Presented
 - d. Consider Approval of K-12 English Language Arts Curriculum Maps as Presented
 - e. Consider Approval of the LWHS Code of Student Conduct as Presented
 - f. Consider Approval of Fund 46 Investment as Presented
 - g. Consider Approval of Coaches/Advisors and Payments as Presented
 - h. Consider Approval of Fundraisers as Presented
 - i. First Reading of NEOLA Update Volume 31, No. 2 Updates as Presented
 - j. First Reading of Revised PO2416 - Student Privacy and Parental Access to Information as Presented
 - k. First Reading of Revised AG2416 - Procedures for Inspection of Survey, Administered or Distributed to Students as Presented
 - l. First Reading of Revised PO5136 - Personal Communication Devices as Presented
 - m. First Reading of Revised PO5830 - Student Fundraising as Presented
 - n. Discuss Options for Trying New Board of Education Structures
20. Next Meeting Dates:
- a. November 14, 2022 Finance Committee Meeting - 6:00 p.m. - MES Board Room
 - b. November 21, 2022 Regular Board of Education Meeting – 7:00 p.m. – MES Board Room
 - c. November 28, 2022 Policy & Human Resources Committee Meeting – 5:00 p.m. – MES Board Room
 - d. November 30, 2022 Buildings & Grounds Meeting – 5:00 p.m. - MES Board Room
 - e. December 5, 2022 Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
 - f. December 12, 2022 Finance Committee Meeting - 5:00 p.m. - MES Board Room
21. Closed Session – The Board of Education Shall Move into Closed Session Pursuant to the Provisions of Wisconsin Statutes 19.85(1) (c) and (f) for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Administrator Evaluation 2) Professional Educator 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 the 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:

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.

- A. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- B. 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.
- C. Each statement made by a participant shall be limited to three (3) minutes duration.
- D. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- E. Participants shall direct all comments to the Board and not to staff or other participants.
- F. Participants shall address only topics within the legitimate jurisdiction of the Board.
- G. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- H. The presiding officer may:

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

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Legal

19.90, Wis. Stats.

Minutes of October 17, 2022 School District of Manawa Board of Education Meeting

1. Meeting called to order at 7:00 pm
2. Pledge of Allegiance
3. Roll Call: Reierson, Griffin, Hollman, Jepson, Fietzer, Riske. Absent: Krueger
4. Publication of meeting - Dr. Oppor Verified
5. District Showcase:
 - a. Justice on Wheels Essay Contest 2nd Place Winner - Remington Cable
 - i. Information obtained from Michelle Johnson: contest conducted annually at different counties with several dozen essay submissions
 - ii. Remington Cable's essay was on "The Rights given by the Constitution".
 - b. National Principals Month Proclamation
 - i. Thanks was given to Mr. El Manssouri and Principal Brauer
6. Presentations:
 - a. Key Performance Indicator Presentation on State Assessment Results - Principals
 - i. Principal Brauer
 1. Science and Social Studies only 4th grade: showed last year's statistics compared to the State statistics.
 2. Michelle Johnson spoke about "Really Great Reading Suite and "Interactive Read Aloud"
 3. Mr Fietzer inquired on if certain classes always do good or is each class different?
 - a. A suggestion to follow classes throughout their testings was made, to see if specific groups of students did better or if there were different patterns that showed up.
7. Announcements:
 - a. Contributions to the District read by the President
 - b. Other Contributions
8. Consent Agenda: all approved
 - a. Approve Minutes of September 19, 2022; September 28, 2022; and October 10, 2022 Board Meetings
 - b. Treasurer's Report: Approve Expenditures & Receipts
 - c. Consider Approval of Special Education Paraprofessional as Presented.
 - d. Donations:
 - i. To Rick Zemple: \$869.76 from Boys Basketball Manawa Athletic Booster Club Donation
 - e. Consider Approval of Special Education Paraprofessional as Presented
 - f. Consider Approval of 2022-23 Boys Basketball Coaches as Presented
 - g. Consider Approval of 2022-23 Wrestling Coaches as Presented

9. Any Item Removed from Consent Agenda: None

10. Public Comments

a. Maria Wright

i. eSports Club - video gaming

1. The environment will be controlled

2. Discussion:

a. Parental consent should be given by each student's parent/guardian

b. Committee discussed the blood content in the video games.

i. Mrs. Wright mentioned that there was no blood. It was a game similar to "Capture the Flag" and when a player was shot in the game, the avatar would disintegrate into thin air.

ii. Robotics

1. Club would compete locally with Waupaca, Green Bay and Menasha

b. Mrs. Jepson - gave a "shout out" to Dr. El Manssouri for his support for the track team. It was brought to her attention that Dr. El Manssouri wished the track team "Good luck" while they were on the bus getting ready to leave for their track meet.

11. Correspondence: None

12. District Administrator's Report:

a. Student Council Representative - No one available this month.

i. April 22nd is Earth Day

ii. Looking to work with the homeless

b. Legislative Update

i. Election news

c. Monthly Enrollment Update

i. Double check numbers between Sept/Oct due to substantial difference in the count of Seniors.

d. Curriculum Update

i. Mrs. Reiersen mentioned that our last update was Nov2017 - Financial Literacy - we are behind

e. Seclusion and Restraint Report 2021-22

i. Mr. Fietzer asked what this was; report was emailed to the BOE members

f. District and School Report Cards will be done by local data review

g. NEOLA Policy or Administrative Guidelines Technical Changes: None

13. School Operations Reports:

a. Principal Brauer mentioned the Wolf Walk was coming up

14. Business Related Reports:

- a. Kobussen Transportation Report - Kobussen coming tomorrow (October 18th) for debrief of the bus accident.

15. Director's Reports:

- a. District Reading Specialist: Highlights
 - i. Johnson went over Literacy goals
- b. Technology Director: Highlights
 - i. Marzofka updated BOE that the Badger net is causing intermittent internet issues

16. Board Comments: None

17. Committee Reports:

- a. Curriculum Committee (Hollman)
 - i. Consider Endorsing a School-Sponsored Trap Shooting League
 1. \$230.00 fee per student
 - a. Who was going to pay this?
 - b. Is the student going to be responsible for it?
 2. Permission slips are needed

8:38 Griffin leaves meeting

- ii. Consider Endorsing a High School Robotics Club as Presented

8:41 President leaves meeting; President and Griffin return to meeting

- iii. Consider Endorsing a High School ESports Club as Presented
 1. President asked about how the club would handle students with bad grades. Would the student be able to play/attend club activities?
 2. Suggestions are made that the same requirements as any other sport be applicable within this club.
 3. The wording and the differences between "Sport", "Club", and "Team" needs to be cleared up and what the expectations/requirements for each one is.

18. Unfinished Business: None this month.

19. New Business:

- a. Approval of PO2522 - Library Media Centers - First reading of the PO.
- b. Approval of Library Material Formal Reconsideration Form- Vote at the next meeting.
- c. Motion by Jepson/Riske. Approval to Add a 21.25 Hours per Week Secondary Special Education/Regular Education Instructional Paraprofessional. - Motion Carried.
- d. Motion by Jepson/Griffin Approval to Change October 27, 2022 Flu Clinic to an Immunization Clinic - Motion carried

- e. Motion by Riske/Fietzer Approval of a School-Sponsored Trap Shooting League - Motion carried
 - i. Jepson asked if hunter safety was required and what grades. A: Yes, 6th-12th grade
 - f. Motion by Fietzer/Hollman Approval of a High School Robotics Club - Motion carried
 - g. Motion by Hollman/Fietzer to postpone the Approval of a High School ESports Club
 - i. Jepson asks for the approval to be tabled until the questions they discussed earlier were addressed. Mrs. Wright was in agreement.
 - h. Motion by Riske/Hollman Approval of the Revised Secondary Science Curriculum Maps - Motion carried.
 - i. Motion by Griffin/Fietzer Approval of the Mathematics Curriculum Maps - Motion carried.
 - j. Motion by Jepson/Riske Approval of Fund Raiser Procedure for 2022-23 - Motion carried.
 - k. Motion by Fietzer/Hollman Approval the Purchase of Up to Three (3) MAX ST5000 Vending Machines after Staff Input with at Least One Vending Machine Accessible After Normal School Hours -Motion carried
 - l. Motion by Fietzer/Riske Approval of the Purchase of Up to Six (6) Booth/Table Combos at the Spending Percentage - Motion carried
 - m. Motion by Jepson/Fietzer to amend Approval of the purchase of Up to Six (6) Picnic Tables for Outside the Commons. Tables are to be; Round, Powder Coated (Thermoplastic), with Grated Tops and Seating. There needs to be at least 2 ADA accessible seating areas. Amendment: Red table/Black supports and at the spending percentage presented. - Motion carried
 - n. Motion by Fietzer/Jepson Approval to Purchase up to Six (6) Conversation Tables with 12 Chairs at the Spending Percentage Presented - Motion carried
 - o. Review Updated Revenue Limit Worksheet and Finalize Annual Meeting Preparations.
20. Next Meeting Dates:
- a. October 24, 2022 Annual Meeting - 7:00 p.m. - MS/HS Commons
 - b. October 31, 2022 Policy & Human Resources Committee Meeting – 5:00 p.m. – MES Board Room
 - c. November 14, 2022 Finance Committee Meeting - 6:00 p.m. - MES Board Room
 - d. November 21 , 2022 Regular Board of Education Meeting – 7:00 p.m. – MES Board Room
 - e. November 09, 2022 Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
 - f. November 29, 2022 Buildings & Grounds Meeting - 5:00 p.m. - MES Board Room

- g. Consider setting a Board/Administration work session to prioritize projects/purchases. - Visit on November 21, 2022.
- 21. Motion by Griffin/Fietzer for a Closed Session – The Board of Education Shall Move into Closed Session pursuant to the provisions of Wisconsin Statutes 19.85(1) (c) and (f) to consider the employment and performance evaluation of a District administrator; to consider disciplinary data of the District administrator and the investigation of such District administrator which, if discussed in public, would be likely to have a substantial adverse effect upon such person and approving Minutes of the Special Board of Education Meeting held on October 4, 2022 regarding the expulsion of a student from the District pursuant to Wisconsin Statutes Section 120.13(1)(b)(c). - Motion carried
- 22. Board May Act on Items Discussed in Closed Session
- 23. Motion by Riske/Fietzer to adjourn at 9:59 p.m.

Minutes taken by: TaraLa Jackson

Special Board of Education Meeting Minutes
November 1, 2022

1. Call to Order – President Reiersen – **5:00 p.m.** – MES Board Room, 800 Beech Street
2. Pledge of Allegiance
3. Roll Call - Reiersen, Griffin, Jepson, Fietzer, Riske. Excused - Hollman, Krueger
4. Verify Publication of Meeting - Verified by Dr. Oppor
5. Public Comment (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
- None
6. Unfinished Business: None
7. New Business:
 - a. Consider Approval of 7th Grade Boys Basketball Coach as Presented
Motion By: Griffin, Jepson
Motion Carried.
 - b. Consider Acceptance of Staff Member Resignation, without penalty as Presented
Motion By: Fietzer, Riske
Motion Carried.
 - c. Consider Approval of Middle School Girls Basketball Coaches as Presented
Fietzer, Jepson
Motion Carried.
 - d. Consider Approval of 60%/40% Co-Athletic/Activities Director Position as Presented
Motion to Table By: Jepson, Griffin
Motion Carried.
8. Adjourn to Closed Session
Motion By: Fietzer, Jepson
Motion Carried at 5:11 pm
9. Roll Call - Reiersen, Griffin, Jepson, Fietzer, Riske. Excused - Hollman, Krueger
10. Closed Session – The Board of Education Shall Move into Closed Session Pursuant to the Provisions of Wisconsin Statutes 19.85(1) (c) and (f)
 - 1.) to consider the employment and performance evaluation of a District administrator; to consider disciplinary data of the District administrator and the investigation of such District administrator which, if discussed in public, would be likely to have a substantial adverse effect upon such person.
 - 2.) to consider employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
11. Board May Act on Items Discussed in Closed Session - No Actions
12. Adjourn
Motion By: Griffin, Riske
Motion Carried at 6:51 pm

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
83917	RIVERSIDE INSIGHTS	JPAP10	10/18/2022	DBI-3 Assessment: Grading for evaluations (Special Education)	SPECIAL EDUCATION FUND/OTHER NON-CAPITOL OBJECTS/EARLY CHILDHOOD	272300028	180.00
Totals for 83917							180.00
83918	SPASH ATHLETICS	JPAP10	10/18/2022	WIAA CROSS COUNTRY SECTIONAL ON 10/22/22 \$25 PER GIRL & BOY TEAM	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	50.00
Totals for 83918							50.00
83919	WI SKYWARD USER GROU	JPAP10	10/18/2022	FALL CONFERENCE - TARALA JACKSON	GENERAL FUND/PERSONAL SERVICES/NON-INSTRUC TIONAL STAFF TRANIN	0	125.00
83919	WI SKYWARD USER GROU	JPAP10	10/18/2022	FALL CONFERENCE - TARALA JACKSON	SPECIAL EDUCATION FUND/PERSONAL SERVICES/NON-INSTRUC TIONAL STAFF TRANIN	0	125.00
Totals for 83919							250.00
83924	MENOMINEE INDIAN HIG	JPAP10	10/20/2022	CROSS COUNTY CONFERENCE MEET HELD AT ROSHOLT ON 10/17/22	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	125.00
Totals for 83924							125.00
83925	MIRACLE ON BRIDGE ST	JPAP10	10/20/2022	MICHAEL-Miracle on Bridge Street Parade Entry Fee	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/INSTRUMENTAL MUSIC	4000230099	14.25
83925	MIRACLE ON BRIDGE ST	JPAP10	10/20/2022	MICHAEL-Miracle on Bridge Street Parade Entry Fee	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/INSTRUMENTAL MUSIC	4000230099	10.75
Totals for 83925							25.00
83926	NASSCO, INC	JPAP10	10/20/2022	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	1,231.03
83926	NASSCO, INC	JPAP10	10/20/2022	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	407.56
83926	NASSCO, INC	JPAP10	10/20/2022	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	307.45
Totals for 83926							1,946.04
83932	TAHIR, ZEHRA	JPAP10	10/20/2022	CONSULTING 10/1/22 - 10/15/22	GENERAL FUND/PERSONAL SERVICES/COUNSELING	0	750.35
83932	TAHIR, ZEHRA	JPAP10	10/20/2022	CONSULTING 10/1/22 - 10/15/22	GENERAL FUND/PERSONAL SERVICES/COUNSELING	0	994.65
Totals for 83932							1,745.00
83935	WCA GROUP HEALTH TRU	JPAP10	10/20/2022	NOVEMBER HEALTH INSURANCE	GENERAL FUND/WEA TRUST EFF 090115	0	95,591.70
Totals for 83935							95,591.70
83937	WISCNET	JPAP10	10/20/2022	ONE TIME COST HARDWARE & COMPONENTS/UTP LICENSES COST/WISCNET FIREWALL/ LESS E-RATE	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT	0	4,460.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					IVE TECHNOLOGY SERV		
					Totals for 83937		4,460.00
83939	ABRAHAMSON BODY & EQ	JPAP10	10/28/2022	Koehler - Bar Steel, Sheet Steel, Square Tube, round rod	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4000230090	2,680.00
					Totals for 83939		2,680.00
83940	AMAZON CAPITAL SERVI	JPAP10	10/28/2022	HS/MS Restock Supplies	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4000230097	159.45
83940	AMAZON CAPITAL SERVI	JPAP10	10/28/2022	HS/MS Restock Supplies	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4000230097	211.36
83940	AMAZON CAPITAL SERVI	JPAP10	10/28/2022	HS/MS Restock Supplies	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4000230097	6.02
83940	AMAZON CAPITAL SERVI	JPAP10	10/28/2022	HS/MS Restock Supplies	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4000230097	7.98
83940	AMAZON CAPITAL SERVI	JPAP10	10/28/2022	Math books	SPECIAL EDUCATION FUND/TEXTBOOKS & WORKBOOKS/MULTI-CATEGORICAL	272300027	31.40
					Totals for 83940		416.21
83941	AUGUST WINTER & SONS	JPAP10	10/28/2022	GENERAL SERVICE REQUEST - REPAIR GLYCOL LEAKS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	692.55
83941	AUGUST WINTER & SONS	JPAP10	10/28/2022	GENERAL SERVICE REQUEST - REPAIR GLYCOL LEAKS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	522.45
					Totals for 83941		1,215.00
83942	BSN SPORTS, LLC	JPAP10	10/28/2022	BJOHNSON - Crutches	GENERAL FUND/MEDICAL SUPPLIES/GENERAL ATHLETICS	4000230103	107.06
					Totals for 83942		107.06
83943	BUILDING FOR KIDS	JPAP10	10/28/2022	4K FIELD TRIP	GENERAL FUND/PUPIL DUES AND FEES/UNDIFFERENTIATE D CURRICULUM	1012300064	192.00
					Totals for 83943		192.00
83944	CLINTONVILLE BEARING	JPAP10	10/28/2022	AX80 BELT	GENERAL FUND/NON-CAPITAL EQUIPMENT/BUILDINGS	0	39.96
					Totals for 83944		39.96
83945	EDPUZZLE	JPAP10	10/28/2022	EdPuzzle	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIVE TECHNOLOGY SERV	8002300037	1,950.00
					Totals for 83945		1,950.00
83947	GEHRKE, TIM	JPAP10	10/28/2022	SEPTEMBER 2022 STUDENT TRANSPORTATION - 420 MILES	SPECIAL EDUCATION FUND/CONTRACTED	0	262.50

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				TIME .625	PUPIL TRANSPORTATIO/SPECIA L EDUCATION HDCP		
					Totals for 83947		262.50
83949	HEID MUSIC CO	JPAP10	10/28/2022	MICHAEL - REEDS for Clarinet and saxophones	GENERAL FUND/GENERAL SUPPLIES/INSTRUMENTA L MUSIC	2002300012	271.90
83949	HEID MUSIC CO	111022	11/10/2022	MICHAEL - REEDS for Clarinet and saxophones	GENERAL FUND/GENERAL SUPPLIES/INSTRUMENTA L MUSIC	2002300012	-271.90
					Totals for 83949		0.00
83950	JIM'S PLUMBING	JPAP10	10/28/2022	LABOR & MATERIAL TO REPLACE THE "PRE-HEAT" WATER HEATER IN THE KITCHEN	FOOD SERVICE FUND/REPAIR & MAINTENANCE SERVICES/FOOD SERVICES	0	4,500.00
83950	JIM'S PLUMBING	JPAP10	10/28/2022	LABOR & MATERIAL TO REPLACE THE "PRE-HEAT" WATER HEATER IN THE KITCHEN	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	501.60
83950	JIM'S PLUMBING	JPAP10	10/28/2022	LABOR & MATERIAL TO REPLACE THE "PRE-HEAT" WATER HEATER IN THE KITCHEN	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	378.40
					Totals for 83950		5,380.00
83951	LAMKINS, KAREN	JPAP10	10/28/2022	DISTRICT FEES WAIVED	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	4000230052	25.00
					Totals for 83951		25.00
83952	MANAWA QUALITY FOODS	JPAP10	10/28/2022	Food receipt	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272300031	28.89
83952	MANAWA QUALITY FOODS	JPAP10	10/28/2022	MOERICKE - Laundry Detergent	GENERAL FUND/GENERAL SUPPLIES/COUNSELING	2002300013	3.47
					Totals for 83952		32.36
83953	MASTER ELECTRICAL SE	JPAP10	10/28/2022	LABOR & MATERIALS AT MES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	776.77
83953	MASTER ELECTRICAL SE	JPAP10	10/28/2022	SERVICE DUE TO WEEKEND STORM	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	216.83
83953	MASTER ELECTRICAL SE	JPAP10	10/28/2022	SERVICE DUE TO WEEKEND STORM	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	163.57
					Totals for 83953		1,157.17
83954	NATIONAL FFA ORGANIZ	JPAP10	10/28/2022	FFA Award App Folders	GENERAL FUND/GENERAL SUPPLIES/AGRICULTURE	4000230007	83.00
					Totals for 83954		83.00
83956	SCHOOL SPECIALTY LLC	JPAP10	10/28/2022	Science Supplies - Bottles, Lasers, Salt, Acid	GENERAL FUND/GENERAL SUPPLIES/SCIENCE	2002300004	17.67
83956	SCHOOL SPECIALTY LLC	JPAP10	10/28/2022	Science Supplies - Bottles, Lasers, Salt, Acid	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCIENCE	2002300004	7.61

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						Totals for 83956	25.28
83957	SOLARUS	JPAP10	10/28/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	286.88
83957	SOLARUS	JPAP10	10/28/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	613.32
83957	SOLARUS	JPAP10	10/28/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	633.10
83957	SOLARUS	JPAP10	10/28/2022	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	445.15
83957	SOLARUS	JPAP10	10/28/2022	RESIDENTIAL HIGH SPEED INTERNET - OPPOR	GENERAL FUND/ON-LINE COMMUNICATIONS/OFFICE OF SUPERINTENDENT	0	49.99
83957	SOLARUS	JPAP10	10/28/2022	PAES LAB	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	8002300013	148.35
						Totals for 83957	2,176.79
83958	SOLIANT	JPAP10	10/28/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONAL THERAPY	272300022	626.40
83958	SOLIANT	JPAP10	10/28/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONAL THERAPY	272300022	30.96
83958	SOLIANT	JPAP10	10/28/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONAL THERAPY	272300022	62.64
						Totals for 83958	720.00
83959	STANDARD INSURANCE C	JPAP10	10/28/2022	LIFE/STD & LTD PREMIUM	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,130.38
83959	STANDARD INSURANCE C	JPAP10	10/28/2022	LIFE/STD & LTD PREMIUM	GENERAL FUND/LTD INS PAYABLE	0	905.22
83959	STANDARD INSURANCE C	JPAP10	10/28/2022	LIFE/STD & LTD PREMIUM	GENERAL FUND/STD INS PAYABLE	0	347.44
						Totals for 83959	2,383.04
83960	STIEBS, ALICIA	JPAP10	10/28/2022	FEE REIMBURSEMENT FOR CARTER & ISAAC	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	50.00
						Totals for 83960	50.00
83961	SUEHS MOTORS, INC.	JPAP10	10/28/2022	MAINTENANCE - 2017 RED CHRYSLER PACIFICIA	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/VEHICLE MAINT/NOT PUPIL TRANS	0	54.66
83961	SUEHS MOTORS, INC.	JPAP10	10/28/2022	MAINTENANCE - 2012 RED DODGE	GENERAL FUND/REPAIR	0	40.47

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				GRAND CARAVAN	& MAINTENANCE SERVICES/VEHICLE MAINT/NOT PUPIL TRANS		
83961	SUEHS MOTORS, INC.	JPAP10	10/28/2022	MAINTENANCE - 2005 RED FORD WAGON	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/VEHICLE MAINT/NOT PUPIL TRANS	0	40.57
					Totals for 83961		135.70
83963	UNIFIRST CORPORATION	JPAP10	10/28/2022	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	51.88
					Totals for 83963		51.88
83964	VONBRIESSEN & ROPER,	JPAP10	10/28/2022	LEGAL SERVICES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	1,563.50
83964	VONBRIESSEN & ROPER,	JPAP10	10/28/2022	LEGAL SERVICES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	4,012.00
					Totals for 83964		5,575.50
83965	WASC	JPAP10	10/28/2022	ECK - WASC Membership Renewal	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	602300030	100.00
					Totals for 83965		100.00
83969	YOUTH ALTERNATIVE RE	JPAP10	10/28/2022	ECK - Youth Alternative Resources Committee - Yearly Membership Fees	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/OTHER SPECIAL NEEDS	4000230110	125.00
					Totals for 83969		125.00
83970	GEORGESON, AMANDA	JPAP11	11/01/2022	FEE REIMBURSEMENT	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	25.00
					Totals for 83970		25.00
83971	NENNIG, ELIZABETH	JPAP11	11/01/2022	FEE REIMBURSEMENT	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	25.00
					Totals for 83971		25.00
83972	RAMIREZ, LORENZO	JPAP11	11/01/2022	FEE REIMBURSEMENT FOR: RODRIGO, SANTIAGO & DIEGO	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	75.00
					Totals for 83972		75.00
83973	AMAZON CAPITAL SERVI	JPAP11	11/04/2022	Binders	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	272300030	85.52
83973	AMAZON CAPITAL SERVI	JPAP11	11/04/2022	10/3/22	GENERAL FUND/NON-CAPITAL TECHNOLOGY/ADMINISTRATIVE TECHNOLOGY SERV	8002300042	1,540.21
83973	AMAZON CAPITAL SERVI	JPAP11	11/04/2022	Office Wall Sign	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	8002300045	639.25
83973	AMAZON CAPITAL SERVI	JPAP11	11/04/2022	Office Wall Sign	GENERAL	8002300045	511.40

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83973	AMAZON CAPITAL SERVI	JPAP11	11/04/2022	Office Wall Sign	FUND/NON-CAPITAL EQUIPMENT/OPERATION GENERAL	8002300045	675.78
83973	AMAZON CAPITAL SERVI	JPAP11	11/04/2022	Magnetic Dry Erase Chart Stand	FUND/NON-CAPITAL EQUIPMENT/OPERATION SPECIAL EDUCATION	272300029	270.09
83973	AMAZON CAPITAL SERVI	JPAP11	11/04/2022	10/24/22	FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE GORICAL GENERAL	8002300050	234.48
					TECHNOLOGY/ADMINISTR ATIVE TECHNOLOGY SERV		
					Totals for 83973		3,956.73
83974	AMERICAN WELDING & G	JPAP11	11/04/2022	ARGON/CO2 MIX	GENERAL	0	51.31
					FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION		
					Totals for 83974		51.31
83975	AT&T	JPAP11	11/04/2022	AT&T Internet Bill	GENERAL	8002300023	651.48
					FUND/ON-LINE COMMUNICATIONS/INSTR UCTION RELATED TECHNOLOGY		
					Totals for 83975		651.48
83977	CARBON FRECKLE	JPAP11	11/04/2022	ENVELOPES & THANK YOU CARDS	GENERAL	0	507.38
					FUND/GENERAL SUPPLIES/GENERAL ADMINISTRATION		
					Totals for 83977		507.38
83978	CASH	JPAP11	11/04/2022	MES OFFICE PETTY CASH	GENERAL	0	20.67
					FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL		
					Totals for 83978		20.67
83979	C.E.S.A. #5	JPAP11	11/04/2022	AE07 WCAP ELEM	SPECIAL EDUCATION	0	10,500.00
					FUND/TRANSFER TO CESA/SPECIAL ED TUITION-NON-OPEN		
					Totals for 83979		10,500.00
83980	C.E.S.A. #8	JPAP11	11/04/2022	FALL SEMESTER FOR ERVING = 8250.00 ERVING INSERVICE = 120.00	GENERAL	0	8,370.00
					FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen		
					Totals for 83980		8,370.00
83981	DELTA DENTAL-VISION	JPAP11	11/04/2022	VISION COBRA - NOVEMBER	GENERAL FUND/SELF	0	4.78
					FUND-EMPLOYER SHARE PREMI		
83981	DELTA DENTAL-VISION	JPAP11	11/04/2022	NOVEMBER VISION INSURANCE	GENERAL FUND/SELF	0	566.62
					FUND-EMPLOYER SHARE PREMI		
					Totals for 83981		571.40
83982	DIVERSIFIED BENEFIT	JPAP11	11/04/2022	NOVEMBER HRA AGREEMENT	GENERAL	0	274.56
					FUND/DISTRICT FEES		

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					/ BANKING FEE/FISCAL		
					Totals for 83982		274.56
83983	GEHRKE, TIM	JPAP11	11/04/2022	OCTOBER 2022 STUDENT TRANSPORTATION - 20 DAYS @ \$12.50 PER DAY	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIA L EDUCATION HDCP	0	250.00
					Totals for 83983		250.00
83984	GFL ENVIRONMENTAL	JPAP11	11/04/2022	Garbage/Recycling Service	GENERAL FUND/CLEANING SERVICES/OPERATION	8002300024	972.00
					Totals for 83984		972.00
83985	GREEN MECHANICAL	JPAP11	11/04/2022	DATE OF SERVICE 10/6/2022	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	498.00
83985	GREEN MECHANICAL	JPAP11	11/04/2022	DATE OF SERVICE 10/18/22	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	780.00
					Totals for 83985		1,278.00
83986	IRRIGATION SERVICES	JPAP11	11/04/2022	IRRIGATION SYSTEM WINTERIZATION	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	301.78
					Totals for 83986		301.78
83987	INTEGRATED SYSTEMS C	JPAP11	11/04/2022	IS Corp hosting fee	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	8002300019	388.80
					Totals for 83987		388.80
83988	J.W. PEPPER & SON, I	JPAP11	11/04/2022	MICHAEL - CHOIR MUSIC	GENERAL FUND/SHEET MUSIC/VOCAL MUSIC	4000230092	6.12
83988	J.W. PEPPER & SON, I	JPAP11	11/04/2022	MICHAEL - CHOIR MUSIC	GENERAL FUND/SHEET MUSIC/VOCAL MUSIC	4000230092	4.62
83988	J.W. PEPPER & SON, I	JPAP11	11/04/2022	MICHAEL - SHEET MUSIC FOR CHOIR	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOCAL MUSIC	4000230104	8.34
					Totals for 83988		19.08
83990	MANAWA BOOSTER CLUB	JPAP11	11/04/2022	CHECKS WERE MADE OUT TO SDM FOR THE FOOTBALL CARD FUNDRAISER INSTEAD OF MANAWA BOOSTER CLUB	Special Revenue Trust Fund/GIFTS/BOYS FOOTBALL	0	305.00
					Totals for 83990		305.00
83991	MID-AMERICAN RESEARC	JPAP11	11/04/2022	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	266.76
83991	MID-AMERICAN RESEARC	JPAP11	11/04/2022	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	201.24
					Totals for 83991		468.00
83992	SCHOOL DISTRICT OF M	JPAP11	11/04/2022	CORRECTIONS TO DEPOSITS MADE	Special Revenue Trust Fund/GIFTS/BOYS FOOTBALL	0	1,383.00
83992	SCHOOL DISTRICT OF M	110722	11/07/2022	CORRECTIONS TO DEPOSITS MADE	Special Revenue Trust	0	-1,383.00

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					Fund/GIFTS/BOYS FOOTBALL		
					Totals for 83992		0.00
83993	SOLIANT	JPAP11	11/04/2022	OT Services	SPECIAL EDUCATION	272300022	835.20
					FUND/PERSONAL SERVICES/OCCUPATIONA		
					L THERAPY		
83993	SOLIANT	JPAP11	11/04/2022	OT Services	SPECIAL EDUCATION	272300022	41.28
					FUND/PERSONAL SERVICES/OCCUPATIONA		
					L THERAPY		
83993	SOLIANT	JPAP11	11/04/2022	OT Services	SPECIAL EDUCATION	272300022	83.52
					FUND/PERSONAL SERVICES/OCCUPATIONA		
					L THERAPY		
					Totals for 83993		960.00
83994	US CELLULAR	JPAP11	11/04/2022	US Cellular PO	GENERAL	8002300018	321.53
					FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES		
					Totals for 83994		321.53
83995	WI DEPT OF JUSTICE	JPAP11	11/04/2022	BACKGROUND CHECKS - OCTOBER 2022	GENERAL	0	105.00
					FUND/PERSONAL SERVICES/OTHER STAFF SERVICES		
					Totals for 83995		105.00
83996	WIPFLI LLP	JPAP11	11/04/2022	PROGRESS BILLING ON THE AUDIT OF THE FINANCIAL STATMENTS FOR THE YEAR ENDING 6/30/22.	GENERAL	0	3,000.00
					FUND/PERSONAL SERVICES/AUDIT		
					Totals for 83996		3,000.00
83997	HEID MUSIC CO	111022	10/28/2022	MICHAEL - REEDS for Clarinet and saxophones	GENERAL	2002300012	134.94
					FUND/GENERAL SUPPLIES/INSTRUMENTA L MUSIC		
					Totals for 83997		134.94
83998	AMAZON CAPITAL SERVI	JPAP11	11/11/2022	SBORTLE - Art Supplies	GENERAL	2002300011	64.87
					FUND/GENERAL SUPPLIES/ART		
83998	AMAZON CAPITAL SERVI	JPAP11	11/11/2022	CURTAINS FOR LIBRARY	GENERAL	1012300066	350.89
					FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL		
83998	AMAZON CAPITAL SERVI	JPAP11	11/11/2022	CENTRAL SUPPLY ITEMS	GENERAL	1012300062	367.40
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
83998	AMAZON CAPITAL SERVI	JPAP11	11/11/2022	CENTRAL SUPPLY ITEMS	GENERAL	1012300062	8.98
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
83998	AMAZON CAPITAL SERVI	JPAP11	11/11/2022	CENTRAL SUPPLY ITEMS	GENERAL	1012300062	14.99
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
					Totals for 83998		807.13
83999	CENTURY LINK	JPAP11	11/11/2022	CenturyLink - Lumen monthly	GENERAL	8002300022	56.65

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				bill	FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES		
					Totals for 83999		56.65
84000	CESA 6-CONFERENCE RE	JPAP11	11/11/2022	PSYCHOLOGIST & PHYSICAL THERAPIST	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	0	3,135.00
84000	CESA 6-CONFERENCE RE	JPAP11	11/11/2022	PSYCHOLOGIST & PHYSICAL THERAPIST	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SCHOOL PSYCHOLOGIST	0	1,276.80
84000	CESA 6-CONFERENCE RE	JPAP11	11/11/2022	PSYCHOLOGIST & PHYSICAL THERAPIST	GENERAL FUND/TRANSFER TO CESA/SCHOOL PSYCHOLOGIST	0	243.20
84000	CESA 6-CONFERENCE RE	JPAP11	11/11/2022	UNDERSTANDING THE STATE ACCOUNTABILITY REPORT CARD OPPOR, EL MANSOURI, BRAUER	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	0	375.00
84000	CESA 6-CONFERENCE RE	JPAP11	11/11/2022	ESSA MONITORING & SUPPORT SERVICE - MICHELLE JOHNSON	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	0	800.00
					Totals for 84000		5,830.00
84001	CLINTONVILLE PUBLIC	JPAP11	11/11/2022	GIRLS VARSITY BASKETBALL SCRIMMAGE ON 11/12/22	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/GIRLS BASKETBALL	0	120.00
					Totals for 84001		120.00
84003	STERLING WATER CULLI	JPAP11	11/11/2022	COMMERCIAL SERVICE AND PARTS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	225.15
84003	STERLING WATER CULLI	JPAP11	11/11/2022	COMMERCIAL SERVICE AND PARTS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	169.85
84003	STERLING WATER CULLI	111122	11/11/2022	COMMERCIAL SERVICE AND PARTS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	-225.15
84003	STERLING WATER CULLI	111122	11/11/2022	COMMERCIAL SERVICE AND PARTS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	-169.85
					Totals for 84003		0.00
84004	E O JOHNSON CO., INC	JPAP11	11/11/2022	Monthly Copy Bill	GENERAL FUND/PRINTING AND BINDING/CENTRAL SERVICES	8002300021	3,017.46
					Totals for 84004		3,017.46
84005	ENGELHARDT DAIRY OF	JPAP11	11/11/2022	MES DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	206.70
84005	ENGELHARDT DAIRY OF	JPAP11	11/11/2022	LWJSHS DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	76.55
84005	ENGELHARDT DAIRY OF	JPAP11	11/11/2022	LWJSHS DAIRY ORDER	FOOD SERVICE FUND/FOOD/FOOD	0	45.23

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84005	ENGELHARDT DAIRY OF	JPAP11	11/11/2022	LWJSHS DAIRY ORDER	SERVICES FOOD SERVICE	0	113.85
					FUND/FOOD/FOOD SERVICES		
84005	ENGELHARDT DAIRY OF	JPAP11	11/11/2022	LWJSHS DAIRY ORDER	FOOD SERVICE	0	61.60
					FUND/FOOD/FOOD SERVICES		
84005	ENGELHARDT DAIRY OF	JPAP11	11/11/2022	LWJSHS DAIRY ORDER	FOOD SERVICE	0	404.50
					FUND/FOOD/FOOD SERVICES		
84005	ENGELHARDT DAIRY OF	JPAP11	11/11/2022	MES DAIRY ORDER	FOOD SERVICE	0	253.35
					FUND/FOOD/FOOD SERVICES		
84005	ENGELHARDT DAIRY OF	JPAP11	11/11/2022	MES DAIRY ORDER	FOOD SERVICE	0	305.60
					FUND/FOOD/FOOD SERVICES		
84005	ENGELHARDT DAIRY OF	JPAP11	11/11/2022	MES DAIRY ORDER	FOOD SERVICE	0	153.55
					FUND/FOOD/FOOD SERVICES		
84005	ENGELHARDT DAIRY OF	JPAP11	11/11/2022	MES DAIRY ORDER	FOOD SERVICE	0	351.80
					FUND/FOOD/FOOD SERVICES		
					Totals for 84005		1,972.73
84007	GREEN BOYZ INC	JPAP11	11/11/2022	MOWING & OTHER LAWN CARE MAINTENANCE - OCTOBER 2022	GENERAL	0	3,532.50
					FUND/CLEANING SERVICES/OPERATION		
					Totals for 84007		3,532.50
84008	J.W. PEPPER & SON, I	JPAP11	11/11/2022	MUSIC	GENERAL FUND/SHEET	1012300060	6.94
					MUSIC/GENERAL MUSIC		
84008	J.W. PEPPER & SON, I	JPAP11	11/11/2022	MUSIC	GENERAL FUND/SHEET	1012300061	6.49
					MUSIC/GENERAL MUSIC		
					Totals for 84008		13.43
84009	JOSTENS INC.	JPAP11	11/11/2022	Wright - Jostens High School Yearbooks	GENERAL	4000230123	2,680.40
					FUND/MATERIALS FOR SALE/YEARBOOK FEE		
					Totals for 84009		2,680.40
84010	JWC BUILDING SPECIAL	JPAP11	11/11/2022	WON DOOR FIRE GUARD DOON ON 8/16/22	GENERAL	0	385.68
					FUND/CLEANING SERVICES/OPERATION		
84010	JWC BUILDING SPECIAL	JPAP11	11/11/2022	WON DOOR FIRE GUARD DOON ON 8/16/22	GENERAL	0	290.95
					FUND/CLEANING SERVICES/OPERATION		
					Totals for 84010		676.63
84012	KOBUSSEN BUSES LTD	JPAP11	11/11/2022	OCTOBER 2022 CHARGES	GENERAL	0	50,270.44
					FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED FLEET		
84012	KOBUSSEN BUSES LTD	JPAP11	11/11/2022	OCTOBER 2022 CHARGES	GENERAL	0	2,573.23
					FUND/CONTRACTED PUPIL TRANSPORTATIO/CO-CUR RICULAR TRANS		
84012	KOBUSSEN BUSES LTD	JPAP11	11/11/2022	OCTOBER 2022 CHARGES	GENERAL	0	512.05
					FUND/CONTRACTED PUPIL		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84012	KOBUSSEN BUSES LTD	JPAP11	11/11/2022	OCTOBER 2022 CHARGES	TRANSPORTATIO/FIELD TRIPS SPECIAL EDUCATION FUND/CONTRACTED PUPIL	0	6,695.85
84012	KOBUSSEN BUSES LTD	JPAP11	11/11/2022	OCTOBER 2022 CHARGES	TRANSPORTATIO/SPECIAL EDUCATION HDCP COMMUNITY SERVICE FUND/TRAVEL-CONTRACTED SERVICE/OTHER	0	1,192.61
84012	KOBUSSEN BUSES LTD	JPAP11	11/11/2022	OCTOBER 2022 CHARGES	COMMUNITY SERVICES SPECIAL EDUCATION FUND/CONTRACTED PUPIL	0	170.58
					Totals for 84012		61,414.76
84014	LOURDES ACADEMY	JPAP11	11/11/2022	WRESTLING INVITATIONAL ON 12/29/22	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/POWER LIFTING	0	415.00
					Totals for 84014		415.00
84015	MACGILL DISCOUNT MED	JPAP11	11/11/2022	HEALTH ROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/SCHOOL NURSE	1012300063	270.07
84015	MACGILL DISCOUNT MED	JPAP11	11/11/2022	Health room supplies	GENERAL FUND/GENERAL SUPPLIES/HEALTH	4000230106	331.41
					Totals for 84015		601.48
84016	MAINSTAGE THEATRICAL	JPAP11	11/11/2022	MANAWA LITTLEWOLF LIGHTING REPAIR	GENERAL FUND/TECH REPAIRS AND MAINTENANCE/ADMINISTRATIVE TECHNOLOGY SERV	0	317.66
84016	MAINSTAGE THEATRICAL	JPAP11	11/11/2022	MANAWA LITTLEWOLF LIGHTING REPAIR	GENERAL FUND/TECH REPAIRS AND MAINTENANCE/ADMINISTRATIVE TECHNOLOGY SERV	0	239.64
					Totals for 84016		557.30
84017	MANAWA QUALITY FOODS	JPAP11	11/11/2022	Food - EARLY CHILDHOOD	SPECIAL EDUCATION FUND/FOOD/EARLY CHILDHOOD	272300034	24.09
					Totals for 84017		24.09
84019	MULTI MEDIA CHANNELS	JPAP11	11/11/2022	ANNUAL BUDGET MEETING	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	330.41
84019	MULTI MEDIA CHANNELS	JPAP11	11/11/2022	ANNUAL BUDGET MEETING 2022-23	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	330.41
84019	MULTI MEDIA CHANNELS	JPAP11	11/11/2022	WOLF PACK EXPRESS	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	937.83
					Totals for 84019		1,598.65
84020	NASSCO, INC	JPAP11	11/11/2022	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL	0	1,124.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84020	NASSCO, INC	JPAP11	11/11/2022	CUSTODIAL SUPPLIES	SUPPLIES/OPERATION GENERAL FUND/GENERAL	0	363.56
84020	NASSCO, INC	JPAP11	11/11/2022	CUSTODIAL SUPPLIES	SUPPLIES/OPERATION GENERAL FUND/GENERAL	0	274.26
						Totals for 84020	1,761.82
84021	NEOLA, INC.	JPAP11	11/11/2022	CONSULTATION 8/29/22 & 9/28/22	GENERAL FUND/PERSONAL SERVICES/BOARD MEMBERS	0	260.00
84021	NEOLA, INC.	JPAP11	11/11/2022	UPDATE SERVICE: VOLUME 32:NUMBER 1	GENERAL FUND/TECH/SOFTWARE SERVIC/BOARD MEMBERS	0	1,295.00
						Totals for 84021	1,555.00
84022	NW5634	JPAP11	11/11/2022	Physical Education Balls & Bats	GENERAL FUND/NON-CAPITAL EQUIPMENT/PHYSICAL EDUCATION	4000230020	24.09
						Totals for 84022	24.09
84023	OTIS ELEVATOR COMPAN	JPAP11	11/11/2022	ONE TIME IMPACT FEE	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	71.25
84023	OTIS ELEVATOR COMPAN	JPAP11	11/11/2022	ONE TIME IMPACT FEE	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	53.75
						Totals for 84023	125.00
84024	PAN-O-GOLD BAKING	JPAP11	11/11/2022	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	115.80
						Totals for 84024	115.80
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	CREDIT FOR FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	-11.40
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	213.18
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	982.50
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	100.00
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	8.00
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	216.19
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,133.99
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY	0	369.31

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	ROOM/FOOD SERVICES FOOD SERVICE	0	1,300.67
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES		
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	79.92
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES		
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	1,572.14
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES		
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	47.31
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES		
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	257.81
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES		
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	975.76
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	NON-FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES		
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	NON-FOOD SUPPLIES	FOOD SERVICE	0	51.60
84026	PERFORMANCE FOODSERV	JPAP11	11/11/2022	NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES		
					Totals for 84026		7,296.98
84027	SCHOOL DISTRICT OF A	JPAP11	11/11/2022	WRESTLING INVITATIONAL ON 12/3/22	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	175.00
					Totals for 84027		175.00
84028	SCHOOL DISTRICT OF M	JPAP11	11/11/2022	MONEY COLLECTED THROUGH EFUNDS	GENERAL FUND/MISCELLANEOUS/D ISTRICT WIDE	0	10.00
					Totals for 84028		10.00
84029	SCHOOL DISTRICT OF S	JPAP11	11/11/2022	FEE FOR THE MS WRESTLING INVITATIONAL ON 1/16/23	COMMUNITY SERVICE FUND/DUES & FEES MEMBRSHIP/FT FEES/OTHER COMMUNITY SERVICES	0	40.00
					Totals for 84029		40.00
84030	SOLIANT	JPAP11	11/11/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	556.80
84030	SOLIANT	JPAP11	11/11/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	27.52
84030	SOLIANT	JPAP11	11/11/2022	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	55.68
					Totals for 84030		640.00
84031	SUEHS MOTORS, INC.	JPAP11	11/11/2022	2012 DODGE RAM TRUCK - OIL CHANGE AND MAINTENANCE CHECK ALSO 10 CENTS TO CORRECT AN ERROR ON A PREVIOUS PAYMENT	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/VEHICLE MAINT/NOT PUPIL TRANS	0	60.89
					Totals for 84031		60.89

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84032	TAHIR, ZEHRA	JPAP11	11/11/2022	CONSULTING 10/16/22 - 10/23/22	GENERAL FUND/PERSONAL SERVICES/COUNSELING	0	1,173.47
84032	TAHIR, ZEHRA	JPAP11	11/11/2022	CONSULTING 10/16/22 - 10/23/22	GENERAL FUND/PERSONAL SERVICES/COUNSELING	0	1,555.53
						Totals for 84032	2,729.00
84033	TROEDEL, BRITTNEY	JPAP11	11/11/2022	TRANSPORTATION (BRANTLEY CANTERBURY) TO SCHOOL DISTRICT OF MANAWA OCTOBER 2022	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED PARENT CONTRACT	0	284.96
						Totals for 84033	284.96
84034	UNIFIRST CORPORATION	JPAP11	11/11/2022	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	51.88
84034	UNIFIRST CORPORATION	JPAP11	11/11/2022	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	41.66
84034	UNIFIRST CORPORATION	JPAP11	11/11/2022	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	31.42
						Totals for 84034	124.96
84036	WEX BANK - GLOBAL FL	JPAP11	11/11/2022	ALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE OPERATION/VEHICLE MAINT/NOT PUPIL TRANS	0	98.00
						Totals for 84036	98.00
84037	STERLING WATER-CHAIN	111122	11/11/2022	COMMERCIAL SERVICE AND PARTS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	225.15
84037	STERLING WATER-CHAIN	111122	11/11/2022	COMMERCIAL SERVICE AND PARTS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	169.85
						Totals for 84037	395.00
202200071	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,318.19
202200071	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	967.74
202200071	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	189.98
202200071	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,318.19
202200071	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	967.74
202200071	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	189.98
						Totals for 202200071	18,951.82
202200088	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,122.05

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
202200088	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,339.97
202200088	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	276.09
202200088	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,122.05
202200088	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,339.97
202200088	WISCONSIN RETIREMENT	WRS	10/31/2022	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	276.09
					Totals for 202200088		19,476.22
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,564.95
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,302.28
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	368.31
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,769.23
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	304.58
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	86.14
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	497.46
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	90.78
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	45.00
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	8,519.91
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	947.04
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	235.06
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,769.23
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	304.58
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL	0	86.14

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	SECURITY) GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,564.95
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,302.28
202200097	INTERNAL REVENUE SER	P9	10/14/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	368.31
					Totals for 202200097		33,126.23
202200098	WEA TAX SHELTERED AN	P9	10/14/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202200098	WEA TAX SHELTERED AN	P9	10/14/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	175.00
					Totals for 202200098		275.00
202200099	WISCONSIN DEPT OF RE	P9	10/14/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	115.00
202200099	WISCONSIN DEPT OF RE	P9	10/14/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202200099	WISCONSIN DEPT OF RE	P9	10/14/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	20.00
202200099	WISCONSIN DEPT OF RE	P9	10/14/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	4,463.54
202200099	WISCONSIN DEPT OF RE	P9	10/14/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	564.78
202200099	WISCONSIN DEPT OF RE	P9	10/14/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	128.02
					Totals for 202200099		5,296.34
202200101	WEA MEMBER BENEFIT T	P9	10/14/2022	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202200101		40.00
202200102	EMPOWER RETIREMENT	P9	10/14/2022	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202200102		50.00
202200106	DELTA DENTAL OF WISC	JPWI10	10/19/2022	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	81.00
					Totals for 202200106		81.00
202200107	EMPLOYEE BENEFITS CO	JPWI10	10/20/2022	FSA CLAIMS & DEPENDENT CARE CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	866.90
202200107	EMPLOYEE BENEFITS CO	JPWI10	10/20/2022	FSA CLAIMS & DEPENDENT CARE CLAIMS	EMPLOYEE BENIFIT TRUST FUND/OTHER ADJUSTMENTS/ADJUSTME NTS & REFUNDS	0	31.92
					Totals for 202200107		898.82
202200108	EMPLOYEE BENEFITS CO	JPWI10	10/31/2022	ADMINISTRATIVE FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	139.41
					Totals for 202200108		139.41
202200109	DIVERSIFIED BENEFIT	JPWI10	10/21/2022	HRA CLAIMS	GENERAL FUND/HEALTH	0	2,616.93

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					INSURANCE		
					Totals for 202200109		2,616.93
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,488.15
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,310.59
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	373.25
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	165.26
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,751.26
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	306.49
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	87.29
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	38.65
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	497.46
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	90.78
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	45.00
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	8,475.28
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,020.69
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	235.25
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	280.46
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,751.26
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	306.49
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	87.29
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	38.65

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,488.15
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,310.59
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	373.25
202200111	INTERNAL REVENUE SER	P9	10/31/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	165.26
					Totals for 202200111		33,686.80
202200112	WEA TAX SHELTERED AN	P9	10/31/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202200112	WEA TAX SHELTERED AN	P9	10/31/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	175.00
					Totals for 202200112		275.00
202200113	WISCONSIN DEPT OF RE	P9	10/31/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	115.00
202200113	WISCONSIN DEPT OF RE	P9	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202200113	WISCONSIN DEPT OF RE	P9	10/31/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	20.00
202200113	WISCONSIN DEPT OF RE	P9	10/31/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	4,444.35
202200113	WISCONSIN DEPT OF RE	P9	10/31/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	580.99
202200113	WISCONSIN DEPT OF RE	P9	10/31/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	128.16
202200113	WISCONSIN DEPT OF RE	P9	10/31/2022	Payroll accrual	COMMUNITY SERVICE FUND/STATE INCOME TAX	0	119.61
					Totals for 202200113		5,413.11
202200115	WEA MEMBER BENEFIT T	P9	10/31/2022	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202200115		40.00
202200116	EMPOWER RETIREMENT	P9	10/31/2022	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202200116		50.00
202200117	EMPLOYEE BENEFITS CO	JPWI11	10/24/2022	POST EMPLOYMENT & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	1,646.43
202200117	EMPLOYEE BENEFITS CO	JPWI11	10/24/2022	POST EMPLOYMENT & FSA CLAIMS	EMPLOYEE BENIFIT TRUST FUND/OTHER ADJUSTMENTS/ADJUSTME NTS & REFUNDS	0	934.92
					Totals for 202200117		2,581.35
202200118	DELTA DENTAL OF WISC	JPWI11	10/26/2022	DENTAL ADMINISTRATION & CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,940.13
					Totals for 202200118		1,940.13
202200119	DELTA DENTAL OF WISC	JPWI11	11/02/2022	DENTAL CLAIMS	GENERAL FUND/SELF	0	1,706.80

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND-EMPLOYER SHARE PREMI		
					Totals for 202200119		1,706.80
202200120	DIVERSIFIED BENEFIT	JPWI11	11/08/2022	HRA CLAIMS	GENERAL FUND/HEALTH INSURANCE	0	1,419.17
					Totals for 202200120		1,419.17
202200121	EMPLOYEE BENEFITS CO	JPWI11	11/03/2022	POST EMPLOYMENT, FSA & DEPENDENT CARE CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	1,894.63
202200121	EMPLOYEE BENEFITS CO	JPWI11	11/03/2022	POST EMPLOYMENT, FSA & DEPENDENT CARE CLAIMS	EMPLOYEE BENIFIT TRUST FUND/OTHER ADJUSTMENTS/ADJUSTME NTS & REFUNDS	0	250.00
					Totals for 202200121		2,144.63
202200125	DIVERSIFIED BENEFIT	JPWI11	10/25/2022	HRA CLAIMS	GENERAL FUND/HEALTH INSURANCE	0	2,372.58
					Totals for 202200125		2,372.58
202200126	EMPLOYEE BENEFITS CO	JPWI11	11/01/2022	FSA & UNCOVERED MEDICAL CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	144.05
202200126	EMPLOYEE BENEFITS CO	JPWI11	11/01/2022	FSA & UNCOVERED MEDICAL CLAIMS	EMPLOYEE BENIFIT TRUST FUND/OTHER ADJUSTMENTS/ADJUSTME NTS & REFUNDS	0	500.00
					Totals for 202200126		644.05
202200127	DELTA DENTAL OF WISC	JPWI11	11/09/2022	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,518.00
					Totals for 202200127		1,518.00
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,830.50
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,309.58
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	370.21
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	90.83
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,831.30
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	306.28
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	86.58
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	21.24
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	497.46
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	90.78
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	FOOD SERVICE	0	45.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/FEDERAL INCOME TAX		
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	GENERAL	0	8,891.64
					FUND/FEDERAL INCOME TAX		
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	SPECIAL EDUCATION	0	944.94
					FUND/FEDERAL INCOME TAX		
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	FOOD SERVICE	0	237.64
					FUND/FEDERAL INCOME TAX		
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	COMMUNITY SERVICE	0	103.05
					FUND/FEDERAL INCOME TAX		
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,831.30
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	306.28
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	86.58
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	21.24
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	7,830.50
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,309.58
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	370.21
202200128	INTERNAL REVENUE SER	P9	11/15/2022	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	90.83
					Totals for 202200128		34,503.55
202200129	WEA TAX SHELTERED AN	P9	11/15/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202200129	WEA TAX SHELTERED AN	P9	11/15/2022	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	175.00
					Totals for 202200129		275.00
202200130	WISCONSIN DEPT OF RE	P9	11/15/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	115.00
202200130	WISCONSIN DEPT OF RE	P9	11/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202200130	WISCONSIN DEPT OF RE	P9	11/15/2022	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	20.00
202200130	WISCONSIN DEPT OF RE	P9	11/15/2022	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	4,686.09
202200130	WISCONSIN DEPT OF RE	P9	11/15/2022	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	556.87
202200130	WISCONSIN DEPT OF RE	P9	11/15/2022	Payroll accrual	FOOD SERVICE	0	129.27

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/STATE INCOME TAX		
202200130	WISCONSIN DEPT OF RE	P9	11/15/2022	Payroll accrual	COMMUNITY SERVICE	0	28.14
					FUND/STATE INCOME TAX		
					Totals for 202200130		5,540.37
202200132	WEA MEMBER BENEFIT T	P9	11/15/2022	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202200132		40.00
202200133	EMPOWER RETIREMENT	P9	11/15/2022	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202200133		50.00
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/TECH/SOFTWARE SERVIC/OFFICE OF SUPERINTENDENT	0	15.81
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/EMPLOYEE TRAVEL/OFFICE OF SUPERINTENDENT	0	457.36
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/EMPLOYEE TRAVEL/OFFICE OF SUPERINTENDENT	0	-57.36
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/TEXTBOOKS & WORKBOOKS/ENGLISH LANGUAGE	0	59.94
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	33.60
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	25.35
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	21.04
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	15.87
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/GENERAL SUPPLIES/ART	0	152.07
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	0	385.00
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/EARLY CHILDHOOD	0	64.00
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	0	494.74

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/TECH/SOFTWARE SERVIC/COUNSELING	0	21.09
202200134	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/EMPLOYEE DUES AND FEES/DIRECTION OF BUSINESS	0	90.00
					Totals for 202200134		1,778.51
202200135	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	0	17.02
202200135	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	0	22.55
202200135	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL DUES AND FEES/OTHER SPECIAL NEEDS	0	30.00
202200135	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/PUPIL DUES AND FEES/OTHER SPECIAL NEEDS	0	6.99
202200135	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	0	21.31
202200135	BMO MASTERCARD	COCCOC	10/20/2022	Credit Card Payment AP Invoice.	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL	0	28.25
					Totals for 202200135		126.12
222300077	O'BRIEN, CARMEN	JPAP10	10/20/2022	MILEAGE TO LEADERSHIP ACADEMY	GENERAL FUND/EMPLOYEE TRAVEL/DIRECTION OF BUSINESS	0	156.25
					Totals for 222300077		156.25
222300078	OPPOR, MELANIE	JPAP10	10/20/2022	MILEAGE REIMBURSEMENT	GENERAL FUND/EMPLOYEE TRAVEL/OFFICE OF SUPERINTENDENT	0	250.00
					Totals for 222300078		250.00
222300080	OPPOR, MELANIE	JPAP10	10/28/2022	MILEAGE REIMBURSEMENT - ERVING NETWORK MTG	GENERAL FUND/EMPLOYEE TRAVEL/OFFICE OF SUPERINTENDENT	0	41.25
					Totals for 222300080		41.25
222300081	SIMONIS, JEROME	JPAP11	11/01/2022	MS BOYS BASKETBALL OFFICIAL ON 10/31/22 VS BONDUEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 222300081		60.00
222300082	TOMLINSON, JACK	JPAP11	11/01/2022	MS BOYS BASKETBALL OFFICIAL ON 10/31/22 VS BONDUEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 222300082		60.00

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
222300083	BREAKER, TRACY	JPAP11	11/04/2022	REIMBURSE FOR ED PUZZLE SEPTEMBER & OCTOBER 2022	GENERAL FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV	0	25.00
					Totals for 222300083		25.00
222300085	O'BRIEN, CARMEN	JPAP11	11/11/2022	WASBO MILEAGE REIMBURSEMENT	GENERAL FUND/EMPLOYEE TRAVEL/DIRECTION OF BUSINESS	0	156.25
					Totals for 222300085		156.25
222300086	SIMONIS, JEROME	JPAP11	11/11/2022	BOYS MS BASKETBALL OFFICIAL ON 11/10/22 VS SHIOCTON	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 222300086		60.00
222300087	TOMLINSON, JACK	JPAP11	11/11/2022	BOYS MS BASKETBALL OFFICIAL ON 11/10/22 VS SHIOCTON	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 222300087		60.00
222300088	GERVAIS, PETER	JPAP11	11/17/2022	MS BOYS BASKETBALL OFFICIAL ON 11/14/22 VS IOLA-SCANDINAVIA	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 222300088		60.00
222300089	SIMONIS, JEROME	JPAP11	11/17/2022	MS BOYS BASKETBALL OFFICIAL ON 11/14/22 VS IOLA-SCANDINAVIA	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 222300089		60.00
					Totals for checks		439,589.25

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	246,517.21	210.00	124,184.06	370,911.27
21	Special Revenue Trust Fund	0.00	305.00	0.00	305.00
27	SPECIAL EDUCATION FUND	19,197.67	0.00	25,853.03	45,050.70
50	FOOD SERVICE FUND	4,964.10	0.00	13,885.51	18,849.61
73	EMPLOYEE BENIFIT TRUST FUND	0.00	0.00	1,716.84	1,716.84
80	COMMUNITY SERVICE FUND	1,163.22	0.00	1,592.61	2,755.83
***	Fund Summary Totals ***	271,842.20	515.00	167,232.05	439,589.25

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

Name	Reference	Trans Date	Description	Post Date	Amount
		10/07/2022	BEV AND DEWEY CARL SCHOLARSHIP	10/07/2022	14,000.00
			Totals for 16249		14,000.00
		10/11/2022	MES FOOD SERVICE WEEK OF 10/3-10/7	10/11/2022	784.00
			Totals for 16198		784.00
		10/11/2022	MES FOOD SERVICE WEEK OF 10/17-10/21	10/11/2022	1,227.40
			Totals for 16202		1,227.40
		10/17/2022	TITLE II PUBLIC FINAL CLAIM	10/17/2022	14,488.43
			Totals for 16250		14,488.43
		10/17/2022	ARPA HOMELESS CHILDREN AND YOUTH GRANT F	10/17/2022	5,973.18
			Totals for 16251		5,973.18
		10/19/2022	FOOD SERVICE	10/19/2022	2,735.00
			Totals for 16225		2,735.00
		10/19/2022	ATHLETIC ADMISSIONS VB 10/4/22	10/19/2022	283.00
			Totals for 16227		283.00
		10/19/2022	ATHLETIC ADMISSIONS	10/19/2022	112.00
			Totals for 16228		112.00
		10/19/2022	ATHLETIC ADMISSIONS	10/19/2022	920.00
			Totals for 16229		920.00
		10/19/2022	HOMECOMING DANCE ADMISSIONS - 10/7/22	10/19/2022	848.00
			Totals for 16239		848.00
		10/19/2022	FFA 10/18/22	10/19/2022	225.00
			Totals for 16240		225.00
		10/19/2022	FFA 10/18/22	10/19/2022	20.00
			Totals for 16241		20.00
		10/19/2022	FFA 10/3/22	10/19/2022	800.00
			Totals for 16242		800.00
		10/19/2022	FFA 10/5/22	10/19/2022	330.00
			Totals for 16243		330.00
		10/19/2022	STUDENT COUNCIL 10/7/22 CONCESSIONS FB	10/19/2022	1,261.00
			Totals for 16244		1,261.00
		10/19/2022	STUDENT COUNCIL 9/23/22 CONCESSIONS FB	10/19/2022	947.00
			Totals for 16245		947.00
		10/19/2022	STUDENT COUNCIL 10/4/22 CONCESSIONS VB	10/19/2022	374.00
			Totals for 16246		374.00
		10/19/2022	STUDENT COUNCIL 9/29/22 CONCESSIONS VB	10/19/2022	180.00
			Totals for 16247		180.00
		10/19/2022	STUDENT COUNCIL 10/10/22 HOCO T SHIRTS	10/19/2022	785.00
			Totals for 16248		785.00
		10/21/2022	MES FOOD SERVICE WEEK OF 10/10-10/14	10/21/2022	802.70
			Totals for 16200		802.70
		10/21/2022	MES FOOD SERVICE WEEK OF 10/17-10/21	10/21/2022	544.00
			Totals for 16201		544.00
		10/21/2022	PAYMENT FOR FITNESS CENTER DOOR DAMAGE	10/21/2022	497.31
			Totals for 16203		497.31
		10/21/2022	NATIONAL PURCHASING PARTNERS PROGRAM REB	10/21/2022	866.13
			Totals for 16204		866.13
		10/21/2022	CENTRAL WI ELECTRIC COOPERATIVE REBATE	10/21/2022	13.02
			Totals for 16205		13.02
		10/21/2022	CATERING PAYMENT INVOICE 2	10/21/2022	451.22
			Totals for 16206		451.22
		10/21/2022	CATERING PAYMENT INVOICE 5	10/21/2022	33.00
			Totals for 16207		33.00
		10/21/2022	FOOD SERVICE	10/21/2022	3,392.60

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 16226		3,392.60
		10/27/2022	MES FOOD SERVICE WEEK OF 10/24-10/27	10/27/2022	755.00
			Totals for 16199		755.00
		10/27/2022	MOBILE HOME TAXES (JULY - SEPTEMBER 2022	10/27/2022	612.49
			Totals for 16208		612.49
		10/27/2022	CATERING PAYMENT INVOICE 7	10/27/2022	54.18
			Totals for 16209		54.18
		10/27/2022	MES BUILDING RENTAL	10/27/2022	100.00
			Totals for 16210		100.00
		10/28/2022	FFA NATIONAL CONVENTION	10/28/2022	125.00
			Totals for 16252		125.00
		10/28/2022	FOOD SERVICE	10/28/2022	2,060.40
			Totals for 16253		2,060.40
		10/31/2022	TO RECORD MONTHLY INTEREST FOR STUDENT A	10/31/2022	4.90
			Totals for 13798		4.90
			Total for Cash Receipts		56,604.96

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	20,461.61	2,040.51	497.31	22,999.43
21	Special Revenue Trust Fund	0.00	19,899.90	0.00	19,899.90
50	FOOD SERVICE FUND	12,301.10	1,404.53	0.00	13,705.63
***	Fund Summary Totals ***	32,762.71	23,344.94	497.31	56,604.96

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

CREDIT CARD STATEMENT - October			WUFAR Code						Description
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	
Melanie Oppor									
9/26/22	Concourse Hotel	\$400.00	10	E	800	342	232100	0	WASDA Fall Conference
10/1/22	Adobe Inc.	\$15.81	10	E	800	360	232100	0	Adobe Acrobat Pro software subscription - monthly
		TOTAL							
		\$415.81							
MES									
9/29/2022	Scholastic, Inc.	\$64.00	27	E	101	411	152000	19	Child Development Days Supplies (Books for children)
		TOTAL							
		\$64.00							
Dean Marzofka									
10/10/22	Adobe Acropro	\$21.09	10	E	400/200	360	213200	0	Adobe for the LWHS/MMS guidance
10/13/22	Cbi Easeus	\$494.74	10	E	800	360	295000	0	Software for file transfers
		TOTAL							
		\$515.83							
Abe El Manssouri									
9/21/22	Amazon Marketplace	\$49.56	10	E	400/200	440	241000	0	Principal office items
9/27/22	Pearson Vue	\$6.99	10	E	400	943	179000	0	Student GED test item
9/27/22	Amazon.com	39.57	10	E	400/200	440	241000	0	Dry Erase board (for office)
9/27/22	Pearson Vue	\$30.00	10	E	400	943	179000	0	GED Test
		TOTAL							
		\$126.12							
MMS									
9/27/2022	NASSP	\$385.00	10	E	400	940	160000	0	National Honors Society Membership
9/30/2022	Joann	152.07	10	E	400	411	121000	0	Art Supplies N. Zabler, fiber arts
10/4/2022	Fleet Farm	36.91	10	E	400/200	411	253000	0	Heavy-duty Tarp
10/18/2022	Fleet Farm	\$58.95	10	E	400/200	411	253000	0	Maintenance Materials
		TOTAL							
		\$632.93							
LWHS									
10/11/2022	Amazon	\$59.94	10	E	400	470	122000	0	M. Koshollek - Books
		TOTAL							
		\$59.94							
District Office									
10/17/2022	Holiday Inn Madison	\$90.00	10	E	800	942	251000	0	Wally Zastrow Leadership Academy
		TOTAL							
		\$90.00							

To: Tara La

FFA
Re: Alumni Donation
For Board Mtg.

Verification of cash and checks collected
Sign form at the bottom
Turn into building office with money/checks

Event/Activity:

10-3-22

Date of Event:

FFA Alumni donation

Activity Account Number:

814530

to defray expenses
to National FFA
Convention

Money Breakdown:

Cash:

Coins:

Check(s):

800.00

Ending Cash:

800.00

Start up Cash (if applicable):

—

(Deduct this amount from the total deposit)

TOTAL DEPOSIT:

800.00

(Deduct start-up cash from the total deposit)

Sand Creek

Name of person/persons completing this form

MANAWA FFA ALUMNI
MANAWA, WI 54949

79-749/759

1155

DATE 9-26-2022



PAY TO Manawa FFA

THE ORDER OF

\$ 800.00

eight hundred and ^{no}/₁₀₀

DOLLARS



Security Features
Included.
Details on Back.

FirstState
Bank
Manawa, WI 54949
New London, WI 54951

MEMO National Convention

Bernal Bauer

MP

⑆075907497⑆

500⑈860⑈8⑈ 1155

SPECIALTY GRAY

Athletic Director (Required for athletic activity accounts)

____ Premier Bank Deposit

____ First State Bank Deposit



Donation to
Urgent Needs Fund.

October 28, 2022

Dr. Melanie Oppor
Manawa Public Schools
800 Beech St.
Manawa, WI 54949

Dear Dr. Oppor:

First State Bank is pleased to present the Manawa Public Schools with a check for \$360 resulting from our recent \$20 Local School Donation Challenge. These dollars can be used to help with needs in the classroom or other special projects.

This was the sixth year that First State Bank pledged a \$20 donation to local schools for every new account opened. Our campaign ran from August 22 through October 9 and included checking and other deposit accounts as well as mortgages and loans. Customers were able to choose the school to which the bank would make the donation.

We're excited to say 238 accounts and loans were opened across our offices resulting in \$4,760 in total donations for 2022!

Please contact me at (715) 384-0071 if you have any questions. Thank you!

Sincerely,

A handwritten signature in black ink that reads "Kristen M. Breu". The signature is written in a cursive, flowing style.

Kristen M. Breu
Marketing Specialist



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

October 27th, 2022

To: Members of the Board of Education, School District of Manawa

The following is a listing of students that have requested ERVING Network high school credit classes for the spring semester of 2023. Students have requested the following courses:

ERVING Network (New)

3 Students	Personal Brand Development
6 Students	American Sign Language
1 Student	Criminal Justice

ERVING Network (Continuing from Semester 1)

9 Students	Spanish 1
10 Students	Spanish 2
1 Student	Accounting 1 & 2
6 Students	AP Computer Science
1 Student	AutoDesk 3D CAD

Respectfully Submitted,

Kara Tohm
LWHS Guidance Office Administrative Assistant





School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

October 27, 2022

To: Members of the Board of Education, School District of Manawa

The following is a listing of students that have requested Start College Now classes, for college credit, and Wisconsin Virtual School classes, for high school credit, for the spring semester of 2023. Students have requested the following courses:

Fox Valley Technical College

1 Student	Intro to Forensic Science	3 Credits
1 Student	Principles of Accounting	3 Credits
1 Student	First Year Norwegian 1	4 Credits

Wisconsin Virtual School

1 Student	History of the Holocaust	HS Credit
1 Student	World Religions: Exploring Diversity	HS Credit
1 Student	Honors Bio S2	HS Credit
1 Student	Psychology	HS Credit
1 Student	Anatomy & Physiology S1	HS Credit
2 Students	Life Skills	HS Credit
1 Student	Entrepreneurship 1B	HS Credit
1 Student	Criminology	HS Credit

Respectfully Submitted,

Kara Tohm
LWHS Guidance Office Administrative Assistant

School District of Manawa
800 Beech Street
Manawa, WI 54949

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

Little Wolf High School
Manawa Middle School

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

Manawa Elementary
800 Beech Street
Manawa, WI 54949

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

ManawaSchools.org



/ ManawaSchools
/ ManawaSchools

Waupaca County HCE
c/o Marilyn Herman
E6631 State Road 22
Bear Creek, WI 54922

Dear Menasha Schools,

Thank you for giving our youngest children a great start in learning and being active. The Waupaca County Association for Home and Community Education (HCE) are happy to offer sets of hats, mittens and scarves for the children. Please pass these along to keep our children warm and active at recess.

Sincerely,

Marilyn Herman



Wisconsin Association Home & Community Education

Dear: *SCHOOL DISTRICT*

AFTER THE 2022 RODEO PARADE I DECIDED TO RESIGN AS CHAIRMAN OF THE MANAWA RODEO PARADE. THE RESPONSIBILITIES BECAME TO GREAT FOR ONE PERSON TO CHAIR. THIS I DID WITH A GREAT DEAL OF RELUCTANCE BECAUSE THE JOY IT GAVE ME.

i AM WRITING TO YOU TOO THANK YOU FOR HELPING ME WITH THE PARADE OVER THESE PAST YEARS.

AFTER ANNOUNCING MY RESIGNATION TO THE LIONS CLUB, I WISH TO LET YOU KNOW THAT MR. DAVID SARNA OF THE SRODEO COMMITTEE HAS COME FORWARD TO BECOME THE NEW PARADE CHAIRMAN.

THIS IS GREAT. I AM VERY HAPPY AND I HAVE OFFERED MY FULL SUPPORT TO THIS NEW GROUP.

i THANK YOU AGAIN AND i HOPE YOU OFFER YOUR ASSISTANCE ONCE AGAIN TO THIS NEW COMMITTEE.

SINCERELY

Kew
KENGROHOLSKI

Monthly Enrollment Count for SY2022-2023

Grade	1-May-22	3rd Fri SEPT	OCT	NOV	DEC	JAN	2nd Fri JAN
EC / Speech .5	6	4	4	5			
4K .6	31	24	24	22			
Kdg	26	32	33	33			
1	32	25	25	25			
2	34	33	33	34			
3	25	37	37	37			
4	58	26	26	25			
5	32	62	62	61			
6	33	32	32	32			
7	51	32	33	34			
8	32	51	54	53			
9	50	43	42	42			
10	55	53	53	53			
11	57	58	60	60			
12	55	61	61	60			
Students Enrolled	577	573	579	576	0	0	0
Less OE IN (non-resident)	-28	-31	-31	-29			
Plus OE OUT (resident)	94	106	107	93			
Less Tuition Sharing	0	0	0	0			
Students in CESA Program	-1	0	0	0			
Total Resident Count	643	648	655	640	0	0	0



Competitive Balance Questions and Answers

Q: Why is this plan necessary?

The membership expressed to the WIAA staff and the Board of Control that the procedure for establishing divisions for tournament play should be examined. The Board of Control then instructed the WIAA staff to form an Ad-Hoc committee composed of membership representatives to investigate and determine if a competitive balance issue exists and, if so, provide a plan for improvement. This committee acknowledges that school district enrollment is currently the only factor used for divisional placement and agreed that times have changed such that other factors should be considered to create more competitive balance.

Q: What is the process used by the committee to create this plan?

The process started with identifying key topics/concerns/issues that members heard from the member schools, committee members, or WIAA staff regarding competitiveness. These topics were then identified and provided to Baird to research and analyze as much data as possible. The committee investigated other state association plans as well as in-state plans suggested by members. The committee vetted all plans and reviewed feedback provided via the WIAA website portal to assist in the development of the Wisconsin Plan.

Q: What does it mean to be "promoted" to a higher division?

A school's team would be assigned performance points based on tournament success, and would move up a division based on the accumulation of 6 points over a three-year period of successful performances during the state tournament series. Points are awarded to the school's team based on a three-year period, earning points by finishing the sports season in a sectional championship or higher.

- (1) 4 points for winning a state title
- (2) 3 points for advancing to the championship game
- (3) 2 points for advancing to the state semifinal (Final 4)
- (4) 1 point for advancing to the state quarterfinal, sectional final or Level 3 eleven-player football, Level 2 8-player football (final eight teams).

It is important to note that a sub-committee has been formed to analyze and develop a point system that can be applied to sports which have an individual component, such as cross country.

Q: Is there an appeal process?

Yes. A school that is promoted can appeal its placement after the WIAA evaluates the sport by enrollment, considers requests and applies performance factor points. The school must meet the deadline to file the appeal, referencing the criteria list that the classification committee will use to evaluate the appeal. The classification committee will be composed of fifteen (15) individuals from member schools representing the membership's diversity.

Q: If a competitive balance problem exists, why not just separate public and non-public schools as part of this process?

The membership is the membership. The membership of the WIAA includes member schools that are large, small, urban, suburban, rural, public and non-public. The membership represents the diversity of our state's schools and the student-athletes they serve. Our work is focused on finding competitive balance within the membership.

Q: How are teams that have both individual and team state tournaments, such as wrestling, treated by this plan?

Based on feedback from membership at the WIAA Area meetings, the committee further examined the point system for individual and team tournament play. It was determined that all sports, except for track and field (due to their constitutional bylaws and tournament setup), would be included in this plan. Criteria for earning points may vary for bracketed and non-bracketed individual sports, and a sub-committee has been formed with the intention of studying this topic more closely. Once this has been determined and the full committee has approved the concept, it will be shared with the membership.

Q: How does this plan support schools struggling to maintain programs?

Each school may submit a request to WIAA indicating the classification (division) in which the school wishes to compete in each sport (except football) by an established deadline. A school failing to meet the designated deadline will not be permitted to request a classification other than the one assigned by the WIAA. WIAA staff will consider the following factors.

- Prior year out-of-building student percentage on rosters or historical movement of student-athletes
- Socioeconomics of the school's population
- Demographics of the school's population
- Competitive history and balance
- Geography
- School's enrollment trend
- Student participation rate in WIAA-sponsored sports
- Student enrollment factors (i.e., open enrollment, students from outside your school's location)

Q: When would this proposed plan start?

The committee is planning to propose the implementation of the plan to the WIAA Board of Control for the 2024-25 school year. Tournament success factor points will be calculated for the 21-22, 22-23, and 23-24 school years to determine which schools will be promoted.

Q: What will the deadline be for requesting divisional placements or appealing promotions?

The WIAA staff will set deadlines for the fall, winter, and spring seasons. They will also set a deadline for football that acknowledges the tournament does not include all schools. The deadlines will be published and will provide as much time as possible for schools to work on non-conference scheduling.

Q: How many divisions can a football program move up?

In all sports, whether through enrollment changes or performance points, a team will not move up more than one division per year.

Q: How will football work when it is dependent on the breakdown of the wins, enrollment and seven divisions?

Enrollment will be used first, then performance factor points from the results of the previous three years will be applied. Schools that were promoted due to performance factor points can appeal well ahead of the October final tournament selections.

Q: Will you be showing a sample of how this would shake out with school names attached?

At this time, producing these results would be misleading because two key steps in the proposed process would be missing - the opportunity to request up or down for divisional placement and the tournament performance point appeal process.

Q: What would football look like timing-wise in this process? Would you have predetermined placements and then fill in the gaps with schools for playoffs?

This idea has been identified as the plan has taken shape. WIAA staff is working on the timeline for all sports seasons, including football. Divisional placement would be determined before the season starts, with any adjustments needed to fill the brackets as noted in the plan.

Q: Is there a way to evaluate co-ops and whether they should continue to be allowed?

This was not part of the ad hoc competitive balance committee's directive, per the Board of Control.

Q: If specific sports within a school would like to move down a division due to the fact they have not been successful for a long time, will the WIAA provide talking points to administrators to help them present?

The criteria that a school can use to justify a request (up or down) is shown below:

- Prior year out-of-building student percentage on rosters or historical movement of student-athletes
- Socioeconomics of the school's population
- Demographics of the school's population
- Competitive history and balance
- Geography
- School's enrollment trend
- Student participation rate in WIAA-sponsored sports
- Student enrollment factors (i.e., open enrollment, students from outside your school's location)

Q: Is it possible to have an urban/rural plan where the lowest division in every sport would be made of rural schools?

The committee examined many plans to address competitive balance and believes that the current proposed plan provides the most complete and equitable plan for all 518 member schools.

Q: Based on all appeals, could there be an uneven number of schools in a division?

A school has two opportunities to move divisions. Before the division announcement, they can request to move up or down. Then, following the application of performance points, a school that moves up a division can appeal their promotion.

Yes, after teams are moved up or down, there could be an odd number of teams in a division. The WIAA staff will apply the tournament procedures to determine if there are any additional schools needed to move up or down to assist in filling the bracket.

Q: Who will calculate all these points for each sport?

The WIAA staff will develop an electronic system that calculates the tournament performance points for each sport. Each WIAA sport director will oversee the tournament procedure for that sport.

Q: Why isn't socioeconomics faceted into initial division placement? Why should I have to appeal based on this factor?

Based on feedback from the membership, the committee examined many factors, including socioeconomics, and the respective impact on tournament performance. These are variables that each school or district can use as they request a lower divisional placement:

- Prior year out-of-building student percentage on rosters or historical movement of student-athletes
- Socioeconomics of the school's population
- Demographics of the school's population
- Competitive history and balance
- Geography
- School's enrollment trend
- Student participation rate in WIAA-sponsored sports
- Student enrollment factors (i.e., open enrollment, students from outside your school's location)

Q: What is the appeal process? Will there be a deadline? What circumstances will be considered?

The classification committee will hear the promoted school's **appeal** and consider the following factors:

- Prior year out-of-building student percentage on rosters or historical movement of student-athletes
- Socioeconomics of the school's population
- Demographics of the school's population
- Competitive history and balance
- Geography
- School's enrollment trend
- Student participation rate in WIAA-sponsored activities
- Student enrollment factors (i.e., open enrollment, students from outside your school's location)

Yes, there will be a deadline determined by the WIAA staff.

Q: If a request to move down is denied, will there be an appeal process for that?

No, requests are determined by the WIAA staff. An appeal is only available for schools that are promoted based on tournament performance factor points.

Q: Who makes up the appeal committee?

The ad hoc committee has recommended the following make-up of the classification committee:

Recommended Classification Committee

Fifteen members with a 3-year term/rotation. An effort will be made to diversify the Classification Committee so that it is representative of the membership.

- 1-Athletic Director from each WIAA district (7)
- 1-Superintendent or Principal from each WIAA district (7)
- 1-Conference Commissioner (1)

Q: Will request deadlines be seasonal or for the entire school year?

There will be four published deadlines, one for each of the three sport seasons and one for football.

Q: Are three years enough? Should the enrollment have more factors, such as free and reduced numbers?

The committee determined that three years is the appropriate length of time. A regular review process will be established so that the classification committee can continue to evaluate the point system and the length of time.

Factors such as free and reduced lunch are listed in both the request and the appeals process, and each school can choose which criteria they feel is appropriate to discuss in their application.

Q: Is the committee concerned about the subjective nature of the appeals process? How transparent will the reasoning for decisions be?

All appeals processes have a degree of subjectivity. The committee feels that having an opportunity for appeal is a more favorable option than not having one.

The committee has identified the factors which will be considered when granting a request or an appeal.

- Prior year out-of-building student percentage on rosters or historical movement of student-athletes
- Socioeconomics of the school's population
- Demographics of the school's population
- Competitive history and balance
- Geography
- School's enrollment trend
- Student participation rate in WIAA-sponsored activities
- Student enrollment factors (i.e., open enrollment, students from outside your school's location)

Transparency has been a priority throughout this process and continues to be a point of emphasis for this newly proposed system.

Q: If a school moved up due to earning points and is still earning points in a higher division, why should that school move down just because they earn <6?

The committee determined that six points is the threshold for divisional movement, up or down.

A review process will be established so that the classification committee can continue to evaluate the point system and the length of time.

Q: I would like an official definition of the competitive equity issue.

Committee members agreed that athletes, coaches, parents and administrators perceive some schools have advantages or disadvantages. Also, data analyzed by Baird show correlations between particular variables and tournament success.

While enrollment is currently the only factor used for divisional placement, committee members agreed that times have changed such that other factors should be considered to create more competitive balance.

Q: Can we see the data that you stated was clear that there was an imbalance of competitive equity and also see what it says?

The data provided by Baird showed a socioeconomic correlation among divisional placements in certain sports in the upper divisions. There was also a correlation between public and private schools at lower divisions in some sports.

Q: How will this address competitive balance in 8-player football? Will those schools get bumped to D7 11-player football?

The committee has not discussed competitive balance in sports with only one division.

Q: What is the problem? What does Baird consider competitive imbalance? Do the majority of schools in Colorado feel their plan is fair and working? Do they like it?

The data provided by Baird showed some socioeconomic correlation among some divisional placements in certain sports.

As for Colorado, overall, their plan is working, and they are analyzing the plan each year to improve it.

Q: For some schools, making it to sectionals is like making it to state. Why doesn't this plan factor in all playoff wins?

This plan does assess points for sectional championships, unlike the 2014 plan, which did not.

Q: If the lowest division loses a team to this formula, will you bump a team down?

Yes, if it is needed to complete a bracketed sport.

Q: Can schools move up multiple divisions?

Over time, yes. A team/school will not be moved up or down more than one division in one year.

Q: What's wrong with the old model?

Based upon a request by the membership, the Board of Control directed that a committee be established to research the concept of competitive balance. The committee spent months doing so and included data from Baird in determining that competitive balance issues exist in some sports and some divisions.

The committee has made three base conclusions:

1. Committee members agreed that athletes, coaches, parents and administrators perceive some schools have advantages or disadvantages.
2. In response to data presented by Baird, data show correlations between particular variables and tournament success.
3. While enrollment is currently the only factor used for divisional placement, committee members agreed that times have changed such that other factors should be considered to create more competitive balance.

Suppose the Board of Control advances this plan. In that case, the membership will have the opportunity to determine if this plan is better than the current model for competitiveness at the tournament level by voting yes or no.

Q: Does a school move back down after they drop below 6 points?

Yes, if the point total drops below 6, the school would drop back down. The exception will be if the school has an enrollment increase, which places them in the higher division.



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Overview & Comments
Code	1
Status	

WISCONSIN OVERVIEW AND COMMENTS

Volume 31, Number 2, Technical Corrections May 2022

Neola will issue an update of only technical corrections, as necessary. With this change, the Regular Update will contain the more substantive policy issues for review that would require consideration by and approval of the Board. Importantly, these technical changes do not materially alter the policy's intent but rather provide minor changes that improve the quality and/or consistency of the policy or guideline. If the Board has adopted the language noted below in Bylaw 0131.1, these technical corrections may be made without approval by the Board. However, as noted, the Board should be informed of these technical corrections at the next regular Board meeting. It is our belief that this change will help to streamline the process of review and adoption.

Pursuant to optional language offered in Bylaw 0131.1 - Bylaws and Policies:

The District Administrator is authorized to review and make technical corrections to policies that have already been adopted through normal rulemaking procedures. Technical corrections are those corrections to policy language or construction that do not reflect a policy decision or substantive consideration by the Board, such as correction of a typographical or grammatical error, inclusion or correction of a statutory citation, renumbering of sections, combining of policies, or similar actions. The District Administrator shall inform the Board of any such changes at the next regular Board meeting.

Bylaws and Policies

Policy 0165.2 - Change of Regular Meetings

A correction was made so that the sentence makes sense grammatically.

Policy 0171.1 - President

This policy is revised to add language consistent with Section 120.15 Wis. Stats. and is recommended for consistency with the statute.

Policy 2330 - Homework

This technical correction removes the requirement of the District Administrator to install a set of administrative guidelines and establishes within the policy some overarching principles or standards related to homework.

Policy 2340 - District-Sponsored Trips

This policy has been updated to use the term "administration" as added to definitions in a prior update.

Policy 2370 - Educational Options Provided by the District

"Youth Apprenticeship Program" was added as an option to meet the requirements of 118.57 (1). *School boards and schools that offer youth apprenticeships must add "the youth apprenticeship program" to the list of educational opportunities the board publishes as a class 1 notice and on its internet site and the high school provides to parents and guardians with its annual accountability report.*

Policy 2430 - District-Sponsored Clubs and Activities

This policy has been updated for consistent use of the term "district-sponsored" activities that was included in a previous update.

Policy 3340/4340 - Grievance Procedure

A grammar correction was made.

Policy 3440/4440 - Job-Related Expenses

The technical correction includes a legal citation and clarifies the options available throughout the policy.

Policy 5335 - Care of Students With Chronic Health Conditions

Names have been added for the other policies that are referenced within the policy.

Policy 5461 - Children at-Risk of Not Graduating From High School

A grammar correction has been made as well as a correction to the legal reference.

Policy 5512 - Use of Tobacco and Nicotine by Students

This policy is revised to specifically include the term "possess" within the list of prohibited activities in violation of the policy. The revision is highly recommended for a comprehensive application of the policy to particular incidents.

Policy 5513 - Care of District Property

This policy is revised to remove a sentence that is subjective as well as a cross-reference with policy 5540.

Policy 6520 - Payroll Deductions

Legal references have been added to the policy.

Policy 7543 - Remote Access to the District's Network

The language that was determined not to be relevant to the policy was removed.

Policy 8330 - Student Records

This technical correction clarifies the interplay between the federal use of the term "directory information" and the Wisconsin statutory use of the term "directory data".

These changes are recommended for greater clarification and consistency.

Policy 8500 - Food Services

This policy has been revised to reflect the updates by the USDA Food and Nutrition Service's (FNS's) Civil Rights Division to their Nondiscrimination Statement to include gender identity and sexual orientation as protected characteristics.

This change is based upon the current standards established by the USDA FNS's Civil Rights Division and should be made to keep the policy current and compliant.

Policy 8800 - Religious and Patriotic Ceremonies and Observances

This policy has been revised to include a relevant statute.

The revision is recommended but not required.

Policy 9130 - Public Requests, Suggestions, or Complaints

The policy is revised to remove the reference to library materials as the new language for reconsideration of library materials has been added to Policy 2522 and AG 2522 if the district chooses to instead include it in the guideline.

Last Modified by Steve LaVallee on August 31, 2022



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of CHANGE OF REGULAR MEETINGS
Code	po0165.2
Status	
Adopted	April 25, 2016
Last Revised	January 17, 2022

0165.2 - **CHANGE OF REGULAR MEETINGS**

If the Board adopts a resolution changing the date, time, or place of a regularly-scheduled meeting, the meeting notice shall state the date, time, place, and subject matter of the rescheduled meeting, as well as the name and address of the District. Said notice shall be posted on the front door of the Administrative Office Building and **at** such places as the Board may determine. Meeting notices of scheduled Board meetings shall be posted in accordance with State law. (see also Policy 0166 - Agenda)

T.C. 1/17/22

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Last Modified by Steve LaVallee on August 29, 2022



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of PRESIDENT
Code	po0171.1
Status	
Adopted	April 25, 2016
Last Revised	January 17, 2022

0171.1 - **PRESIDENT**

The President of the Board of Education shall:

- A. act as chairperson at meetings of the Board and ensure that minutes of meetings are properly recorded, approved, and signed;
- B. countersign all checks, share drafts, or other drafts for disbursement of District funds;
- C. defend on behalf of the District all actions brought against it;
- D. prosecute, when authorized by an annual meeting of the District, actions brought by the District and an action for the recovery of any forfeiture incurred under Chapters 115 ~~to and~~ 121, **Wis. Stats.** in which the District has an interest; **and**
- E. perform other duties appropriate to the office of the President under 120.15 Wis. Stats.

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Legal 120.15, Wis. Stats.

Last Modified by Steve LaVallee on August 29, 2022



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of HOMEWORK
Code	po2330
Status	
Adopted	October 17, 2016

2330 - **HOMEWORK**

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to, and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared or practiced outside of the school or independently while in attendance at school.

The Board of Education acknowledges that when used effectively as an extension of learning goals, homework has a variety of purposes:

- A. provide an opportunities to practice concepts and ideas already taught;
- B. reinforce skills by providing necessary practice;
- C. help students acquire a deeper and broader understanding of subject matter;
- D. acquaint parents with what their children are learning in school and invite their help as appropriate;
- E. allow students to pursue special interests;
- F. assist students in developing good study and work habits and responsibility toward learning;
- G. help students become resourceful and work independently;
- H. create a partnership between teacher-child-parent.

The District establishes the following standards for the assignment of homework: ~~The District Administrator shall develop administrative guidelines for the assignment of homework according to these guidelines:~~

- A. Homework should have a meaningful purpose, be connected to classroom learning goals, be carefully explained, and never be punitive in nature.
- B. Homework should extend/reinforce the classroom learning experience with appropriate teacher feedback..
- C. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, integration of knowledge, and an opportunity to remediate learning problems.
- D. The amount, frequency, and degree of difficulty of homework assignments shall be based on the grade level, ability, and needs of the student and should take into account the student's family life and other legitimate claims on the student's time. Materials needed for homework shall not cause an economic hardship to families.

- E. The schools shall recognize the role of parents by communicating the purpose of homework, the time expectation involved in completing homework, and ways in which parents can assist the school in helping the student carry out assigned responsibilities.
- F. Staff members shall communicate within the building to develop a clear understanding of homework expectations and to assure that students who have multiple teachers are not assigned excessive amounts of homework.

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Last Modified by Steve LaVallee on August 29, 2022



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of DISTRICT-SPONSORED TRIPS
Code	po2340
Status	
Adopted	October 17, 2016
Last Revised	November 18, 2019

2340 - **DISTRICT-SPONSORED TRIPS**

The Board recognizes the value of organized trips or other excursions away from the classroom as a valuable part of the District's educational programming and a valuable opportunity to obtain additional educational experiences not offered directly in the curriculum offerings. These opportunities occur in four (4) primary forms addressed in this policy: (a) field trips; (b) extra-curricular/co-curricular program related trips; (c) overnight trips; and (d) other District-sponsored trips.

Field Trips

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. For purposes of this policy, a field trip shall be defined as any planned journey by one (1) or more students away from District premises, which is under the supervision of a professional staff member, approved by the ~~Administration~~**school administration** and furthers or supplements an integral part of a course of study as planned for and incorporated into that course of study by the teacher. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. arouse new interests among students;
- C. help students relate school experiences to the reality of the world outside of school;
- D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. afford students the opportunity to study real things and real processes in their actual environment.

Out-of-state field trips that do not include an overnight stay must be approved by the ~~Administration~~**school administration**.

Extra-Curricular/Co-Curricular Trips

The Board recognizes that student trips will occur for reasons that are not directly incorporated into the curriculum as part of a class, but rather are part of the extra-curricular/co-curricular activities offered by the District. For example, a District athletic team may travel to away games, or take a trip to an out of town tournament. Any such trips must be identified at the beginning of the activity for the school year, or for the particular season. Extra-curricular or co-curricular trips shall be approved by the school administration in accordance with the same procedures used for approving field trips. In cases where such advance notice is not possible (such as travel to State tournament competition), the staff member responsible for such activity shall notify the District Administrator of the activity and pertinent information.

Extra-curricular trips that extend to an overnight stay are considered overnight travel, other than WIAA athletic teams participating in State tournaments/meets.

Overnight and Water-Related Travel

Overnight travel is defined as a field trip that involves one or more overnight stays. Overnight travel includes foreign travel. The District views overnight travel outside of the District related to the curriculum/program as an adjunct to that curriculum/program. As such it is an important feature of the overall educational program. The District recognizes the importance of overnight travel outside of the District to amplify and enhance studies that occur in the schools' classrooms through unique enrichment opportunities that are not available locally. Overnight travel shall first be approved by the **P** principal, District Administrator in accordance with the District's overnight travel guidelines, and then must be submitted to the Board for final approval.

Other District-Sponsored Trips

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program, but not a part of a particular course and not expressly connected to an established extra-curricular/co-curricular activity. These trips may include such trips as summer trip programs, youth service trips, and other types of day trips that are organized by or through school staff or facilitated in some fashion through the District.

Trip Approval Process

No staff member may offer or lead any trip no matter the type unless the trip has been approved in the manner prescribed in this policy.

A list of field trips may be approved annually. Each proposed field trip not so listed must be separately approved.

General Trip Provisions

Students may be charged fees for District-sponsored trips.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or District Administrator. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the District Administrator. Permission to solicit neither grants nor implies approval of the trip. Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in **theirhis/her** charge is imperiled or where changes or substitutions beyond **the staff member'shis/her** control have frustrated the purpose of the trip.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

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Legal 121.54(7), Wis. Stats.

Last Modified by Steve LaVallee on August 29, 2022



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of EDUCATIONAL OPTIONS PROVIDED BY THE DISTRICT
Code	po2370 ***
Status	
Adopted	June 15, 2020

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

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

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

Early College Credit Program

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

Start College Now Program

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

Advanced Placement (AP) Courses

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

Cooperative Academic Partnership Program (CAPP) Courses

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

Dual Credit Programs

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

Independent Study

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

Advanced Study

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

Online Courses

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

Work-Study Programs

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

Summer School

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

[X] Youth Apprenticeship Program

The District offers a Youth Apprenticeship program as part of the Statewide School-to-Work initiative.

Full-Time Open Enrollment Program

The District offers a full-time open enrollment opportunity to students in accordance with Policy 5113 - ~~Full-Time~~ Open Enrollment **Program (Inter-District)**.

Part-Time Open Enrollment Program

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

Courses for Home-Based Private Education Students

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

Notification of Educational Options

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

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Last Modified by Melanie J Oppor on November 15, 2022



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of DISTRICT-SPONSORED CLUBS AND ACTIVITIES
Code	po2430
Status	
Adopted	October 17, 2016
Last Revised	January 17, 2022

2430 - **DISTRICT-SPONSORED CLUBS AND ACTIVITIES**

The Board believes that the goals and objectives of this District are best achieved by a diversity of learning experiences, including those that are not conducted in a regular classroom but are related to the District's curriculum and/or mission.

The purpose of District-sponsored activities shall be to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still directly related to accomplishing the educational outcomes for students as adopted by the Board in Policy 2131. The Board encourages all students, including those students in elementary and middle school grades, to participate in such opportunities. In implementing this policy, the District Administrator shall take steps to make such opportunities accessible to all students.

For purposes of this policy, District-sponsored activities are typically those activities in which:

- A. the subject matter is actually taught or will be taught in a regularly offered course;
- B. the subject matter concerns the District's composite courses of study;
- C. participation is required for a particular course;
- D. participation results in academic credit; or
- E. the subject matter is of interest to students and aligns with the District's goals and mission.

No activity shall be considered to be under the sponsorship of this Board unless it meets one or more of the criteria stated above and has been approved by the District Administrator.

Such activities, along with competitive extra-curricular activities/athletics (not directly related to courses of study), may be conducted on-or-off-school premises by clubs, associations, and organizations of students sponsored by the Board and directed by a staff advisor.

Non-District sponsored, student activities that are initiated by parents or other members of the community may be allowed under the provisions of Policy 7510 - Use of District Facilities. The Board, however will not:

- A. assume any responsibility for the planning, conducting, or evaluating of such activities;
- B. provide any funds or other resources;
- C. allow any member of the District's staff to assist in the planning, conducting, or evaluating of such an activity during the hours s/he is functioning as a member of the staff.

No non-district-sponsored organization may use the name, logo, mascot, or any other name which would associate an activity with the District. Additionally, no nondistrict-sponsored organization may use the assets of the District, including but not limited to facilities, technology, or communication networks without the specific permission(s) as outlined in the relevant District policies.

In addition to the eligibility requirements established by the Wisconsin Interscholastic Athletic Association, to be eligible for any athletic or other extra-curricular activity, a student must meet the criteria established in the Activities Code.

Students shall be fully informed of the **District-sponsored curricular-related** activities available to them and of the eligibility standards established for participation in these activities. District-sponsored activities shall be available to all students who elect to participate and who meet eligibility standards.

The District Administrator shall prepare administrative guidelines to implement a program of curricular-related clubs and activities. Such guidelines should ensure that the needs and interests of the students are properly assessed and procedures are established for continuing evaluation of each club and activity.

To remain a member of a District-**sponsored established** student group or national organization such as the National Honor Society, a student must continue to meet all of the eligibility criteria and abide by the principles and practices established by the group or the organization.

Revised 12/18/17

Revised 3/15/21

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Legal 120.12(23), Wis. Stats.

P.L. 98-377

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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of GRIEVANCE PROCEDURE
Code	po3340
Status	
Adopted	May 16, 2016
Last Revised	April 25, 2022

3340 - **GRIEVANCE PROCEDURE**

It is the policy of the District to treat all employees equitably and fairly in matters affecting their employment. This section shall apply to all regular full-time, part-time, limited, temporary, and seasonal employees shall be provided an opportunity to resolve certain matters affecting employment that the employee believes to be unjust.

This procedure is available in the case of any employee's disagreement with discipline or termination of employment, as well as a matter relating to workplace safety.

A grievance shall imply a dispute concerning an employee's discipline or termination of employment or a dispute concerning workplace conditions that affect workplace safety. Only one subject matter shall be covered in any one grievance. A written grievance shall contain:

- A. the name and position of the grievant;
- B. a clear and concise statement of the grievant, including the category of the grievance (i.e., employee termination, discipline, or workplace safety);
- C. the issue involved;
- D. the relief sought;
- E. the date the incident or violation took place;
- F. the specific section of the Policy Manual alleged to have been violated;
- G. the signature of the grievant and the date.

All employee grievances must be filed by the aggrieved employee(s). The grievance must be filed within five (5) business days after the employee knew or should have known of the cause of such grievance. The following procedures shall be followed:

A. **Principal/Supervisor:**

If an employee believes they have a matter subject to the grievance procedure they shall present the grievance to their immediate supervisor. If applicable, the employee shall perform the assigned task and grieve later. The Principal/Supervisor shall, within five (5) business days, inform the employee in writing of their decision.

B. **District Administrator:**

In the event the Principal's/Supervisor's decision does not resolve the problem, the employee may, within five (5) business days of the date the Principal's/Supervisor's written decision is issued, present their grievance in writing to the District

Administrator. This grievance shall fully state the details of the problem and suggest a remedy. The District Administrator shall, within five (5) business days of receipt of the grievance, meet and discuss the grievance with the employee and then reply in writing within ten (10) business days. This step does not apply to any grievance related to action by the Board that directly affects the grievant.

C. Hearing Before an Impartial Hearing Officer:

In the event the matter is not resolved to the employee's satisfaction by the District Administrator, the employee may, within five (5) business days of the date of the written decision of the District Administrator, request in writing that the matter be referred for a hearing before an impartial hearing officer. The Board of Education shall appoint a hearing officer for the purpose of conducting the hearing. If the District Administrator denies the grievance based on whether the grievance is timely or relates to a covered matter (i.e. workplace safety, discipline or termination), the matter shall be referred to the Board for determination of whether the grievance may proceed. If the Board determines^{sd} that the grievance may proceed, it will then be referred to the Impartial Hearing Officer. The Board may appoint a hearing officer or panel of potential hearing officers from which to select an officer for this purpose either on an ad hoc basis or by resolution adopted for a school year and delegate to the District Administrator the responsibility to arrange for such hearing with one of the selected officers. When the grievant is the District Administrator, the Board President shall be responsible for selection of the hearing officer and arranging a hearing.

Each grievance shall be heard by a single hearing officer and such hearings shall be private. The employee and the District may present witnesses, and each side may select one (1) individual to attend the hearing as a representative. Any employee representative selected shall be at no expense to the District.

The Hearing Officer may only consider the matter presented to him/her in the initial grievance filed by the employee. The decision will apply exclusively to the employee presenting the grievance. The Impartial Hearing Officer shall have authority to run the hearing, including administering oaths, admitting evidence into the record, providing for transcription, etc. The Officer may not modify any Board policy and may not issue decisions on matters not presented to the Principal/Supervisor in the initial grievance. Any fees or costs charged by the impartial hearing officer shall be paid by the District.

D. Board:

In the event that either party is dissatisfied with the hearing officer's decision, that party may within ten (10) business days, present the grievance in writing to the Board, who shall consider the matter within thirty (30) business days after its receipt, unless postponed by mutual agreement. The Board shall revise the decision of the impartial hearing officer and may either issue a decision or determine that additional evidence or testimony is necessary and provide for a hearing for that purpose.

The Board's decision shall be by a majority vote of a quorum present, which shall be final.

This procedure constitutes the exclusive process for the redress of employee grievances for the subject matter referred to herein. However, nothing in this grievance procedure shall prevent any employee from addressing concerns regarding matters not subject to the grievance procedure with administration and employees are encouraged to do so. Matters not subject to the grievance procedure that are raised by employees shall be considered by administration has final authority, subject to any applicable Board policy or directive, to resolve the matter.

Time limits contained in this grievance procedure outlined above may be extended by mutual consent of the parties. If any applicable time limit for advancing the grievance to the next step in the process is not met, the grievance shall be deemed resolved. Each employee shall be afforded any opportunity to be represented at each step of the grievance procedure by a representative of the employee's choice and at no expense to the District.

For purposes of this grievance procedure, the following definitions shall apply:

- A. "Workplace safety" means those conditions related to physical health and safety of employees enforceable under Federal or State law, or District rule related to: safety of the physical work environment, the safe operation of workplace equipment and tools, provision of protective equipment, training and warning requirements, workplace violence and accident risks.
- B. "Termination" does not include voluntary resignation or retirement, or the nonrenewal of an employment contract pursuant to 118.22 and 118.24 Wis. Stats., nor does it include position elimination due to a reduction in force under Policy 3131 - Reduction in Staff.
- C. "Employee discipline" refers to unpaid suspensions written reprimands, or demotion, but excludes performance conferences/evaluations, staff assignments, improvement plans, or oral counseling or reprimand unless a written record of the reprimand is placed in the employee's file.
- D. "Business days" means weekdays, excluding any District recognized holiday that falls on a weekday, but does not exclude weekdays during schedule break periods.

Revised 8/22/16

Revised 4/27/20

T.C. 3/15/21

T.C. 1/17/22

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66.0509(1m), 118.22, 118.24 Wis. Stats.

Last Modified by Steve LaVallee on August 29, 2022



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of JOB-RELATED EXPENSES
Code	po3440 - Statute Added
Status	
Adopted	October 1, 2015
Last Revised	June 19, 2017

3440 - **JOB-RELATED EXPENSES**

The Board ~~of Education~~ may provide for the payment of the actual and necessary expenses, including traveling expenses, of any professional staff member of the District incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with the District Administrator's administrative guidelines.

Employees are expected to exercise the same care incurring travel expenses that a prudent person would exercise if traveling on personal business and expending personal funds. Unauthorized costs and additional expenses incurred for personal preference or convenience will not be reimbursed.

Unauthorized expenses include but are not limited to alcohol, movies, fines for traffic violations, and the entertainment/meals/lodging of spouses or guests.

Commercial airfare costs in excess of the basic least expensive unrestricted accommodations class offered by commercial airlines are unallowable except when such accommodations would (1) require circuitous routing; (2) require travel during unreasonable hours; (3) excessively prolong travel; (4) result in additional costs that would offset the transportation savings; or (5) offer accommodations not reasonably adequate for the traveler's medical needs. Instances of commercial airfare cost in excess of the basic least expensive unrestricted accommodations class must be justified and documented on a case-by-case basis.

Travel payment and reimbursement provided from Federal funds must be authorized in advance and must be reasonable and consistent with the District's travel policy and administrative guidelines. For travel paid for with Federal funds, the travel authorization must include documentation that demonstrates that (1) the participation in the event by the individual traveling is necessary to the Federal award; and (2) the costs are reasonable and consistent with the District's travel policy.

All travel shall comply with the travel procedures and rates established in the administrative guidelines. All costs incurred with Federal funds must meet the cost allowability standards within Board Policy 6110.

To the extent that the District's policy does not establish the allowability of a particular type of travel cost, the rates and amounts established under 5 U.S.C. 5701-11, ("Travel and Subsistence Expenses; Mileage Allowances"), or by the Administrator of General Services, or by the President (or his or her designee), must apply to travel under Federal awards.

The validity of payments for job-related expenses shall be determined by the District Administrator.

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Legal	2 C.F.R. 200.474
	5 U.S.C. 5701-11

Last Modified by Steve LaVallee on August 29, 2022



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of GRIEVANCE PROCEDURE
Code	po4340
Status	
Adopted	May 16, 2016
Last Revised	April 25, 2022

4340 - **GRIEVANCE PROCEDURE**

It is the policy of the District to treat all employees equitably and fairly in matters affecting their employment. This section shall apply to all regular full-time, part-time, limited, temporary, and seasonal employees shall be provided an opportunity to resolve certain matters affecting employment that the employee believes to be unjust.

This procedure is available in the case of any employee's disagreement with discipline or termination of employment, as well as a matter relating to workplace safety.

A grievance shall imply a dispute concerning an employee's discipline or termination of employment or a dispute concerning workplace conditions that affect workplace safety. Only one subject matter shall be covered in any one grievance. A written grievance shall contain:

- A. the name and position of the grievant;
- B. a clear and concise statement of the grievant, including the category of the grievance (i.e., employee termination, discipline, or workplace safety);
- C. the issue involved;
- D. the relief sought;
- E. the date the incident or violation took place;
- F. the specific section of the Policy Manual alleged to have been violated;
- G. the signature of the grievant and the date.

All employee grievances must be filed by the aggrieved employee(s). The grievance must be filed within five (5) business days after the employee knew or should have known of the cause of such grievance. The following procedures shall be followed:

A. **Principal/Supervisor:**

If an employee believes they have a matter subject to the grievance procedure they shall present the grievance to their immediate supervisor. If applicable, the employee shall perform the assigned task and grieve later. The Principal/Supervisor shall, within five (5) business days, inform the employee in writing of their decision.

B. **District Administrator:**

In the event the Principal's/Supervisor's decision does not resolve the problem, the employee may, within five (5) business days of the date the Principal's/Supervisor's written decision is issued, present their grievance in writing to the District

Administrator. This grievance shall fully state the details of the problem and suggest a remedy. The District Administrator shall, within five (5) business days of receipt of the grievance, meet and discuss the grievance with the employee and then reply in writing within ten (10) business days. This step does not apply to any grievance related to action by the Board that directly affects the grievant.

C. Hearing Before an Impartial Hearing Officer:

In the event the matter is not resolved to the employee's satisfaction by the District Administrator, the employee may, within five (5) business days of the date of the written decision of the District Administrator, request in writing that the matter be referred for a hearing before an impartial hearing officer. The Board of Education shall appoint a hearing officer for the purpose of conducting the hearing. If the District Administrator denies the grievance based on whether the grievance is timely or relates to a covered matter (i.e. workplace safety, discipline or termination), the matter shall be referred to the Board for determination of whether the grievance may proceed. If the Board determines ~~sd that~~ the grievance may proceed, it will then be referred to the Impartial Hearing Officer. The Board may appoint a hearing officer or panel of potential hearing officers from which to select an officer for this purpose either on an ad hoc basis or by resolution adopted for a school year and delegate to the District Administrator the responsibility to arrange for such hearing with one of the selected officers. When the grievant is the District Administrator, the Board President shall be responsible for selection of the hearing officer and arranging a hearing.

Each grievance shall be heard by a single hearing officer and such hearings shall be private. The employee and the District may present witnesses, and each side may select one (1) individual to attend the hearing as a representative. Any employee representative selected shall be at no expense to the District.

The Hearing Officer may only consider the matter presented to him/her in the initial grievance filed by the employee. The decision will apply exclusively to the employee presenting the grievance. The Impartial Hearing Officer shall have authority to run the hearing, including administering oaths, admitting evidence into the record, providing for transcription, etc. The Officer may not modify any Board policy and may not issue decisions on matters not presented to the Principal/Supervisor in the initial grievance. Any fees or costs charged by the impartial hearing officer shall be paid by the District.

D. Board:

In the event that either party is dissatisfied with the hearing officer's decision, that party may within ten (10) business days, present the grievance in writing to the Board, who shall consider the matter within thirty (30) business days after its receipt, unless postponed by mutual agreement. The Board shall revise the decision of the impartial hearing officer and may either issue a decision or determine that additional evidence or testimony is necessary and provide for a hearing for that purpose.

The Board's decision shall be by a majority vote of a quorum present, which shall be final.

This procedure constitutes the exclusive process for the redress of employee grievances for the subject matter referred to herein. However, nothing in this grievance procedure shall prevent any employee from addressing concerns regarding matters not subject to the grievance procedure with administration and employees are encouraged to do so. Matters not subject to the grievance procedure that are raised by employees shall be considered by administration has final authority, subject to any applicable Board policy or directive, to resolve the matter.

Time limits contained in this grievance procedure outlined above may be extended by mutual consent of the parties. If any applicable time limit for advancing the grievance to the next step in the process is not met, the grievance shall be deemed resolved. Each employee shall be afforded any opportunity to be represented at each step of the grievance procedure by a representative of the employee's choice and at no expense to the District.

For purposes of this grievance procedure, the following definitions shall apply:

- A. "Workplace safety" means those conditions related to physical health and safety of employees enforceable under Federal or State law, or District rule related to: safety of the physical work environment, the safe operation of workplace equipment and tools, provision of protective equipment, training and warning requirements, workplace violence and accident risks.
- B. **Termination does not include voluntary resignation or retirement, nor does it include reduction in force under Policy 4131 - Reduction in Staff. ~~Termination does not include voluntary resignation or retirement, or the nonrenewal of an employment contract pursuant to 118.22 and 118.24 Wis. Stats., nor does it include position elimination due to a reduction in force under Policy 3131—Reduction in Staff.~~**
- C. "Employee discipline" refers to unpaid suspensions written reprimands, or demotion, but excludes performance conferences/evaluations, staff assignments, improvement plans, or oral counseling or reprimand unless a written record of the reprimand is placed in the employee's file.

D. "Business days" means weekdays, excluding any District recognized holiday that falls on a weekday, but does not exclude weekdays during schedule break periods.

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Revised 4/27/20

T.C. 3/15/21

T.C. 1/17/22

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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of JOB-RELATED EXPENSES
Code	po4440 - Added Statute
Status	
Adopted	May 16, 2016
Last Revised	November 19, 2018

4440 - **JOB-RELATED EXPENSES**

The Board may provide for the payment of the actual and necessary expenses, including traveling expenses, of any support staff member of the District incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with the District Administrator's administrative guidelines.

The validity of payments for job-related expenses shall be determined by the Business Manager.

Employees are expected to exercise the same care incurring travel expenses that a prudent person would exercise if traveling on personal business and expending personal funds. Unauthorized costs and additional expenses incurred for personal preference or convenience will not be reimbursed.

Unauthorized expenses include but are not limited to alcohol, movies, fines for traffic violations, and the entertainment/meals/lodging of spouses or guests.

Travel payment and reimbursement provided from Federal funds must be authorized in advance and must be reasonable and consistent with the District's travel policy and administrative guidelines. For travel paid for with Federal funds, the travel authorization must include documentation that demonstrates that (1) the participation in the event by the individual traveling is necessary to the Federal award; and (2) the costs are reasonable and consistent with the District's travel policy.

All travel shall comply with the travel procedures and rates established in the administrative guidelines. All costs incurred with Federal funds must meet the cost allowability standards within Board Policy 6110.

To the extent that the District's policy does not establish the allowability of a particular type of travel cost, the rates and amounts established under 5 U.S.C. 5701-11, ("Travel and Subsistence Expenses; Mileage Allowances"), or by the Administrator of General Services, or by the President (or his or her designee), must apply to travel under Federal awards.

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Revised 6/19/17

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Legal	2 C.F.R. 200.474
	5 U.S.C. 5701-11

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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS
Code	po5335
Status	
Adopted	June 20, 2016
Last Revised	January 17, 2022

5335 - **CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS**

Students with chronic health conditions will be provided with a free appropriate public education. If their impairment does not require specially designed instruction for them to benefit educationally, they will be eligible for accommodations/modifications/interventions of the regular classroom, curriculum, or activity with every effort made to provide them with the same access to an education as students without disabilities. Such accommodations/modifications/interventions will be provided pursuant to a Section 504 Plan (Form 2260.01 F13).

Chronic health conditions, for the purposes of this policy, shall include but will not be limited to:

- A. "peanut" and other food allergies;
- B. allergies;
- C. asthma;
- D. diabetes; and
- E. seizure disorder.

All information regarding student identification, health care management, and emergency care shall be safeguarded as personally identifiable information in accordance with Policy 8330 **- Student Records** and Policy 8350 **- Confidentiality**.

The District will coordinate school health practices for management of a chronic health condition and shall provide for:

- A. identification of individuals with chronic health conditions;
- B. development of Individual Health Plans (IHP) as appropriate;
- C. coordination of health care management activities by school staff;
- D. communication among school staff who interact with children with chronic health conditions;
- E. development of protocols to prevent exposure/episodic reactions;
- F. awareness and training of school staff regarding Board policy on acute and routine management of chronic health conditions, information on signs and treatment of chronic health conditions, medication and administration, and emergency protocols for dealing with reactions in "unusual" situations such as field trips.

School health practices shall provide students with chronic health conditions the opportunity for:

- A. full participation in physical activities when students are well;
- B. modified activities as indicated by the student's IHP, 504 plan, or Individualized Education Plan ("IEP");
- C. access to preventative medications before activity (as prescribed by their medical providers) and immediate access to emergency medications during activity;
- D. communication regarding student health status between parents, physicians, teachers (particularly physical education teachers), and coaches.

Healthcare management activities shall include:

- A. procedures to obtain, maintain, and utilize written IHP plans, signed by the child's parents and physician, for each student with a chronic health condition;
- B. procedures for students to have immediate access to medications, in accordance with Policy 5330 **- Administration of Medication/Emergency Care** and AG 5330 **- Administration of Medications**, that allow students to self-care and self-administer medications, inhalers, and epinephrine auto-injectors, as prescribed by a medical professional and approved by parents;
- C. case management for students with frequent school absences, school health office visits, emergency department visits, or hospitalizations due to chronic health conditions;
- D. management and care of the student's chronic health condition in the classroom, in any area of the school or school grounds, or at any school related activity or event.

Staff will be trained about chronic health conditions and their control at least annually in each school in which there is a student with a chronic health condition.

Designated staff who have responsibility for specialized services such as giving inhaler treatments or injections, or conducting glucose and/or ketone tests shall be provided training specific to the procedures, at least annually, by a licensed health professional.

The school nurse shall maintain a copy of the training program and the records of training completed by school employees.

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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL
Code	po5461
Status	
Adopted	June 20, 2016
Last Revised	April 25, 2022

5461 - **CHILDREN AT-RISK OF NOT GRADUATING FROM HIGH SCHOOL**

The Board shall establish programs to serve children in the District who are identified as "children-at-risk" in compliance with State statutes. This policy meets the requirements of State law which includes identifying and serving "children-at-risk" students as defined below:

Students who are at risk of not graduating high school because they are dropouts or are at least two (2) of the following:

- A. one (1) or more years behind their age group in the number of high school credits attained
- B. two (2) or more years behind their age group in basic skill level (math and reading)
- C. habitually truant
- D. parents
- E. adjudicated delinquents, and
- F. eighth grade students whose score in each area of the student assessment was below basic level of failing and eighth grade students that were not promoted to ninth grade

The District shall identify all children at-risk enrolled in the District. The District shall annually develop a plan describing how the Board will meet the needs of such students. Each plan shall be completed on or before August 15th of each year.

All programs and services developed for "children-at-risk" shall be designed to improve and expand educational opportunities for these children on an individualized basis, through a variety of means (e.g., additional instruction, differentiation, intervention), and provide alternative courses or program modifications which satisfactorily meet the District's graduation requirements.

Principals are responsible for identifying and addressing barriers to learning through a variety of strategies. The plan will communicate the structure, strategies, and program offerings for students at-risk which will vary by individual. Strategies for support, interventions, programs, and alternative educational options are made available to all students and at all levels as needed.

The Board uses a Equitable Multi-Level System of Supports (EMLSS) Model that is designed as a continuum for Literacy, Mathematics, and Behavior. E MLSS is defined as a systemic process for achieving high levels of academic and behavioral success for all students through:

- A. multi-level, high-quality instructional approach for general, at-risk, advanced learners, and special education student needs;
- B. a balanced assessment system;

C. collaborative practices.

The Board will make reasonable efforts to help each student acquire the necessary skills, concepts, and content of course or subject area they are enrolled in through systemic practices of EMLSS. Student capabilities will be identified for RtI using multiple criteria in accordance with District guidelines. These guidelines are aligned with the Wisconsin Department of Public Instruction's recommendations.

The District will maintain an EMLSS Continuum and supporting documents which outline specific implementation procedures and guidelines that will be reviewed annually.

Parent involvement will be actively solicited to improve student success. Community service agencies' participation and partnerships will be encouraged and actively sought to meet student needs.

Students shall be identified and referred to these programs and services in accordance with State regulations and guidelines established by the administration. An annual report concerning "children-at-risk" shall be made to the Board.

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Book	Policy Manual
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Title	Copy of USE OF TOBACCO AND NICOTINE BY STUDENTS
Code	po5512
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5512 - **USE OF TOBACCO AND NICOTINE BY STUDENTS**

The Board recognizes that the use of tobacco products, as well as other nicotine delivery systems, such as electronic smoking devices, are a health, safety, and environmental hazard for students, staff, visitors, and school facilities. The Board is acutely aware of the serious health risks associated with the use of these products, both to users and non-users, and that their use or promotion on school grounds and at off-campus school-sponsored events is detrimental to the health and safety of students, staff, and visitors. The Board also believes accepting tobacco industry gifts or materials will send an inconsistent message to students, staff, and visitors.

It shall be a violation of this policy for any student of the District to **possess**, use, consume, display, promote, or sell any tobacco products, tobacco industry brand, tobacco-related devices, imitation tobacco products, or electronic smoking or vaping devices, regardless of content at any time on school property or at off-campus, school-sponsored events.

It shall be a violation of this policy for the District to solicit or accept any contributions, gifts, money, curricula, or materials from the tobacco industry or from any tobacco products retailer. This includes, but is not limited to, donations, monies for sponsorship, advertising, promotions, loans, or support for equipment, uniforms, and sports and/or training facilities. It shall be a violation of this policy to participate in any type of service funded by the tobacco industry while in the scope of employment for the District.

Exceptions

It shall not be a violation of this policy for tobacco products, tobacco-related devices, imitation tobacco products, or lighters to be included in instructional or work-related activities in school buildings if the activity is conducted by a staff member or an approved visitor and the activity does not include smoking, chewing, or otherwise ingesting the product.

The prohibition on the use of other products containing nicotine, including, but not limited to, nicotine patches and nicotine gum may be removed when a parent or "adult" student provides documentation from a licensed medical practitioner that the student's use of non-tobacco nicotine products is being medically supervised for the cessation of a nicotine addiction and the student complies with Policy 5330 - Administration of Medication.

Policy Specific Definitions

The term "any time" means during normal school and non-school hours: twenty-four (24) hours a day, seven (7) days a week.

The term "electronic smoking device" means any product containing or delivering nicotine, or any other substance, whether natural or synthetic, intended for human consumption through the inhalation of aerosol or vapor from the product. The term electronic smoking device includes, but is not limited to, devices manufactured, marketed, or sold as e-cigarettes, e-cigars, e-pipes, vape pens, mods, tank systems, JUUL, or under any other product name or descriptor. The term electronic smoking device includes any component part of a product, whether or not marketed or sold separately, including but not limited to e-liquids, e-juice, cartridges, and pods.

The term "imitation tobacco product" means any edible non-tobacco product designed to resemble a tobacco product, or non-edible, non-tobacco product designed to resemble a tobacco product that is intended to be used by children as a toy. Examples of imitation tobacco products include but are not limited to: candy or chocolate cigarettes, bubble gum cigars, shredded bubble gum resembling chewing tobacco, pouches containing flavored substances packaged similar to snuff, shredded beef jerky in containers resembling snuff tins, plastic cigars, and puff cigarettes.

The term "off-campus, school-sponsored event" means any event sponsored by the school or School District that is not on school property, including but not limited to, sporting events, day camps, field trips, entertainment seminars, dances or theatrical productions.

The term "school property" means all facilities and property, including land, whether owned, rented, or leased by the District, and all vehicles owned, leased, rented, contracted for, or controlled by the District used for transported students, staff and visitors.

The term "smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. "Smoking" also includes carrying or using an activated electronic smoking device.

The term "tobacco products retailer" means retailers whose primary business is to sell tobacco and/or tobacco-related products.

The term "tobacco industry" means manufacturers, distributors, or wholesalers of tobacco products, electronic smoking devices, or tobacco-related devices; this includes parent companies and subsidiaries.

The term "tobacco industry brand" means any corporate name, trademark, logo, symbol, motto, selling message, recognizable pattern of colors, or any other indication of product identification identical or similar to those used for any brand of tobacco product, company, or manufacturer of tobacco products.

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 120.12(20), Wis. Stats.
 20 U.S.C. 6081 et seq.
 20 U.S.C. 7182

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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of CARE OF DISTRICT PROPERTY
Code	po5513
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5513 - CARE OF DISTRICT PROPERTY

Basic to the philosophy of the Board **of Education** is a respect for the rights of others. Students are urged to exercise this respect in regard to the belongings of others, including District property. Each student should realize that vandalism to District property is costly to repair **and is directly related to increased school taxes.**

Attempts should be made to teach students respect for property which can be done in connection with the care of textbooks and the use of District materials and equipment.

In accordance with law, students who cause damage to District property shall be subject to disciplinary measures including suspension and expulsion. Also their parents shall be financially liable for such damage to the extent of the law except that students over eighteen (18) years of age or older shall be liable for damage they cause.

The Board authorizes the imposition of fines for the loss, damage, or destruction of District owned, borrowed or leased equipment, computing devices, school records, apparatus, musical instruments, library materials, textbooks, and for damage to District buildings or facilities.

The District Administrator may report to the appropriate authorities any student whose damage of District property has been serious or chronic in nature. **Any such referral shall be consistent with Policy 5540 - The Schools and Governmental Agencies.**

The District Administrator shall develop administrative guidelines to implement this policy.

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Book	Policy Manual
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Title	Copy of PAYROLL DEDUCTIONS
Code	po6520 - Statute Added
Status	
Adopted	July 18, 2016
Last Revised	April 27, 2020

6520 - **PAYROLL DEDUCTIONS**

The Board directs the District Administrator to ensure that deductions are made from an employee's paycheck as required by law (e.g., State and Federal withholding, employment taxes garnishments, and child support). The Board also authorizes payroll deductions for the following purposes:

- A. Wisconsin Retirement System (Standard Contribution)
- B. Wisconsin Retirement System (Voluntary Additional Contribution)
- C. Section 125 deductions (cafeteria plans)
- D. contributions to charitable corporations, not-for-profit and community fund organizations
- E. payment of group insurance premiums for a plan in which District employees participate
- F. payment for benefits of part-time employees who elect to participate in benefits provided to full-time staff
Any such deduction must be expressly authorized in writing by the employee.

The Board declares its willingness to enter into an agreement with any of its employees whereby the employee agrees to take a reduction in salary with respect to amounts earned after the effective date of such agreement in return for the Board's agreement to use a corresponding amount to purchase an annuity for such employee (or group of employees desiring the same annuity company) from any company authorized to transact the business as specified in law in accordance with Section 403(b) or 457 of the Internal Revenue Code, and in accordance with the District's administrative guidelines. However, it shall be clearly understood that the Board's only function shall be the deduction and remittance of employee funds.

Said agreement shall comply with all of the provisions of law and may be terminated as said law provides upon notice in writing by either party. Employees shall notify the District Administrator's Office in writing if they wish to participate in such a program.

Revised 11/19/18

Revised 7/22/19

[26 U.S.C. 457](#)
[26 U.S.C. 403\(b\)](#)
[Chapter 109, Wis. Stats.](#)

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26 U.S.C. 457

26 U.S.C. 403(b)

Chapter 109, Wis. Stats.

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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of REMOTE ACCESS TO THE DISTRICT'S NETWORK
Code	po7543
Status	
Adopted	November 21, 2016

7543 - REMOTE ACCESS TO THE DISTRICT'S NETWORK

Access to the District's Website is encouraged.

~~The following resources shall be available on the District's website:~~

- A. ~~the District's calendar of events~~
- B. ~~gradebook program~~
- C. ~~required State report(s)~~
- D. ~~Board agendas and minutes~~

The Board encourages employees, parents, students, and community members to check the District's website regularly for changes to these resources and for the addition of other resources. Some resources may require a user name and password, or a login procedure due to the personally identifiable nature of the information provided through that resource (e.g., the gradebook program and e-mail system). If a user name and password, or login procedure, is necessary to access a resource, information shall be provided on the website explaining who is eligible for a user name and password, how to obtain a user name and password, and detailed instructions concerning the login process.

Board members, District employees, and students, as well as contractors of the District, are permitted to use their personally-owned or District-owned computer or workstation and/or web-enabled devices of any type of remotely (i.e. away from District property and facilities) access the District's server and thereby connect to the District's Network. This policy is limited to remote access connections that are used to do work on behalf of or for the benefit of the District, including, but not limited to, reading or sending e-mail and reviewing District-provided intranet web resources and completing assigned coursework.

Each individual granted remote access privileges pursuant to this policy must adhere to the following standards and regulations:

- A. ~~his/her~~the device computer/device must have, at the minimum, the anti-virus software specified in the District's standards for remote access and connection
- B. the individual may only access the Network using an ~~his/her~~ assigned user name and password
The individual must not allow other persons, including family members, to use ~~the~~his/her user name and password assigned to login into the Network. The user may not go beyond ~~his/her~~ authorized access.
- C. ~~the~~his/her device may not be connected to any other network at the same time the individual s/he is connected to the Network, with the exception of personal networks that are under the complete control of the user
- D. the individual may not access non-District e-mail accounts (e.g. Hotmail, Gmail, Yahoo, AOL, and the like) or other external resources while connected to the Network
- E. ~~the~~ his/her device may not, at any time while the individual is using remote access to connect to the Network, be reconfigured for the purpose of split-tunneling or dual-homing

Additional standards and regulations for remotely accessing and connecting to the District network may be developed and published.

Any user who violates this policy may be denied remote access and connection privileges.

- use of the Network is contingent upon the individual abiding by the terms and conditions of the District's Network and Internet Acceptable Use and Safety policy and guidelines

Users may be required to sign the applicable agreement form (Form 7540.03 F1 or Form 7540.04 F1) prior to being permitted to use remote access.

Any employee who violates this policy may be disciplined, up to and including termination of employment; any contractor who violates this policy may have **theirhis/her** contract with the District terminated; and any student who violates this policy may be disciplined up to and including suspension or expulsion.

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Book	Policy Manual
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Title	Copy of STUDENT RECORDS
Code	po8330
Status	
Adopted	November 21, 2016
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8330 - **STUDENT RECORDS**

In order to provide appropriate educational services and programming, the Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Except for data identified by policy as "directory data," student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

Reference in this policy to "directory data," includes reference to "directory information," in the context of the Family Educational Rights and Privacy Act (FERPA).

The Board is responsible for the records of all students who attend or have attended schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District or specifically permitted by this Board will be compiled by Board employees.

In all cases, permitted, narrative information in student records shall be objectively-based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

Address Confidentiality Program

Students who are verified participants in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice shall be permitted to use their substitute assigned address for all District purposes. The Board shall refrain from including the student's actual/confidential residential address in any student records or files (including electronic records and files) or disclosing the student's actual/confidential residential address when releasing student records. The Board shall only list the address designated by the Wisconsin Department of Justice to serve as the student's address in any student records or files, including electronic records and files. Further, the Board shall use the student's substitute assigned address for any and all communications and correspondence between the Board and the parent(s) of the student (or adult student). The student's actual/confidential residential address shall be maintained in a separate confidential file that is not accessible to the public or any employees without a legitimate purpose. The intentional disclosure of a student's actual/confidential residential address is prohibited.

The Board may enter into a memorandum of understanding with a county department under State statutes (s. 46.215, 46.22 or 46.23) or a tribal organization, as defined under Federal law, that permits disclosure of information contained in student records as provided under State law in cases in which the student's parent, if the student is a minor, or the student, if the student is an adult, does not grant permission for such disclosure.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" or "adult student" refers to a student who is eighteen (18) years of age or older, or a student of any age who is enrolled in a postsecondary institution.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of adult students, parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code, and provided that the student has not made a written request to the District that ~~their~~ ~~his/her~~ parents not be permitted access to personally identifiable information from ~~their~~ ~~his/her~~ records.

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

"Legitimate educational interest" is defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school district in which a student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:
 1. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
 2. the parent or eligible student, upon request, receives a copy of the record;
 3. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record; and
 4. no later than the next working day, the District shall transfer to another school, including a private or tribal school, or school district, all student records relating to a specific student if the transferring school district or private school has received written notice from the student (if ~~s/he is~~ an adult) or ~~their~~ ~~his/her~~ parent or guardian if the student is a minor that the student intends to enroll in the other school or school district or written notice from the other school or school district that the student has enrolled or from a court that the student has been placed in a juvenile correctional facility, as defined in s. 938.02(10p), or a secured residential care center for children and youth, as defined in s. 938.02(15g);

In this subsection, "school" and "school district" include any juvenile correctional facility, secured residential care center for children and youth, adult correctional institution, mental health institute, or center for the developmentally disabled that provides an educational program for its residents instead of, or in addition to, that which is provided by public, private, and tribal schools.
- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student;
- C. disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the department of children and families, a county department under s. 46.215, 46.22, or 46.23, or a tribal organization, as defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by that department, county department, or tribal organization to access the

student's case plan;

- D. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- E. report a crime committed by a child to appropriate authorities, and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
- F. release de-identified records and information in accordance with Federal regulations;
- G. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than a representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study.

- H. disclose personally identifiable information from education records without consent, to authorized representatives of the Federal government, as well as State and local educational authorities. The disclosed records must be used to audit or evaluate a Federal or State-supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception.

The District will verify that the authorized representative complies with FERPA regulations.

- I. request each person or party requesting access to a student's record to abide by Federal regulations and State laws concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of each request for access and each disclosure of personally identifiable information. Such disclosure records will indicate the student, person viewing the record, their legitimate interest in the information, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Only "directory information" regarding a student shall be released to any person or party, other than the student or ~~their~~his/her parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except as provided by applicable law.

DIRECTORY ~~DATA~~INFORMATION

Each year, the District Administrator shall provide a public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory ~~data~~information." The Board designates as student "directory ~~data~~information":

- A. a student's name;
- B. photograph;
- C. participation in officially-recognized activities and sports;
- D. height and/or weight, if a member of an athletic team;
- E. date of graduation;
- F. degrees and awards received.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory ~~data~~information" upon written notification to the Board within fourteen (14) days after receipt of the District Administrator's annual public notice or enrollment of the student into the District if such enrollment occurs after the annual public notice.

In accordance with Federal and State law, the Board shall release the names, addresses, District assigned e-mail addresses (if available), and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, District assigned e-mail addresses (if available), and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces." The District Administrator is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory **data information**," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the District Administrator shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory **data information**," on former students without student or parental consent unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information.

INSPECTION OF INFORMATION COLLECTION INSTRUMENT

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible student must submit a written request to the building principal at least fourteen (14) business days before the scheduled date of the activity. The instrument will be provided to the parent or eligible student within fourteen (14) business days of the principal receiving the request.

The District Administrator shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment
- B. book clubs, magazines, and programs providing access to low-cost literary products
- C. curriculum and instructional materials used by elementary and secondary schools
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
- E. the sale by students of products or services to raise funds for school-related or education-related activities
- F. student recognition programs

The District Administrator is directed to prepare administrative guidelines so that students and parents are adequately informed each year regarding their rights to:

- A. inspect and review the student's education records;
- B. request amendments if the parent believes the record is inaccurate, misleading, or violates the student's privacy rights;
- C. consent to disclosures of personally identifiable information contained in the student's education records, except to those disclosures allowed by the law;
- D. challenge Board noncompliance with a parent's request to amend the records through a hearing;

- E. file a complaint with the United States Department of Education;
- F. obtain a copy of the Board's policy and administrative guidelines on student records.

The District Administrator shall also develop procedural guidelines for:

- A. the proper storage and retention of records including a list of the type and location of records;
- B. informing Board employees of the Federal and State laws concerning student records.

The Board authorizes the use of computer data storage for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this Board as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Furthermore, such an entity must enter into a written contract with the Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. In addition, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board.

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Revised 7/17/17

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Revised 11/18/19

Revised 4/27/20

T.C. 1/17/22

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Legal	46.215 Wis Stats.
	46.22 Wis. Stats.
	46.23 Wis. Stats.
	115.298 Wis. Stats.
	118.125, Wis. Stats.
	118.125(2)(q) Wis. Stats.
	25 U.S.C. 450b(L)
	34 C.F.R. Part 99
	20 U.S.C. Section 1232f (FERPA)
	20 U.S.C. Section 1232g (FERPA)
	20 U.S.C. Section 1232h (FERPA)
	20 U.S.C. Section 1232i (FERPA)
	26 U.S.C. 152
	20 U.S.C. 1400 et seq., Individuals with Disabilities Education Improvement Act
	20 U.S.C. 7165(b)
	20 U.S.C. 7908

Last Modified by Steve LaVallee on August 29, 2022



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of FOOD SERVICES
Code	po8500
Status	
Adopted	November 1, 2015
Last Revised	February 28, 2022

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.

Dietary Modifications

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 are 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. The Business Manager 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 **their/his/her** account current.

A student who has exceeded the permissible negative balance amount in **their/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.

If a student has a significant negative lunch account balance, **they/s/he** shall be provided a regular reimbursable meal that follows the USDA meal pattern, the cost of which shall continue to accrue to **their/his/her** negative lunch 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 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 **(including gender status, change of sex, sexual orientation, or gender identity)**, 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

Revised 1/17/22

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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 Steve LaVallee on August 29, 2022



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of RELIGIOUS AND PATRIOTIC CEREMONIES AND OBSERVANCES
Code	po8800 - Added Statute
Status	
Adopted	November 21, 2016
Last Revised	March 15, 2021

8800 - **RELIGIOUS AND PATRIOTIC CEREMONIES AND OBSERVANCES**

The Board acknowledges that it is prohibited from adopting any policy or rule respecting or promoting an establishment of religion.

The Board may not prohibit any student from the free, individual, and voluntary exercise or expression of the student's religious beliefs.

District staff members shall not use prayer, religious readings, or religious symbols as a devotional exercise or in an act of worship or celebration.

Distribution of any outside organization's materials, including a request by any person wishing to facilitate dissemination of materials on District property may make a request in accordance with Policy 7510 and AG 7510A - Use of District Facilities and Policy 9700 - Relations with Non-School Affiliated Groups and AG 9700A - Distribution of Materials to Students.

Observance of religious holidays through devotional exercises or acts of worship is also prohibited. Acknowledgment of, explanation of, and teaching about religious holidays of various religions is encouraged. Celebration activities involving nonreligious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups or individuals, and do not interfere with the regular school program.

The Board shall not conduct or sanction a baccalaureate service in conjunction with graduation ceremonies.

The Board shall not include religious invocations, benedictions, or formal prayer at any school-sponsored event.

In accordance with the U.S. Flag Code requirements, the flag of the United States shall be raised above each school and/or at other appropriate places during all school sessions.

Professional staff members are authorized to lead students in the Pledge of Allegiance or the National Anthem at an appropriate time each school day. No student or staff may be compelled to recite the Pledge or sing the National Anthem.

Every school in the District shall offer the Pledge of Allegiance or the National Anthem each school day in grades 1 through 12. District staff conducting these activities shall protect the rights and the privacy of a nonparticipating student.

Revised 12/18/17

Revised 4/27/20

29 C.F.R. 1910.1030

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29 C.F.R. 1910.1030

118.06(2), Wis. Stats.

20 U.S.C. 4071 et seq.

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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Code	po9130
Status	
Adopted	April 23, 2018
Last Revised	March 21, 2022

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 **staff member individual** shall take appropriate action within **their 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 **SecondFirst** 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 **Classroom 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 **5780 - Student/Parent Rights2416** and AG 9130A.

If the request, suggestion, or complaint relates to **classroom 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 ~~their~~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 4/23/18
Revised 11/19/18
Revised 7/22/19
Revised 4/27/20
Revised 3/15/21
Revised 6/21/21

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

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Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of Overview & Comments
Code	01 - Technical Changes - Information & Comments - Vol. 31, No. 2
Status	

WISCONSIN OVERVIEW AND COMMENTS

Volume 31, Number 2

July 2022

Notice Regarding Legal Accuracy

Neola is vigilant in providing policy language to clients that has been vetted for legal accuracy by outside legal counsel. Should questions arise as to the legal compliance or accuracy of Neola materials, it is our expectation that Neola's counsel would have the opportunity to assist in the resolution of such a claim. Please notify the Neola corporate office if an issue arises in which such a review or assistance is necessary.

Policies in this update have been reviewed by either Davis & Kuelthau, s.c. or Renning Lewis & Lacy, s.c. for consistency with Federal and State law.

ADMINISTRATIVE GUIDELINES

AG 1630.01B - FMLA Recordkeeping Requirements (Technical Correction)

The guideline is revised to include the proper reference to Policy 8310.

AG 2522 - Student Use of Library/Media Centers (Revised)

The language that was added to Policy 2522 regarding reconsideration of library materials and selection criteria is included as an option in the administrative guideline for those districts that prefer the language as part of a guideline rather than the policy.

AG 3362.01/4362.01 - Reporting Threatening Behaviors (Technical Correction)

The guideline is revised to remove the reference to "Central Office" as that is not the term used by many districts. Instead, a more general term, "District Office", has been included.

AG 5320 - Immunization of Students in School (Technical Correction)

The guideline is revised to remove a no longer functional website reference.

AG 5610 - Suspension and Expulsion (Technical Correction)

A reference to an incorrect form has been deleted.

AG 7540.02 - Web Content and Functionality Specifications (Technical Correction)

The revision removes an incorrect reference to another guideline.

FORMS

Form 9130 F1 - Public Complaints and Concerns (Delete)

Form 9130 F1 - Public Communication With Board (Replacement)

Form 9130 F1, Public Complaints and Concerns, is being replaced with Form 9130 F1, Public Communication with Board, to provide a format for the collection of information in the complaint process that allows for a clear description of the concern along with the desired result.

Last Modified by Steve LaVallee on August 29, 2022



Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of FMLA RECORDKEEPING REQUIREMENTS
Code	ag1630.01B
Status	
Adopted	February 22, 2018

1630.01B - FMLA RECORDKEEPING REQUIREMENTS

The District office is responsible for making, keeping, and preserving all relevant records pertaining to the Board-of Education's obligations under the FMLA in accordance with the recordkeeping requirements of Section 11(c) of the Fair Labor Standards Act (FLSA) and in accordance with the final regulations applicable to the FMLA. Specifically, the Administrative Assistant is charged with keeping/preserving the records identified below in accordance with the District's Records Retention Schedule (see **PolicyAG 8310A**), and under no circumstances shall said records be kept for less than three (3) years. The records shall be available for inspection, copying, and transcription by representatives of the Department of Labor upon request.

The Administrative Assistant shall maintain records that disclose the following:

- A. Basic payroll and identifying employee data, including name, address, and occupation; rate or basis of pay and terms of compensation; daily and weekly hours worked per pay period; additions to or deductions from wages; and total compensation paid.
- B. Dates FMLA leave is taken by FMLA eligible employees (e.g., available from time records, requests for leave, etc., if so designated). Leave must be designated in records as FMLA leave; leave so designated may not include leave required under State law or a Board plan which is not also covered by FMLA.
- C. If FMLA leave is taken by eligible employees in increments of less than one (1) full day, the hours of the leave.
- D. Copies of employee notices of leave furnished to the District under FMLA, if in writing, and copies of all written notices given to employees as required under the FMLA and its implementing regulations (see 29 C.F.R. Section 825.300(b) through (c)). Copies may be maintained in employee personnel files.
- E. Any documents (including written and electronic records) describing employee benefits or employer policies and practices regarding the taking of paid and unpaid leaves.
- F. Premium payments of employee benefits.
- G. Records of any dispute between the District and an eligible employee regarding designation of leave as FMLA leave, including any written statement from the Superintendent or designee or employee of the reasons for the designation and for the disagreement.

Records and documents relating to certifications, recertifications or medical histories of employees or employees' family members, created for purposes of FMLA, shall be maintained as confidential medical records in separate files/records from the usual personnel files. If the Genetic Information Nondiscrimination Act of 2008 (GINA) is applicable, records and documents created for purposes of FMLA leave containing family medical history or genetic information as defined by GINA shall be maintained in accordance with the confidentiality requirements of Title II of GINA (29 C.F.R. 1635.9), which allow for disclosure consistent with FMLA requirements. If the ADA, as amended, is also applicable, such records shall be maintained in conformance with ADA confidentiality requirements (see 29 1630.14(c)(1)), except that:

- A. supervisors and managers may be informed regarding necessary restrictions on the work or duties of an employee and necessary accommodations;
- B. first aid and safety personnel may be informed (when appropriate) if the employee's physical or medical condition might require emergency treatment; and
- C. government officials investigating compliance with FMLA (or other pertinent laws) shall be provided relevant information upon request.

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Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of NONDISCRIMINATION AND ANTI-HARASSMENT - REPORTING THREATENING BEHAVIORS
Code	ag3362.01
Status	
Adopted	February 28, 2022

3362.01 - **REPORTING THREATENING BEHAVIORS**

Threatening behavior may take different forms including, but not limited to the following:

- A. face-to-face encounters in which words are used that indicate to the staff member that the staff member's safety and well-being are in jeopardy
- B. any conduct or written/oral communications that include comments toward the staff member or the staff member's family which would imply or state explicitly that the staff member and/or the staff member's family may be subject to some form of physical or psychological abuse or violence
- C. written or spoken comments to a staff member which could subject the staff member to blackmail or extortion
- D. 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 family
- E. 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 member 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, other member of the District community, or Third Parties, promptly should take the following steps:

- A. If the Respondent would be the staff member's supervisor or a member of the **District Office**~~central-office~~ staff, as soon as possible after the incident, the Complainant should contact the District's Compliance Officer (see Policy 3362 - Anti-Harassment).
- B. If the Respondent is not the staff member's supervisor or member of the **District Office**~~central-office~~ staff, as soon as possible after the incident, the Complainant should contact his/her supervisor or the District Compliance Officer.
- C. If the Respondent 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 member 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 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 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 Steve LaVallee on August 29, 2022



Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of NONDISCRIMINATION AND ANTI-HARASSMENT - REPORTING THREATENING BEHAVIORS
Code	ag4362.01
Status	
Adopted	February 28, 2022

4362.01 - **REPORTING THREATENING BEHAVIORS**

Threatening behavior may take different forms including, but not limited to the following:

- A. face-to-face encounters in which words are used that indicate to the staff member that the staff member's safety and well-being are in jeopardy
- B. any conduct or written/oral communications that include comments toward the staff member or the staff member's family which would imply or state explicitly that the staff member and/or the staff member's family may be subject to some form of physical or psychological abuse or violence
- C. written or spoken comments to a staff member which could subject the staff member to blackmail or extortion
- D. 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 family
- E. 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 member 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, other member of the District community, or Third Parties, promptly should take the following steps:

- A. If the Respondent would be the staff member's supervisor or a member of the **District Office**~~central-office~~ staff, as soon as possible after the incident, the Complainant should contact the District's Compliance Officer (see Policy 3362 - Anti-Harassment).
- B. If the Respondent is not the staff member's supervisor or member of the **District Office**~~central-office~~ staff, as soon as possible after the incident, the Complainant should contact his/her supervisor or the District Compliance Officer.
- C. If the Respondent 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 member 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 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:

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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 Steve LaVallee on August 29, 2022



Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of IMMUNIZATION OF STUDENTS IN SCHOOL
Code	ag5320
Status	
Adopted	August 20, 2018
Last Revised	February 28, 2022

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 (**DHS**) and are published and made available to each School District annually. The standards are also available at the **DHS 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)**.

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

If a parent cannot provide any of the above documentation, their child may not be admitted until such documentation is provided or until the child has received at least one (1) dose of each required vaccine by the 30th day of school. Such vaccinations, if not covered by medical insurance may be available from the Waupaca County Health Department free of charge. The child may then attend school and must follow guidance from DHS and their health care professional for subsequent vaccinations in accordance ~~with to the~~ applicable State laws. Details of student immunization requirements are found each year in the DHS publication entitled Wisconsin School Immunization Requirements. The child may then come to school for a period of two (2) months, after which time either the documentation of previous vaccinations shall have been submitted or the child shall have received the second required dose. The child is then eligible to attend school for another two (2) months. If, at the end of that two (2) month period, documentation still has not been received, the child must receive the third required dose in order to remain in school.

Required Records

Each school shall maintain a record of immunization for every student which shall include the date of each individual immunization.

If a student transfers to another school, this record or a copy thereof shall be sent to the new school in accordance with Policy 8330 - Student Records.

Report to be Sent to Local Health Department

A summary report of the immunization status of the students in each school, by total and without students names, shall be sent within forty (40) school days of the start of the school term to the local Department of Health by the Principal.

Records Available for Inspection

The Principal shall make immunization records available for inspection by authorized representatives of the ~~Wisconsin DHS Department of Health Services~~ or the local or County Health Departments, only with parental consent, in the event of an emergency, or as otherwise permitted under State or Federal student record laws.

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Legal 252.04, Wis. Stats.

DHS 144 and 146, Wis. Adm. Code

Last Modified by Steve LaVallee on August 29, 2022



Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of SUSPENSION AND EXPULSION
Code	ag5610
Status	
Adopted	August 20, 2018
Last Revised	April 25, 2022

5610 - **SUSPENSION AND EXPULSION**

The following administrative guideline deals with suspending and expelling students.

A. Suspension

1. Duration and Grounds for Suspension

The District Administrator or any principal or administrative designee may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days (refer to AG 2461A if the student is eligible for special education services under Chapter 115, Wis. Stats.) if the suspension is reasonably justified and based upon any of the following misconduct:

- a. noncompliance with school rules or Board rules, including rules identifying student conduct that is dangerous, disruptive, or unruly behavior that interferes with the ability of the teacher to teach effectively;
- b. knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives
- c. conduct by the student while at school or while under the supervision of a school authority that endangers the property, health, or safety of others
- d. conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority
- e. conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of any employee or Board member of the District in which the student is enrolled

Under paragraphs c, d, and e above, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The District Administrator or any principal or administrative designee shall suspend a student if the student possessed a firearm as defined in 18 U.S.C. 921(a)(3) while at school or while under the supervision of a school authority.

The suspension period applies to "school days." Thus, a suspension period does not include weekend days or vacation days.

2. Suspension Procedure

Prior to being suspended, on the day of the alleged infraction or as soon thereafter as is practicable, the student must be advised orally or in writing of the reason for the proposed suspension and given an opportunity to

explain **theirhis/her** conduct (Form 5610 F2).

The principal, within **theirhis/her** discretion, may also inform the student's parents of the reason for the proposed suspension prior to suspending the student (Form 5610 F2).

3. Notice of Suspension

The parent of a suspended minor student shall be given prompt written notice of the suspension and the reason for the suspension by mail and by sending a copy of the notice home with the student. Oral notice may also be given to the student's parent however, it must be confirmed in writing.

4. Sending a Student Home on the Day of the Suspension

Generally, the student should remain in school on the day of the suspension until school is dismissed for the day. Except as provided below, if the situation requires that the student be removed from the premises before school is dismissed, the principal shall attempt to contact the student's parent to request that **the parents/he** pick up the student or authorize release of the student on **theirhis/her** own at the high school level. If the parent is unable to pick up the student, or if the student is not authorized to leave on **theirhis/her** own, the student should remain under the school's supervision until school is dismissed, or in the event law enforcement is involved, under law enforcement supervision.

5. Opportunity to Complete School Work

A suspended student shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the Board.

6. Reference to the Suspension in the Student's Record

The student's suspension from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of student records.

The suspended student or the student's parent may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator ~~or his/her designee~~, who shall be someone other than a principal, administrator, or teacher in the suspended student's school, to discuss removing reference to the suspension from the student's records.

Reference to the suspension in the student's school record shall be removed if the District Administrator finds that:

- a. the student was suspended unfairly or unjustly;
- b. the suspension was inappropriate, given the nature of the alleged offense; or
- c. the student suffered undue consequences or penalties as a result of the suspension.

The District Administrator, shall make his/her finding within fifteen (15) calendar days of the conference.

7. Co-Curricular or Extra-Curricular

The District Administrator shall make **their findingshis/her finding** within fifteen (15) calendar days of the conference.

B. Expulsion

1. Grounds for Expulsion

The Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and it finds that the student:

- a. repeatedly refused or neglected to obey the rules established by the School District;
- b. knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;

- c. engaged in conduct while at school or while under the supervision of a school authority that endangered the property, health, or safety of others;
- d. engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health, or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or Board member of the School District in which the student is enrolled; or
- e. was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion.

Under this section, conduct that endangers a person or property includes threatening the health or safety of a person or threatening to damage property.

2. Expulsion for Bringing a Firearm to School or for Possessing a Firearm at School

The Board shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. 921(a)(3), unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing.

3. Expulsion Hearing

Prior to expelling a student, the Board shall provide the student with a hearing.

a. Notice of the Hearing

Prior written notice of the expulsion hearing must be sent separately both to the student and **their/his/her** parent(s) if the student is a minor; otherwise just to the student.

The notice must be sent at least five (5) days prior to the date of hearing. In counting the number of days, the day the notice is sent is excluded.

The notice must include the following information:

1. the specific grounds upon which the expulsion proceeding is based, pursuant to State Statute
2. the particulars of the student's alleged conduct, including the approximate date and location of the conduct
3. the time and place of the hearing
4. that the Board will keep written minutes of the hearing
5. that the hearing may result in the student's expulsion
6. that the student's, or the student's parent if the student is a minor, have the right to request a closed hearing or the Board may choose to close the hearing under Wis. Stat. section 19.85(1)(f)
7. that the student and, if the student is a minor, the student's parent may be represented at the hearing by counsel
8. that the administration intends to present witnesses at the hearing with knowledge of the alleged conduct
9. that the parties shall have the right to cross-examine witnesses and to present such evidence and witnesses as deemed appropriate
10. that in considering whether to expel the student, and if so, for what period of time, the Board may also consider the student's complete disciplinary and academic records

These student records are available for the student and parent to review as outlined in Sec. 118.125,

Wis. Stats.

11. if the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday
12. if the Board orders the expulsion of the student, the School District clerk shall mail a copy of the order to the student and, if the student is a minor, to the student's parent
13. if the student is expelled by the Board, the expelled student or, if the student is a minor, the student's parent may appeal the Board's decision to the Wisconsin Department of Public Instruction
14. if the Board's decision is appealed to the Department of Public Instruction, within sixty (60) days after the date on which the Department receives the appeal, the Department shall review the decision and shall, upon review, approve, reverse, or modify the decision
15. the decision of the Board shall be enforced while the Department of Public Instruction reviews the Board's decision
16. an appeal from the decision of the Department of Public Instruction may be taken within thirty (30) days to the circuit court for the county in which the school is located
17. the State statutes related to student expulsion are Secs. 119.25 and 120.13 (1), Wis. Stats.

b. Hearing Procedures

The procedures for the expulsion hearing shall be as follows:

1. The hearing shall be closed.
2. The student and, if the student is a minor, the student's parent may be represented at the hearing by counsel.
3. A quorum of the Board shall be present at the hearing.
4. The Board shall keep written minutes of the hearing.
5. The parties shall have the right to cross-examine witnesses and to present such evidence and witnesses as deemed appropriate.
6. The student should be advised of **their/his/her** rights and the procedures to be followed during the hearing.
7. The Administration's burden is to prove the allegations against the student by a preponderance of the evidence.

c. Expulsion Order

The Board shall reduce its decision to writing in the form of a written order. If expulsion is ordered, the order must state the length of time that the student is to be expelled. The order should also state-specific findings of fact and conclusions of law in support of the decision.

d. Post-Hearing Procedures

The following post-hearing procedures shall be followed:

1. If the Board orders the expulsion of the student, the School District clerk shall mail a copy of the order separately to the student and **their/his/her** parent(s) if the student is a minor; otherwise just to the student.
2. If the student is expelled by the Board, the expelled student or, if the student is a minor, the student's parent may appeal the Board's decision to the Wisconsin Department of Public Instruction.
3. If the Board's decision is appealed to the Department of Public Instruction, within sixty (60) days after the date on which the Department receives the appeal, the Department shall review the decision and

shall, upon review, approve, reverse, or modify the decision.

4. The decision of the Board shall be enforced while the Department of Public Instruction reviews the Board's decision.
5. An appeal from the decision of the Department of Public Instruction may be taken within thirty (30) days to the circuit court for the county in which the school is located.

4. Student Records

The student's expulsion from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of student records.

5. Services During Expulsion

No school board is required to enroll a student during the term of ~~their~~**his/her** expulsion from another school district. Notwithstanding Sections 118.125 (2) and (4), if a student who has been expelled from one (1) school district seeks to enroll in another school district during the term of ~~their~~**his/her** expulsion, upon request, the school board of the former school district shall provide the school board of the latter school district with a copy of the expulsion findings and order, a written explanation of the reasons why the student was expelled, and the length of the term of the expulsion.

6. Conditional Early Reinstatement

"Early reinstatement" means the reinstatement to school of an expelled student before the expiration of the term of expulsion specified in the student's expulsion order.

"Early reinstatement condition" means a condition that a student is required to meet before **early reinstatement**~~s/he~~ may be granted ~~early reinstatement~~ or a condition that a student is required to meet after ~~his/her~~ early reinstatement but before the expiration of the term of expulsion specified in the student's expulsion order.

- a. A School Board, independent hearing panel, or independent hearing officer may specify one (1) or more early reinstatement conditions in the expulsion order. Early reinstatement conditions must be related to the reasons for the student's expulsion.
- b. Conditional Early Reinstatement Appeal Rights

If the expulsion order is issued by an independent hearing panel or independent hearing officer:

1. The student or the student's parent must be informed of their right to appeal the determination regarding whether an early reinstatement condition specified in the expulsion order is related to the reasons for the student's expulsion to the School Board. The appeal must be taken within fifteen (15) days of the issuance of the expulsion order by the independent hearing panel or officer.
2. The decision of a school board regarding that determination is final and not subject to appeal.

- c. Satisfaction of Early Reinstatement Conditions

The District Administrator or ~~his/her~~ designee, who shall be someone other than a principal, administrator, or teacher in the student's school, has sole discretion to determine whether a student has met the early reinstatement conditions that ~~were~~**s/he is** required to ~~be met~~**meet** before ~~s/he may be granted~~ early reinstatement **will be granted**.

1. If the District Administrator or designee determined the early reinstatement conditions have been met, **the District Administrators**~~s/he~~ may grant the student early reinstatement.
2. The determination of the District Administrator or designee regarding satisfaction of early reinstatement conditions is final.

- d. Early Reinstatement Revocation

If a student violates an early reinstatement condition that the student was required to meet after **being granted**~~his/her~~ early reinstatement but before the expiration of the term of expulsion, the District Administrator or a principal or teacher designated by the District Administrator may revoke the student's early

reinstatement.

Revocation Process

Before revoking the student's early reinstatement, the District Administrator or **his/her** designee shall do all of the following:

1. advise the student of the reason for the proposed revocation, including the early reinstatement condition alleged to have been violated
2. provide the student an opportunity to present **anhis/her** explanation of the alleged violation
3. make a determination that the student violated the early reinstatement condition and that revocation of the student's early reinstatement is appropriate
4. if the District Administrator or designee revokes the student's early reinstatement, the district administrator or designee shall give prompt written notice of the revocation and the reason for the revocation, including the early reinstatement condition violated, to the student and, if the student is a minor, to the student's parent

e. Term of Expulsion Following Revocation

If a student's early reinstatement is revoked the student's expulsion shall continue to the expiration of the term of the expulsion specified in the expulsion order unless the student or, if the student is a minor, the student's parent and the School Board, independent hearing panel or independent hearing officer agree, in writing, to modify the expulsion order.

f. Revocation Decision Appeal Rights

Within five (5) school days after the revocation of a student's early reinstatement the student or, if the student is a minor, the student's parent may request a conference with the District Administrator or **his/her** designee, who shall be someone other than a principal, administrator or teacher in the student's school.

1. If a conference is requested, it shall be held within five (5) school days following the request.
2. If, after the conference, the District Administrator or his/her designee finds that the student did not violate an early reinstatement condition or that the revocation was inappropriate, the student shall be reinstated to school under the same reinstatement conditions as in the expulsion order and the early reinstatement revocation shall be expunged from the student's record.
3. If the District Administrator or **his/her** designee finds that the student violated an early reinstatement condition and that the revocation was appropriate, **s/he shall issue** a written decision **shall be issued** and mail separate copies of the decision to the student and, if the student is a minor, to the parent.

The decision of the Administrator or **his/her** designee is final as to an appeal of the decision to revoke early reinstatement.

C. Referral to Criminal Justice or Juvenile Delinquency System

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school to law enforcement.

T.C. 2/28/22

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Legal

- 119.25, Wis. Stats.
- 120.13, Wis. Stats.
- 175.32, Wis. Stats.
- 18 U.S.C. 921(a)(3)
- 20 U.S.C. 7151

Last Modified by Steve LaVallee on August 29, 2022



Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of WEB CONTENT AND FUNCTIONALITY SPECIFICATIONS
Code	ag7540.02
Status	
Adopted	April 23, 2018

7540.02 - **WEB CONTENT AND FUNCTIONALITY SPECIFICATIONS**

Form 7540 F4 will apply to all web content on the Board's servers or District-affiliated servers, whether created by staff, students, or contracted third parties. The District Administrator retains final editorial authority over all content placed on the Board **of Education's** servers or District-affiliated servers and displayed on the Board's website(s). The District Administrator has the right to remove pages or links from any web page based upon **his/her** determination **that there isof** inappropriate content.

The District's website(s) serve(s) as instructional, communication, and public relations tools. The web pages aim to provide timely, supportive, and educational information to students, parents, staff, and the community. The website(s) are created in order to facilitate access to a wide variety of rich media and educational resources that directly support student achievement, professional development, and organizational effectiveness.

The District strives to deliver a website(s) that is/are responsive and adaptive so it/they can be viewed in an optimal manner on a computer and mobile device . Additionally, key information such as the District's name, contact information, and a link to a table of content/site map should be placed **on in the top left corner of** the home page so it is easy to find.

Website Accessibility

The District is committed to providing individuals with disabilities with an opportunity equal to that of their nondisabled peers to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology. To this end, the Technology Director is charged with taking appropriate measures to audit, review, and recommend improvements to the District's website(s) allow(s) persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as their nondisabled peers, with substantially equivalent ease of use, not be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any District programs, services, and activities delivered online, as required by Federal and State law, and receive effective communication with District programs, services, and activities delivered online.

The District measures the accessibility of online content and functionality according to the World Wide Web Consortiums (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content (Benchmarks for Measuring Accessibility).

All new, newly-added and modified web content and functionality must be accessible to individuals with disabilities as measured by conformance to the Benchmarks for Measuring Accessibility, except where doing so would impose a fundamental alteration or undue burden. This provision also applies to the District's online content and functionality developed by, maintained by, or offered through a third-party vendor or through the use of open sources.

When the fundamental alteration or undue burden defense applies, the District will provide equally effective alternate access. In providing an equally effective alternate access, the District will take any actions that do not result in a fundamental alteration or undue financial and administrative burden, but nevertheless provide that, to the maximum extent possible, individuals with disabilities receive the same benefits or services as their nondisabled peers. That said, alternatives are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's need.

Only the District Administrator, after considering all resources available for use in the funding and operation of the service, program, or activity, may determine an undue burden or fundamental alternation defense is applicable. In making such a determination, the District Administrator will document the reasons ~~the~~~~he reached that~~ conclusion was reached, including the costs of meeting the applicable Benchmarks for Measuring Accessibility on a given web page or site, and the available funding and other resources. Additionally, the District Administrator will describe how the District will provide equally effective alternate access.

The District's website will include on its homepage and throughout the website (including all subordinate pages and sites), a notice to persons with disabilities regarding how to request the webmaster or another appropriate person to provide access to (or notify the District regarding) content or functionality that is currently inaccessible. The notice will also include information or an accessible link to information instructing individuals with disabilities how to file more formal complaints under Section 504 and/or the ADA.

The Technology Director will set up a system to routinely audit/test the accessibility of all web content and functionality. This system must include processes to verify claims of accessibility by third-party vendors or open sources. The purpose of the audit is to identify any web content or functionality that is inaccessible to persons with disabilities. The person/entity who conducts the audit shall report to the District Administrator the results of the audit so that appropriate action can be taken to address any inaccessibility. The audit shall include the District's home page, all subordinate pages, school intranet pages and sites, and third party websites that are used to convey information or otherwise deliver a school district service. The person/entity conducting the audit may seek input from members of the public with disabilities, including parents, students, employees, and others associated with the District, and other persons knowledgeable about website accessibility, regarding the accessibility of the District's web content and functionality.

The District will provide website accessibility training to all appropriate personnel, including, but not limited to: content developers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality. The District will maintain documentation of the training it delivers, including a list of attendees and their positions, a description of the delivered training content, and the presenter/trainer's credentials for providing such training.

Individuals responsible for designing, developing and producing web content are expected to employ universal design principles to create web pages and sites that allow persons with the disabilities to access the information and content on the District's website. By following the web content design criteria set forth below, the designers and authors of the District's website(s) can improve the opportunities for persons with disabilities to access the information and content contained on the web pages that make up the District's website(s).

First Page of the Site

The first page of the website should contain:

- A. the index or table of contents for the site;
- B. a school name, address, and phone number;
- C. the webmaster and e-mail address of the person responsible for the site;
- D. a date when the page was last updated or modified;
- E. default index page ;
- F. a link to the Board's web site;
- G. identification of a link to the Board's agent to receive notification of claimed copyright infringement (including name, mailing address, telephone number, fax number, and e-mail address).

Organization of Site Structure

- A. The overall plan or file structure should provide quick access to information and help the user understand how the information is organized. It is recommended that a storyboard be used to plan the website.
- B. Each page should be designed with the audience and goal in mind.
- C. A basic page format should be used, e.g. use the same background, locate navigation tools in the same place on the page, have consistent link appearance, and have consistent font size and type. Be consistent on all pages.
- D. The title bar should include the school name in the

- E. Limit page length, keep the HTML documents as small as possible.
- F. The website may include areas such as staff information, student projects, calendar, school information and mission statement, technology plan, and geographical information.
- G. There should be a "mail to" link that provides a means of feedback on all main pages.

Keep Your Web Site Current

- A. Pages should be checked regularly to ensure that links are working and meet Board standards. Check to make sure all internal and external links work properly.
- B. Remove expired date-related items.
- C. Maintain and update content by removing unneeded or outdated files.

Grammar and Spelling

- A. All pages should be grammatically correct.
- B. All words should be spelled correctly - web pages should be spell checked.

Navigation Tools

All pages should include a "back to" main menu in order to provide a link back to the website index or home page, or a "skip to main content" link in the upper left corner that allows users to jump past repetitive navigation options.

Intellectual Property

- A. All web-site authors must follow all applicable and existing intellectual property laws (copyright and trademark) pertaining to the use of text, images, audio/sounds, and hyperlinks to other web sites/pages. (see AG 2531)
- B. The Board retains proprietary rights to web sites/pages hosted on its servers, absent written authorization to the contrary.

Naming Structure

- A. Use all lower-case letters for names of documents and graphics.
- B. Do NOT use any spaces or other symbols in naming HTML documents or graphics.

Graphics/Video/Audio

- A. Smaller is better, images should be less than 50k.
- B. Pictures need to be in GIF, PNG, or JPEG format.
- C. Always use width and height tags.
- D. Provide short, simple, and meaningful alternative text for all graphical features. Use the "alt" tag to describe your picture for text-only browsers.
- E. Use GIF format for drawings and line art.
- F. Use JPEG or PNG format for photographic color images.
- G. Re-use graphics when appropriate. When graphics are re-used, they remain in the computer and will load more quickly onto a web page.
- H. Avoid using flashing content, as it may cause seizures in susceptible users.
- I. Provide transcripts, descriptions, or captions for video and audio files to assist persons with visual and hearing disabilities.

HTML Standards

It is reasonable to expect that users will see your page using a variety of browsers including Google Chrome, Microsoft Internet Explorer/Edge, Apple Safari, and Mozilla Firefox. It is recommended that you:

- A. test your web pages on a variety of browsers, including text-only browsers and at a variety of screen resolutions to confirm the pages look right to the greatest number of users;
- B. check your website on multiple platforms, and test pages on small screens to confirm the pages do not bleed off the screen;
- C. use standard, universally recognized HTML tags - Do Not use tags which are specific to one (1) browser;
- D. use HTML syntax checkers to search your site for programming mistakes.

Frames and Special Formats

Do not use frame pages. If you do and you link to external content, make sure you are not infringing on any copyrights associated with the website/page to which you are linking. Additionally, if you use frames, make alternative versions of those pages that persons with disabilities can use. To make them accessible to screen reader devices, add meaningful titles to each frame so user can navigate between them easily.

Provide text-based delivery alternatives for as much information as possible. Do not rely solely on special formats (e.g. Adobe Acrobat) that can be more difficult for text and voice systems to read.

Use of Student Names, Pictures, Original Work, and E-mail Addresses

The Board permits the use of photographs of students, names of students, and displaying original work of students on websites in accordance with the following guidelines:

- Identifiable photographs, videos, audio, or likenesses of students and/or student's first names may be placed on the Internet only after the appropriate release form has been signed by the parents or guardians.
- Last names of students and students' e-mail addresses should never be used.
- Original work by students such as artwork, poetry, essays, performances, etc. may be placed on the website only after the appropriate release form has been signed by the parents or guardians.

Prohibited Uses

Under no circumstances may a web page hosted on the Board's servers be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web pages contained on the District's website may:

- A. include statements or other items that support or oppose a candidate for public office; the investigation, prosecution, or recall of a public official; or passage of a tax levy or bond issue;
- B. link to a website of another organization if the other website includes such a message; or
- C. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization;
- D. include defamatory, libelous, or obscene matter;
- E. promote alcoholic beverages, cigarettes or other tobacco products, or any illegal product, service, or activity;
- F. promote illegal discrimination on the basis of race, sex, color, religion, national origin, disability, age, ancestry, or any other protected classification under State or Federal law.

Additionally, no web pages may contain obscene, profane, vulgar, sexually explicit, defamatory, harassing or abusive language, or be utilized to intimidate or bully another person.

Content for the District's Website(s)

All subject matter on web pages must relate to curriculum, instruction, school-authorized activities, general information, supporting student safety, growth and learning, or public information of interest to community members. The following information/content will/may be addressed in the District's website(s):

A. School Contact Information

1. Name
2. Physical address
3. E-mail
4. Web address

B. School Background

1. History
2. Mission
3. Song
4. Logo

C. School Accomplishments

1. Awards
2. Achievements
3. Grants
4. Special thanks

D. School Announcements

1. Events
2. Schedules - including bus schedules
3. Calendars
4. Timelines
5. Lunch menus

E. News and Information

1. Agendas and minutes
2. Newspaper
3. Ezines
4. Announcements - closings (e.g., snow days) or delayed starts
5. Employment opportunities

F. School Policies and Procedures

1. Mission
2. Philosophy
3. Handbooks
4. Curriculum guides

5. Policies
6. Programs
7. Administrative Guidelines/Regulations/Procedures

G. People Information

1. Staff/Administration
 - a. Principal welcome
 - b. Directory (name, position, contact info)
2. Teacher pages
Directory (name, position, contact info)
3. Support Departments
 - a. Content area departments
 - b. Library/Media
 - c. Technology
 - d. Health Services
 - e. Transportation, including bus routes
 - f. Art and Music
 - g. Sports
 - h. Clubs
 - i. After school programs
 - j. Special programs (special education, etc.)
4. Curriculum Connections
5. Student resources
6. Teacher resources
 - a. Professional development
 - b. Popular/relevant links
7. Parent resources
8. Parenting resources
9. Popular/relevant links
10. Curriculum Materials

H. Community Information and Outreach

1. Local Information
2. Local Resources

3. Call for Participation

- a. Volunteers
- b. Wish list
- c. Funding needs
- d. Gather information/feedback from parents and community

Neither staff nor students may publish on the District's website personal pages or pages for individuals or organizations not directly affiliated with the District.

Website/Page Evaluation

Before releasing or publishing a website/page, Technology Director(building principal, sponsoring teacher, central office administrator, technology coordinator, etc.) shall conduct a website/page evaluation to assess the following criteria: age appropriateness (appealing and readable); content (relevant, complete, objective, current, clear and concise, informative, appropriate, links working); intellectual property issues (sources cited; sponsoring organization identified [i.e. class, school, activity]; releases obtained); format (accessible, navigation, searchable, functional/useable, download speed, pages dated as to creation/updated).

The Technology Director will also assess the web pages/site's accessibility.

Disclaimers

Links to the following disclaimers shall be utilized as appropriate on the District's Web pages:

"The links in this area will let you leave the District's website(s). The linked sites are not under the control of the District and the District is not responsible for the contents of any linked sites, or any links contained in a linked site, or any changes or updates to such sites. The District is providing these links to you only as a convenience and the inclusion of any link does not imply endorsement of the site by the District."

Student Developed Web Pages: "All web pages created by students and student organizations on the District's computer system will be subject to treatment as School-sponsored publications. As such, the District reserves the right to exercise editorial control over such publications in accordance with Policy 5722 – School-Sponsored Publications and Productions."

Domain Name and Copyright: "The District has registered its domain name(s) for the purpose of exclusive Internet identification. The District asserts copyright, trademark, and/or other intellectual property rights in its domain name, district identification, district logo, and all content on the District's website(s). All rights are reserved. Outside parties, including parents, patrons, or outside organizations may not use District and/or school domain names in connection with the publication of web content. Under no circumstances shall any party use District and/or school domain names to promote political issues, causes, or candidates."

General Disclaimer: "Information provided on the website carries no express or implied warranties as to accuracy, timeliness, or appropriateness for a particular purpose; in addition, the Board disclaims owner responsibility for content errors, omissions, or infringing material, and disclaims owner liability for damages associated with user reliance on information provided at the site."

Events: "Visitors rely on information on the website at their own risk. Times and dates are subject to change and spectators or audiences are strongly encouraged to contact the school for the most recent schedule."

Persons wanting to learn more about web accessibility standards and guidelines should consult the following Internet sources:

The Access Board (www.access-board.gov) - Federal agency dedicated to accessible design.

World Wide Web Consortium (www.w3.org) – organization developed "Web Content Accessibility Guidelines (WCAG) 2.0" and the "Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0."

Staff Information

District web pages shall not contain the following staff information without the explicit written permission of the staff member:

- A. Identifiable photographs, videos, or likenesses of staff other than official school photos.
- B. A staff member's personal electronic mail addresses, personal telephone numbers, street addresses, or any other identifying information of a personal nature.

Web pages may contain a staff member's title, work telephone number, work electronic mail address, the building or facility they are employed in, and other work-related information to facilitate communications with parents and other outside correspondents.

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

Last Modified by Steve LaVallee on August 29, 2022



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Danni Brauer
Date: 11/10/22
Re: November Update

MES Parent/Teacher Conference Attendance

- KA - 10 out of 14
- KB - 14 out of 19
- 1st - 16 out of 25
- 2A - 8 out of 17
- 2B - 10 out of 17
- 3A - 12 out of 19
- 3B - 11 out of 18
- 4th - 14 out of 26
- 5A - 15 out of 31
- 5B - 21 out of 31
- Art - 16
- Music - 5
- Sped 1 - 3
- Sped 2 - 6
- PE - 8

I sat at a table just inside the doors so I could greet all parents and help anyone who wasn't sure where to go. It was great to see so many leave with books from the Book Fair. The PTO had a bake sale, also.

- We celebrated Red Ribbon Week the last full week of October. This year's Red Ribbon Week theme is: "Celebrate Life. Live Drug Free." The celebrations will include:
 - Daily Announcements from the Student Council explaining Red Ribbon Week
 - Daily dress up days (more info to come about this, we will have October 27th, the half day, be something to do with Halloween so that can be the day students dress up and have their Halloween/Fall celebrations before the 3 days weekend)
 - Our October Assembly will also be on the 27th and will include something with Red Ribbon Week
 - **DOOR DECORATING** - We are encouraging you to decorate your door for Red Ribbon Week. Since the theme is Celebrate Life we are planning on going with the idea of life milestones/celebrations (i.e. graduation, weddings, etc.). It would

be great if everyone could decorate their door to go along with this theme. I will come around and take pictures on Wednesday the 26th to include in the slideshow for the assembly on the 27th.

- The Manawa Fire Department visited on October 12th to promote Fire Prevention Week and their free pizza opportunity.
- The Buildings and Grounds Committee will see a memo regarding the MES Playground with recommendations. Once the Board approves the new equipment the PTO will begin to fundraise for additional equipment from the company the Board approves.
- November 21st and 22nd will be teacher work days. On November 21st all classroom teachers will receive PD on effective planning and implementation of small group learning for reading class. This will include Guided Reading. On November 22nd the entire teaching staff will meet to discuss student engagement data, have PD on Clickview, Math curriculum maps, and to begin the process of reviewing reading data for decisions around ELA materials. ELA Decision Making Steps are below.

ELA Decision Making Steps

1. Use current and past data to identify gaps in student learning. Data sources:
 - a. Early Lit Screener
 - b. iReady
 - c. Forward Exam
2. Compare standards with materials that teachers have experienced student learning success:
 - a. Countdown
 - b. Blast
 - c. HD Word
 - d. K-2 Writing
 - e. Interactive Read Alouds
3. Compare finding from #1 and #2 to identify standards new materials must include.
4. Teachers identify critical needs of materials in a addition to standards (time, classroom data, observation, etc.)
5. Review reports for materials reviewed by edreports.org that meet expectations for Alignment and Usability by grade level teachers and administrators using the criteria below to choose sets for further research.
 - a. Includes explicit instruction emphasizing the standards identified in #3,
 - b. Instructional minutes required are not more than what is available in the current schedule, and
 - c. Other needs identified in #4

6. Review publisher provided information for the material sets chosen in #5 using the same criteria.
7. As a team, agree on 2 sets of materials that will be piloted.
 - a. Length of pilot
 - b. Classrooms to pilot
 - c. Contact schools who are currently using the chosen materials
8. As a team, review information presented by teachers who piloted the new materials and make a decision for new materials K-5.







School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Dr. Abe El Manssouri
Date: 11/21/2022
Re: Updates

- One of the projects I worked on in the past few weeks was developing an evaluation process for the co-curricular clubs in order to measure their effectiveness in reaching their goals. It is a process that is meant to be collaborative in its nature -between the administrator, club advisor, & students-, and relies on multiple sources of data to gauge whether a co-curricular club is successful in achieving the goals previously outlined by the advisor and students. Data comes from initial and summative meetings, student surveys, and observations.
- We are working on a middle school schedule change for the second semester that will relieve the issue of high classroom sizes. There are many factors in play and we are exploring the various options that we have. Our guidance coach Zehra Tahir has helped us immensely during these times when we have no reliable academic and career counseling. She dedicated time to develop the first phase of the master schedule, which I wouldn't have the time to do due to all of the incidents and responsibilities. Just the schedule change by itself will provide significant relief to our middle school staff, students, and families as well. This should decrease the number of negative interactions that we have experienced so far.
- In order to remedy some of the stress due to the lack of a school counselor, we developed a way to provide a few hours of counseling to our middle/high school students by sharing the elementary school counselor. Students complete an intake Google form that will inform us about the type and seriousness of counseling

School District of Manawa

800 Beech Street
Manawa, WI 54949

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

Little Wolf High School Manawa Middle School

515 E. Fourth St
Manawa, WI 54949

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

Manawa Elementary

800 Beech Street
Manawa, WI 54949

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

ManawaSchools.org



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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

needed. LuAnne was scheduled initially to be here 3 times a week -Mondays, Wednesday, and Fridays mornings- to help us counseling students based on the intake form. However, in order not to put more stress on the elementary school and the counselor, we are looking into decreasing the hours and looking into other options.

- Veterans day: Various teachers and staff members helped in making this a successful event. Some staff members volunteered to help and coordinate the different events without being asked. I admired how everybody came together and did their fair share even if they didn't have to.
- Parents-teachers conferences: The conferences were held in a drop-in conference format, with some cases in which the teachers invited specific parents. In average, the middle school teachers have experienced between parent participation in the upper 20s to lower 30s, while the high school teachers have had about 15 to 20 parents on average.

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Students choosing to excel; realizing their strengths

To: Board of Education
From: Mary Eck- Senior class and prom advisor
Date: September 12, 2022
Re: Prom Information for 2022-2023

In the school year 2019- 2020, prom was canceled because of the COVID-19 pandemic. The decision was made at that time that for the 2020-2021 year, the prom would be organized by that year's senior class because they missed out on their junior prom the year before. For the 2021- 2022 school year, the seniors organized the prom, but it became clear to the advisors that the work involved with planning a prom, homecoming, and graduation was a bit too much work for the students.

After discussing the issue as a staff, the idea was to have this year's prom be a combined junior/senior class prom and then transition to have the junior class take over the prom starting next year. The advisors have discussed it with the students and the students seem to support the idea and the change back to it being a junior prom.

This year, there will be one dance, but there will be two separate courts. There will be a junior court with couples and a king and queen and a senior court with couples and a queen and king. The costs for the event will be split evenly between the two classes.



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 11/14/2022
Re: Business Office Monthly Update - November

After the Annual Meeting, the tax levy was certified with DPI and the municipalities were sent their apportionment letters by certified mail. The first property tax payments to the District are due in January.

I attended the bi-annual OPEB Trust meeting through CESA #6 virtually. The advisors reminded the participants that though the market has been volatile, overall our accounts are at a net gain since 2020. The finance committee will review the annual OPEB report next month and the BOE will vote to choose the investment level for the District.

I also attended a meeting for the Wisconsin Educators Risk Management Cooperative (WERMC). This group purchases liability and Workers' Compensation insurance collectively. The districts are not pooled, though. Each is underwritten individually. This group meets bi-annually. Presentations this fall included best practices to prevent injuries from students, updates from the Office of School Safety and the Wisconsin Resource Center, legal advice about transportation contracts, and cybersecurity.

Kobussen Buses Ltd.

Family Pride in Every Ride

November 14, 2022
October Transportation Report
Prepared For: School District of Manawa

SDM Board of Education,

October has not so much been a challenging month, but rather the most discouraging from the lack of attention from motorists that share the same roads as school buses. The month of October had 20 days of school and 15 extracurricular trips. Although there were 15 trips in total, 14 of them made it to their destination.

On October 5th, 2022, one of our buses travelling to Appleton was rear-ended by a cargo van while the bus was stopped at a railroad crossing checking for a train. There were 13 individuals transported to area hospitals, 12 of them students. The driver of the van had serious injuries, while students experienced moderate injuries. More students went in that evening and the following days for evaluation. I will include a copy of the accident summary along with this report.

I will say this, the chaperones and students were phenomenal given the circumstances. The chaperones immediately jumped into action, checking on the students and even assisting the van driver. The students remained in their seats and followed directions from our driver and the chaperones.

On October 18th, 2022, myself, along with other Kobussen representatives met with Dr. Oppor, Dr. Manssouri, Ms. Draeger, and Mrs. O'Brien and debriefed on the accident. There were some good takeaways to improve on, but otherwise, the procedures that we had in place were well executed.

Aside from the accident, we have had numerous motorists pass our school buses illegally. We have been actively working with Manawa Police, along with the Waupaca County Sherriff's Department to assign patrol deputies to the areas with the most violators when resources are available. We have been successful with two citations, but others, we have not been so successful.

To aid in awareness of school bus stops, I am working with the Waupaca County Highway Department to install school bus stop ahead signs in heavy traffic areas. This includes State Highway 54 and 22/110, along with county roads and heavily traveled back roads.

Kobussen Buses Ltd.

Family Pride in Every Ride

With these events, we bring them to our safety meetings as topics to discuss as a group and come up with ways to improve and help ourselves become more attentive drivers. I've said this before, I am very proud of the group we have. With combined years of experience, comes out to over 86 years of service, which I find very remarkable!

At the end of October, we recently increased our starting wages and gave our drivers a raise as well! Route pay is now \$20/hour and trip pay is \$16/hour starting out. This is great for anyone that is heavily involved in the school system. We offer paid training and flexible schedules! If anyone is interested, they may visit our website, www.kobussen.com to apply.

If there are any questions, feel free to contact me at any time. My information is listed below.

Jacob Elsner
(920) 389-1500 x1701
Jacob.elsner@kobussen.com

Thank you,

Jacob R. Elsner

Jacob R. Elsner
Terminal Manager
Kobussen Buses LTD

Kobussen Buses Ltd.

Family Pride in Every Ride

To: School District of Manawa
From: Jacob Elsner – Kobussen Buses Ltd.
Date: 10/17/2022
Subject: 10/5/2022 Bus Accident

On Wednesday, October 5th, 2022, the School District of Manawa (SDM) Sophomore class was on a field trip to the Performing Arts Center in Appleton, WI. Driver was Randy Steingraber on bus #1262.

At 8:25 AM, I received a phone call from Natasha Knapp, Dispatcher, where she informed me that Randy had been rear ended at the railroad tracks in New London on County Highway S, just off State Highway 54. At that time, I immediately started going to the scene of the accident. I told Natasha to have her and Alicia Stiebs head to the scene with a rescue bus.

On my way, I called Randy at 8:28 AM to get some more information. He let me know that he was rear ended at the tracks on CTY HWY S. I asked if he and the passengers were okay, he responded yes, just shook up. The other guy wasn't doing so well. I asked if 911 had been called yet, he said that Brad Johnson, one of the chaperones, had called them. I told Randy I was on my way.

After I got off the phone with Randy, I contacted Dr. Melanie Oppor, District Administrator, at 8:30 AM to let her know that our bus with the Sophomore class had been in an accident. I gave her the information that I had at the time and that I was on my way to the scene.

I continued making phone calls to notify my supervisor, Casey Fields, at 8:32 AM, where I left him a message with the details, and our Corporate Safety Director, Paul Breitenfeldt, at 8:48 AM, when I was on the scene at that time.

When I first arrived on scene, I checked on Randy and the passengers. Everyone was okay and the New London Police (NLPD) officers were on the bus taking the students' information. From there, I proceeded to get information that we needed. After a short time passed, Dr. Abe El Manssouri, Manawa Middle School, Little Wolf High School Principal, arrived where he and I then checked on the passengers once more. The NLPD was finishing getting information.

By this time, students were told by Dr. Manssouri that if they have any pain, to let the professionals know and to go get checked out. This is where students start to exhibit headaches and neck pain. Students called their parents from the scene to either be released or to go get evaluated.

Kobussen Buses Ltd.

Family Pride in Every Ride

From here, we had three ambulances transport 13 students to the Theda Care Medical Center – Waupaca, WI. All other students were driven back to the Manawa Middle School, Little Wolf High School by Alicia on bus #1260, where parents picked them up or returned to class.

Dr. Oppor sent out a message to families involved, to contact our Kobussen Buses Ltd. Office if their child(ren) is treated by medical professionals. Our insurance company, National Interstate, will be reaching out in the coming days.

If there are any questions, please contact me directly with the information listed below.

Jacob Elsner
Terminal Manager
920.389.1500 x1701
Jacob.elsner@kobussen.com

Thank you,

Jacob R. Elsner



Technology Board Report

Nov 17, 2022

Network and Server Infrastructure

Continuing to collaborate with insurance company concerning Incident Response policies and procedures. A vendor will do a complete Google security sweep and make recommendations and assist with all requested changes for security and insurance compliance. Optimizing plans for continuity of services in the event of a cyber incident.

Insurance Guidelines

Beginning the process of putting the insurance company is suggested updates to various networked systems and procedures: i.e. Server migration to 2019/2022, 2 Factor Authentication protocols, Professional Development around cyber security, increase depth in backups, Incident Response and Continuity of Services plans. Continuing to organize and assemble the plan for KnowBe4 deployment.

Hardware Updates

Updating quote for secure key solution for 2 factor authentication. Continue to wait for access points. Delayed due to chip shortage and shipping issues. Working with vendors to address shipping delays. Looking to address server build to accommodate operation system upgrade. Working on getting all door systems up to date. Working on camera placement and costs.



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Mrs. Michelle Johnson
District Reading Specialist

Nov 4, 2022

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: 11/4/22

Re: District Literacy Highlights

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.

We believe coaching matters because:

- ★ We are smarter together
- ★ Student learning is our shared purpose
- ★ They are OUR students.
- ★ The job of teaching is too complex to do alone.
- ★ We are never done getting better at our craft.
- ★ We are all learners.
- ★ Coaching is for everyone because it's about continual improvement.

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KPI Literacy Data Update

“The ultimate measure of [humanity] is not where they stand in moments of comfort and convenience, but where they stand at times of challenge and [adversity].” Martin Luther King Jr.

iReady Learning Pathways

MES Progress:

Current Week 

Year-to-Date

81%

Average % Lessons Passed

Average Lessons Completed: 2



- **76% of Students** 70 - 100% Passed
- **13% of Students** 50 - 69% Passed
- **11% of Students** 0 - 49% Passed

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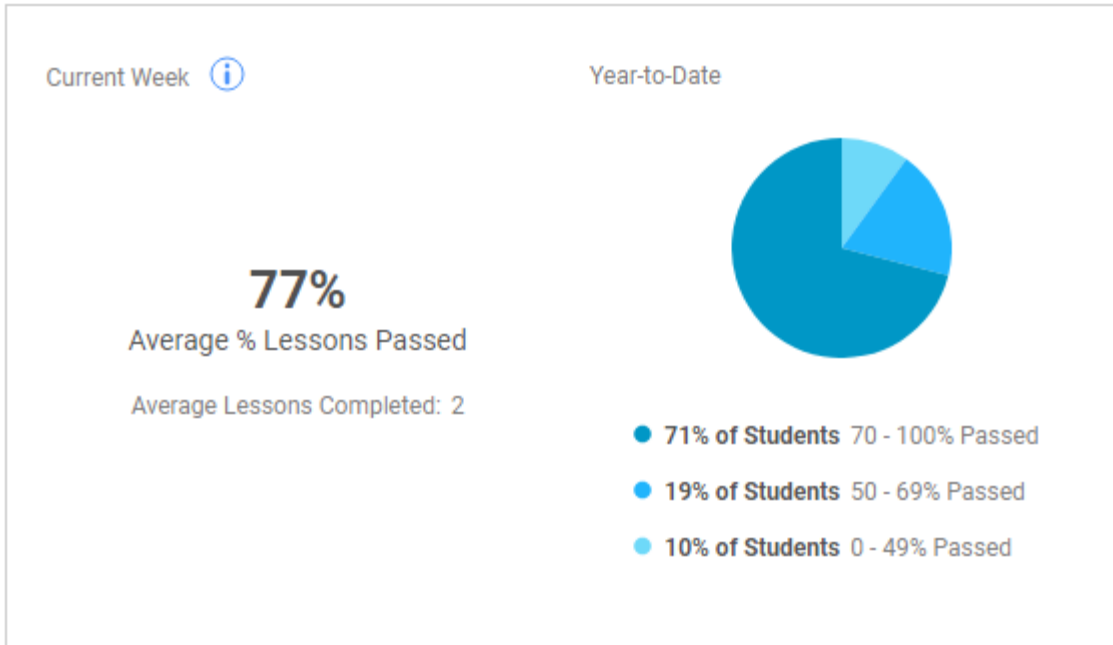


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Manawa Middle/Little Wolf High Progress

Lessons Passed



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Manawa Elementary Literacy Highlights and Updates:

Targeted-Guided Small Group Instruction



Instructional coaching cycles at Manawa Elementary are focusing on the development of targeted small group guided instruction during the reading block. The purpose of guided reading is for children to problem solve and practice strategies using level-appropriate text. Each child practices and applies a focused strategy to their reading determined by a targeted goal. The teacher's role is modeling, coaching, prompting and confirming strategy use. Together, students and teachers set goals based on data collected in class, and through assessments such as iReady.

Writing/Spelling Boot Camp-3 Week Rotations

Together, teachers and the instructional coach identify students in need of additional support in writing and spelling. This rotation is beginning at the 3rd grade level with groups of students 10 or lower based on their needs. During this course, a pre and post assessment are given to identify needs and goals accomplished. The first round of boot camp went successfully as over 80 percent of students had shown growth based on the post assessment data. Later, this boot camp



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structure will incorporate text-dependent writing about reading questions to best prepare for our state assessments and writing in general.

Dyslexia Screeners:

Through analysis of data, teacher observation, and student needs, a selection of students would benefit from being given a Dyslexia Screener. Although educators cannot diagnose dyslexia, we can determine if there are similar characteristics of those who have been diagnosed by a pediatrician or doctor. Partnerships with families and teachers are built through communication, conferences, and resources provided through DPI to best support our students who show signs of struggling with dyslexia. Our website provides the DPI dyslexia handbook for resources, guidance and further support.

https://dpi.wi.gov/sites/default/files/imce/reading/Dyslexia_Guidebook.pdf



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Secondary Literacy at Little Wolf High and Manawa Middle

StudySync Pilot Update:

“I really enjoy the Blasts because they have exciting videos, and I can peer review other responses.”-6th grade Manawa Student.



Blasts are short, high-interest read-write assignments about relevant topics and current events, delivered in a social media-like format.

An example:

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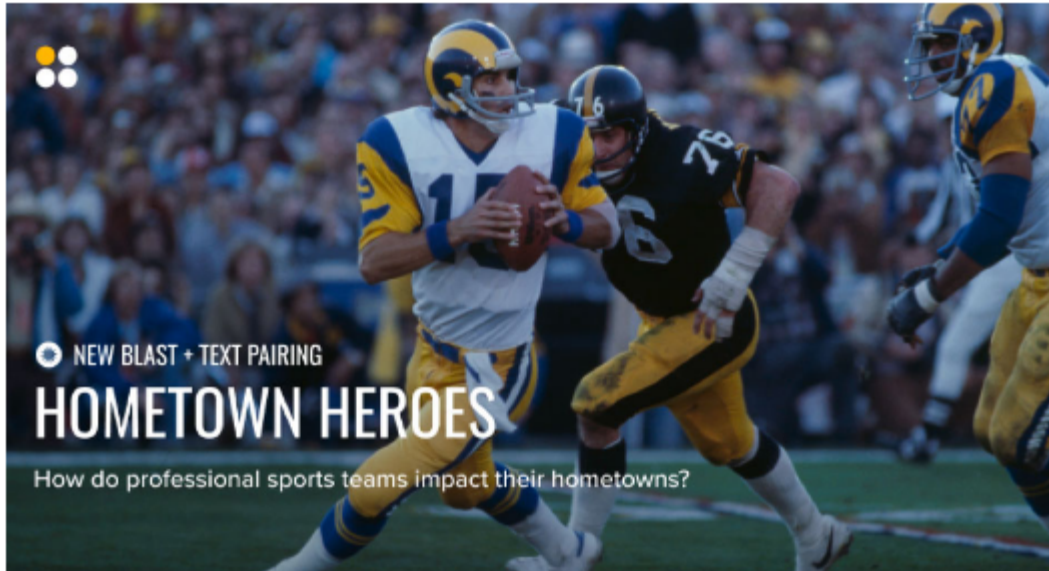
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Teacher Resources

Blast + Text Pairings: What is a Hero?

Get students reading, writing, and talking about heroes and how they affect students' communities by assigning these Blasts and text pairs along with Skills lessons.

Intensive Vocabulary Focus

Since a key component of developing and sustaining foundational language skills involves vocabulary acquisition, students will encounter new vocabulary in each reading selection found in the Core ELA Program and in the StudySync Library. Vocabulary instruction and practice accompany the selections in the core program, with the aim of building vocabulary knowledge and improving students' abilities to access complex texts.

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Secondary PLC Teams:

Pictured below are the Manawa Secondary PLC teams celebration, problem solving, and brainstorming ideas to support their collaborative literacy commitments. Each team developed the following commitments as a focus on one of the literacy pillars for the 2022-2023 school year:

English- All literacy pillars. Will share their expertise, ideas, rubrics, and student exemplars to support disciplinary teams.

Art/Music: Incorporate writing and vocabulary (specific to our specialities) into our programs such as performance/art critiques and reflections.

Math: Throughout the 2022- 2023 school year the math department will focus on vocabulary use within the math curriculum by including mastery of three new vocab words per unit.

P.E: Incorporate writing through the utilization of the Grammar Absolutes provided by the ELA team through our monthly character trait of the month (first day of the Month) self reflection applied to real lief journal entry via Google Classroom.

Science: The 2022-23 science team will focus on the interpretation of graphs, charts, and formulas.

Social Studies Team: Throughout the 2022-23 School Year, the Social Studies Department will focus on the literacy component of listening by being able to contradict or support other's claims in combination with their own opinion.

Kohler/CTE: Students will coherently communicate their thoughts, observations, and analysis of in-process and completed projects through writing.

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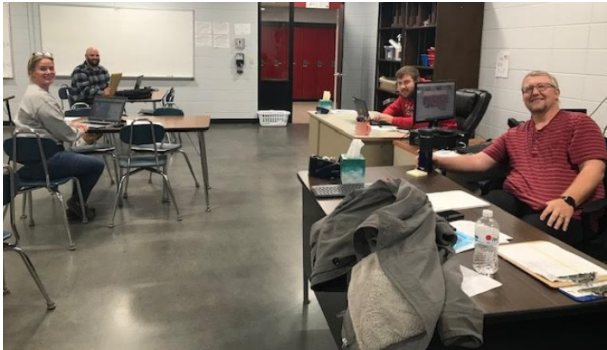
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A Celebration of Robotics with Ms. Wright!



Upcoming Dates:

Sept.-Nov- Completed ELA Curriculum Mapping, Horizontal and Vertical Alignment

Nov. 9th- Gifted and Talented Consortium

Nov. 10th-Strengthening Secondary Literacy Learners Conference with Secondary ELA Team-

Nov. 17th-Personalized Strengthening Secondary Literacy Coaching On-Site at LWH/MM

Nov. 21st-Strategic Small Group Instruction Professional Development at MES

Nov.21-22- LWH/MM PLC Literacy Commitments Development and strategies

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

Google Meet joining information

Video call link: <https://meet.google.com/rwf-mrpj-xzr>

Or dial: (US) +1 337-541-2818 PIN: 277 358 313#

Date: November 9, 2022

Time: 5:00 p.m.

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

Board Committee Members: Hollman (C), Riske, and Fietzer

In Attendance:

Timer: _____

Recorder: _____

1. Consider Endorsement of New Course Proposal for AP Biology for the 2023-24 School Year as Presented
Motion passed Riske/Fietzer
2. Consider Endorsement of the LWHS 2023-24 Course of Study Guide
Tabled by Fietzer/Riske
3. Consider Endorsement of the Evaluation and Recommendation Report Format for Club and Organizations as Presented (Action) Found at: [Co-Curricular Club Evaluation Plan](#)
Tabled by Fietzer/Riske
4. Consider Endorsement of 4K-12 English Language Arts Curriculum Maps as Presented
Motion passed Riske/Fietzer
5. Consider Endorsement of the LWHS Code of Student Conduct as Presented
Motion passed Riske/Fietzer
6. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators (Information / Action)
7. Curriculum Committee Planning Guide (Information / Action)
8. Next Meeting Date is December 5th @ 5:00 pm
9. Next Meeting Items:
 - a. Consider Endorsing English Language Arts Curriculum as Presented
 - b. Consider Endorsing Social Studies Curriculum as Presented
 - c.
10. Adjourn-Motion to adjourn @ 6:21 pm Riske/Fietzer

**SCHOOL DISTRICT OF MANAWA
FINANCE COMMITTEE MEETING
MINUTES**

November 14, 2022 6:00 p.m.

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

Board Committee Members: Jepson (C), Reierson, Fietzer

In Attendance: Jepson, Fietzer, Reierson, Dr. Oppor, O'Brien, Mrs. Griffin, Mr. Westphal

Timer/Recorder: Reierson

1. Consider Endorsement of Fund 46 Investment (Action)
Motion By: Fietzer, Reierson
Motion Carried.
2. Consider Endorsement of Revised Coaches/Advisors and Payments (Information /
Action)
Motion By: Jepson, Fietzer
Motion Carried.
3. Process for Obtaining Equipment (Information)
Discussion to rewrite/revamp the process to ensure understanding and streamlining of the
process.
4. Consider Endorsement of Revised Fundraisers (Action)
Motion By: Reierson, Fietzer
Motion Carried.
5. Short-term Borrowing (Information / Action) - No Action Taken.
6. Monthly Financial Summary - July (Information)
7. Monthly Financial Summary - August (Information)
8. Finance Committee Planning Guide (Information / Action)
9. Next Finance Committee Meeting Date: _____
10. Next Finance Committee Items:
 - 1.
 - 2.
11. Adjourn
Motion By: Fietzer, Reierson
Motion Carried at 8:17 pm

**SCHOOL DISTRICT OF MANAWA
POLICY & HUMAN RESOURCES COMMITTEE MEETING
MINUTES**

Date: October 31, 2022

Time: 5:00 p.m.

Board Committee Members: Reierson (C), Riske, and Krueger

**In Attendance: Reierson, Riske, Jepson, Dr. Oppor, Mr. Frazier, Mr. Starr, Mrs. Griffin,
Officer Severson, Officer Elliot**

Timer/Recorder: Reierson

1. Discussion to Gain Understanding of Possible Roles and Responsibilities of a Potential School Resource Officer (Information / Action)
Dr. Oppor and Officer Severson to have a discussion with Saint Paul's school about an SRO.
No committee action.
2. Consider Endorsement of Ad Hoc Districtwide Safety Committee Advisory Recommendations (Action)
Motion by: Table until next meeting
3. Consider Endorsement of Co-Athletic/Activities Director Proposal for the 2022-23 School Year as Presented (Information / Action)
Motion by: Riske, Reierson
Motion carried.
4. Review and Consider Endorsement of NEOLA Update Volume 31, No. 2 Updates (Information / Action)
Motion by: Riske, Reierson
Motion carried.
5. Consider Endorsement of Revised PO2416 - Student Privacy and Parental Access to Information as Presented (Information / Action)
Motion by: Reierson, Riske
Motion carried.
6. Consider Endorsement of Revised AG2416 - Procedures for Inspection of Survey, Administered or Distributed to Students as Presented (Information / Action)
Motion by: Riske, Reierson
Motion carried.
7. Consider Endorsement of Revised PO5136 - Personal Communication Devices as Presented (Information / Action)
Motion by: Riske, Reierson
Motion carried.

8. Consider Endorsement of Revised PO5830 - Student Fundraising as Presented (Information / Action)
Motion by: Reiersen, Riske
Motion carried.
9. Confirmation of Required Website Information is Complete (Information) - Review Next Meeting
10. Confirmation of Required Posting and Notices are Complete (Information)- Review Next Meeting
11. Kelly Marinoff, MacNeil Environmental was contacted to provide Paving the Way asbestos, lead, and water quality documentation on her next SDM visit as per PO8431.01. (Information) - Review Next Meeting
12. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators (Information / Action)
13. Set Next Meeting Dates: Nov. 28, 2022 at 5:00 pm
14. Next Meeting Items:
 - a. School Nurse References - Nurse/Paramedical (Information / Action)
 - b.
15. Adjourn
Motion by: Riske, Reiersen
Motion carried at 7:46 pm



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor and Carmen O'Brien
Date: November 14, 2022
Re: Board Approved Project Update

The following represents some of the larger projects that have recently been approved:

<i>Project</i>	<i>Cost</i>	<i>Status</i>
MS/HS Parking Lot Lights	\$8,025.00	Installation is scheduled for November 21-22.
Band Uniforms	Partial Final Payment	Final boxes were delivered (overlays) on 11-14-2022. (\$16,846 paid to date.)
MS/HS Commons Furniture	\$51,947.00	Ordered
MS/HS Picnic Tables	\$7,558.28	Ordered
Food Service Combi Oven	\$30,012.15	The leak in the stove hood was repaired first and when the request was put in for the oven initially it was unavailable. The oven is now available and the SDM is awaiting confirmation on a date when the installation team is available.
Districtwide Corridor Signs	\$1,826.43	Received; inserts are being designed with room number & capacity; installation will be done by maintenance person.
Food Service Vending Machines	\$13,975.00 + shipping per unit	Staff input is being sought on Nov. 21 on how many machines to order and where to locate them.



Book	Policy Manual
Section	2000 Program
Title	Copy of LIBRARY MEDIA CENTERS
Code	po2522
Status	Second Reading
Adopted	March 15, 2021

2522 - LIBRARY MEDIA CENTERS

The Board believes that school library media centers are a fundamental part of the educational process by providing a place to foster independent and collaborative learning and information-seeking skills in students and staff. This is accomplished through timely access to services and resources that both reflect the student body, the cultural diversity and pluralistic nature of American society, and represent perspectives held in the world more broadly. Therefore, the Board shall provide sufficient materials and staff for a library media center in each school in the District.

The District Administrator shall designate a licensed library media professional to direct or coordinate the District's library media program. **The selection of materials by the licensed library media professional shall follow the Board's adoption selection criteria and procedures.** The Board shall adopt a long-range plan for library media services developed by teachers and library and audiovisual personnel and administrators. The plan shall be reviewed periodically. The plan and any materials selection or review process shall be in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. **Te use of the District's allocation from the Common School Fund for acquisitions, in accordance with the Department of Public Instruction regulations, shall be a component of the foregoing procedures.**

The school libraries of this district are guided by the principles set forth in the Library Bill of Rights and its interpretive statements, including "Access to Resources and Services in the School Library Program" and The Students' Right to Read statement of the National Council of Teachers of English. See Administrative Guideline 2522.01 for the Library Bill of Rights and "Access to Resources and Services in the School Library Program: An Interpretation of the Library Bill of Rights."

The major **objectivesgoals** of the District's school library media centers are:

A. To provide faculty and students with materials that enrich and support the curriculum taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served.
B. To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with a diversity of appeal, allowing for the presentation of many different points of view.
C. To select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions.
D. To select materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading.

- A. ~~To support and enrich the District's standards and benchmarks;~~
- B. ~~To provide for personal interests, professional, educational, and recreational reading while promoting an appreciation of good literature;~~
- C. ~~To provide a comprehensive and coordinated collection of current resources so that students and staff will conveniently and effectively use a wide variety of materials, including print and non-print media;~~

- D. ~~To promote and support the appropriate use of technology for interpreting and communicating intellectual content;~~
- E. ~~To provide instruction that advances student and staff literacy of print, digital, and other emerging information resources;~~
- F. ~~To provide equitable and timely access to resources that support students' personal, academic, and life-long learning;~~
- G. ~~To foster a love of reading, curiosity, and investigation by providing a space that is well-maintained, up-to-date, welcoming, and safe for all users.~~

~~The District Administrator shall establish procedures consistent with the District's long-range plan for library services development related to the selection of materials, removal (weeding) of materials, inventory, and repair and/or replacement of materials. The use of the District's allocation from the Common School Fund for acquisitions, in accordance with DPI regulations, shall be a component of the foregoing procedures.~~

Selection Criteria

The School District of Manawa does not discriminate in the selection and evaluation of library materials on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The final decision to purchase library materials will be made by a licensed library media specialist.

The following criteria will be used in the selection of library materials as they apply:

- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literacy, artistic, and aesthetic quality; technical aspects; and physical format
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social,
- emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in standard reviewing sources such as, but not limited to:
 - Association for Library Service to Children (ALSC) Notable Children's Books
 - Booklist
 - Cooperative Children's Book Center of Wisconsin
 - School Library Journal
 - Young Adult Library Services Association (YALSA) Best Books for Young Adults
- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and
- multimedia (i.e. online databases, e-books, educational games, and other forms of emerging technologies)
- Demonstrate physical format, appearance, and durability suitable for their intended use
- Balance cost with need

Selection is an ongoing process that should include removing materials that are no longer used or needed (weeding), adding materials, and replacing lost and worn materials that still have educational value.

Gifts and Donations

Gifts and donations shall be handled in accordance with Policy 7230 - Gifts, Grants, and Bequests. Gift materials shall be judged by the same selection criteria and shall be accepted or rejected by those criteria. All materials should support the curriculum and needs of library users. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.

Requests, Suggestions, or Complaints

Challenges to instructional materials shall be handled in accordance with Policy 9130 - Public Requests Suggestions, or Complaints.

Reconsideration of Library Materials

Any resident or employee of the School District of Manawa may formally or informally request the reconsideration of library materials on the basis of appropriateness.

Informal Reconsideration Procedure of Library Materials

The Board recognizes that some materials are controversial and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval but solely on the basis of the principles set forth in this policy. Individuals or groups may initiate complaints about specific titles or types of materials in the Library's collection by talking to or writing to the District's Library Media Specialist. At this point, such communications are considered informal complaints. The District Library Media Specialist will respond to informal complaints by offering a rationale for the book in the collection, discussing the desired action based on the complaint, and, if appropriate, offering the complainant a Request for Reconsideration Form.

Formal Reconsideration Procedure of Library Materials

Persons who are concerned about the appropriateness of library materials and are unsatisfied with the response from an informal discussion about the title may choose to make a formal request for reconsideration of the title in question.

The following procedures should be followed if, after discussing the questioned resource, no resolution is made:

1. The complainant should be referred to the Principal.
2. A concerned citizen who is dissatisfied with earlier informal discussions will be offered a packet of materials which includes the library's mission statement, selection policy, Request for Reconsideration Form, and the Library Bill of Rights.
3. The complainant is required to complete and submit the Request for Reconsideration Form to the Principal within ten (10) business days.
4. If a completed Request for Reconsideration Form is not submitted within ten (10) business days, the matter is considered closed.
5. Upon receipt of the Request for Reconsideration Form, the Principal should notify and provide a copy of the Request for Reconsideration Form to the following individuals:
 - ~~a-~~ District Administrator
 - ~~b-~~ District Library Media Specialist
6. The work in question will remain on library shelves and in circulation until a formal decision is made.
7. The Reconsideration Committee will be appointed by the District Administrator and consist of:
 - ~~a-~~ Committee Chair - District Reading Specialist
 - ~~b-~~ District Library Media Specialist
 - ~~c-~~ Teacher - grade-level appropriate and/or language arts
 - ~~d-~~ Library Professional - not employed by the district
 - ~~e-~~ Community Leader - mayor, town chairman, etc.
 - ~~f-~~ Faith Leader
 - ~~g-~~ Three Members of the Community - a communication will be sent out widely using various media requesting volunteers to serve on a Reconsideration Committee with an application deadline. All received volunteer names will be placed into a random drawing to determine the three who will serve on the committee.
8. Through interlibrary loans or other means, the school librarian will obtain copies of the material in question for review by the Reconsideration Committee.
9. The Reconsideration Committee will schedule two formal reconsideration meetings: an initial meeting & a discussion/decision meeting. The Reconsideration Committee should follow the procedures listed below:
 - a. At the initial meeting:
 - i. The committee chair will review Reconsideration Committee guidelines and procedures.
 - ii. A member of the committee will be assigned to keep minutes.
 - iii. The complainant may make an initial verbal presentation about the resource under reconsideration. The complainant is asked to provide sources for quotes used during this presentation. The presentation may not exceed fifteen (15) minutes.
 - iv. The complainant may not participate in the Committee's deliberations. The Committee Chair may choose to give committee members time to ask questions.
 - v. The school librarian will provide the Reconsideration Committee with a short formal Intellectual Freedom training that explains a packet of materials, that includes the library's mission statement, selection policy, the Library Bill of Rights, the completed Reconsideration Form, reviews of the resource being reconsidered, and a list of awards or honors, if any. The presentation may not exceed fifteen (15) minutes.

vi. The Committee reserves the right to use outside expertise if necessary to help in its decision-making process.
 vii. The Committee Chair directs the committee members to fully review/read the complaint and challenged resource and be prepared to vote on the complaint at the next meeting.

b. During the second discussion/decision meeting:

i. The complainant may not participate in the Committee's deliberations.

ii. The Committee will discuss the material in question based upon the selection criteria.

iii. The committee members must have reviewed/read the challenged material in its entirety to be eligible to vote.

iv. The Committee will make its decision determined by the simple majority to retain, move the resources to a different level(if appropriate), or remove the resource. The decision will be made via a secret written ballot vote.

v. The Committee's written decision (including a minority report if needed) shall be presented to the District Administrator within five school days after the decision is made. The District Administrator will inform the complainant, in writing, of the Reconsideration Committee's decision.

vi. If the complainant is not satisfied with the decision of the Reconsideration Committee, a written appeal can be made within 10 school days of receiving the decision to the Board of Education President. The written appeal and all written material relating to the reconsideration shall be referred to the Board of Education for review.

10. The procedures for an appeal to the Board of Education will be as follows:

a. An appeal of the decision made by the Reconsideration Committee must be made in writing to the Board of Education President within 10 days of the Reconsideration Committee's decision being communicated to the complainant.

b. A decision on the appeal will be made at the next regular meeting or special meeting within 30 days of the written request to the Board of Education President.

c. The Board of Education reserves the right to use outside expertise if necessary to help in its decision-making.

d. The Chairperson for the Reconsideration Committee will present the committee's decision to the board.

e. The complainant or designee will present the petitioner's position.

f. The Board of Education **board**-decision will be final, and the District Administrator will implement the decision.

11. Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.

Parental/Police Access to Library Information

The Board respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are permitted to obtain information about the instructional material, resources, and services students choose to use at the District's libraries.

Parents of a student under the age of sixteen (16) have the right to review, upon request library records relating to the use of the library's documents or other materials, resources, or services by the student.

Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the library shall disclose to the officer records produced by a surveillance device under the control of the library that is pertinent to the alleged criminal conduct.

Other than the exceptions noted above, records indicating the identity of any individual who borrows or uses the library's documents or other materials, resources, or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library, or to persons authorized by the individual to inspect such records.

Inter-Library Loans

The Board authorizes District participation in interlibrary loan programs. The District will loan school library books and other instructional materials that are not in immediate or constant demand by staff or students to another participating school district for use in the libraries of that district.

Fines

Students may be assessed fines for the late return of borrowed materials or damage or loss of materials in accordance with Policy 6152 - Student Fees, Fines, and Charges.

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Legal 43.30, 43.72, 121.02(1)(h) Wis. Stats.
PI 6, 8

Last Modified by Melanie J Oppor on November 17, 2022



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 library 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: _____

V. What do you feel might be the result of a student's use of this material?

VI. What action are you requesting the committee consider?

VII. Are there resources you suggest to provide additional information and/or other viewpoints on this topic?

Complainant Signature: _____

Date: _____

For Office Use:

Document Received by: _____

Date Received: _____

2022-23 School District of Manawa

Proposed District-Sponsored Clubs and Activities

The following is a listing of two clubs I would like to make available in the School District of Manawa. Participation is voluntary and will occur outside of the regular school curriculum.

Competitive Extracurricular Clubs and Activities:

HS Robotics Club

Advisors: Ms. Wright

Meeting Location, Date, & Time: Planning and introductory meetings will begin in September when participants will meet and discuss Vex Competitions. Students will work as a team to build 2 robots and practice for tournaments that take place from December through February. Meetings will occur in Ms. Wright's classroom and practices will occur in Ms. Wright's Fablab. Practices are held before school, during prep time, during lunch, or after school by group consensus. Participants must attend team meetings and practices with the team advisors to be able to participate in the tournaments. Tournaments are held at schools in Wausau, Appleton, Neenah, Menasha, Green Bay, etc.

Mission and Purpose: The mission of the LWHS Robotics Club is to help provide team-building opportunities for students while improving their computer programming and engineering design skills. By working with peers in a nonjudgmental zone, students will build their confidence, and share their talents in a supportive atmosphere. The program is open to all high school students. Participants choose their own categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The LWHS Robotics Club will work with the Robotics Education & Competition Foundation to participate in VEX Robotics Competitions, following their rules, and attending various state competitions through this organization. There is no student fee associated with this program.

HS ESports Club

Advisor: Ms. Wright

Meeting Location, Date, & Time: 1-2 times per week after school throughout the school year. Additional meetings will occur leading up to ESports competitions. Students will meet to play approved online video games via computer, create teams for various competitions, and participate in state competitions. Competitions are held via remote access to certified servers. Students will practice and compete in Ms. Wright's classroom. There are a total of 3 seasons throughout the school year which includes Fall, Winter, and Spring. Students can choose which season(s) they would like to participate in. The current game titles for the 22-23 season include: Smite, Fortnite, Rocket League, League of Legends, and Valorant. Teams consist of 3-5 students per team depending upon the game.

Mission and Purpose: The mission of the LWHS Esports Club is to help provide team-building opportunities for students while building their confidence, and sharing their talents and love of gaming in a supportive atmosphere. The LWHS ESportss Club will be part of the Wisconsin High School Esports Association. Through WHSEA, students will participate in preselected games, follow the WHSEA rules, and participate in various state competitions through this organization. The program is open to all high school students. There is no student fee associated with this program.

New Course/Course Revision Proposal

School District of Manawa

Title of Course: AP Biology

Department or Grade Level: Science 11-12

Please circle: Revision New

If New, does this replace a current class? No Yes

If Yes, what class does this replace?

Course description as it will appear in the Course of Study Guide.

AP Biology - 1.5 Laude Point AP Biology is a laboratory science class designed to simulate the first semester, introductory Biology class at any college or university. For most students, this course enables them to take the second semester of Biology for any science related major, or fulfill the science requirement for non-science majors. This course is approved by the College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework.

Number of credits: 1.5 (Laude Point)

Required course Elective course

Target student population: Students who have successfully completed Bio1 and Bio2

Prerequisites: Bio 1 and Bio 2 with a B or Better or Teacher Recommendation.

Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered? College Level / Receive Credits

Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, STAR, Wisconsin Forward Exam, PALS, labor market information, etc.). N/A

List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training. Approximately 500\$ additional for consumables

***Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the UbD template)** See Proposal



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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

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

November 2, 2022

Abe El Manssouri, Ed. D.
Little Wolf High School/ Manawa Middle School Principal
District Assessment Coordinator

Dear Dr. El Manssouri,

I am writing in response to requests for offering AP Biology. My plan for the AP Bio class is to just follow the guidelines put forth by the AP Curriculum that already exists. I have created an account for me as an educator and have reviewed the necessary requirements for myself and students. It looks like all I need is the go ahead from the BOE and have it added to the course handbook. The Manawa School District has done this before with other course offerings in AP. Below is my proposed course listing.

AP Biology - 1.5 Laude Point AP Biology is a laboratory science class designed to simulate the first semester, introductory Biology class at any college or university. For most students, this course enables them to take the second semester of Biology for any science related major, or fulfill the science requirement for non-science majors. This course is approved by the College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework.

We will study the core scientific principles, theories, and processes that govern living organisms and biological systems. You'll do hands-on laboratory work to investigate natural phenomena. AP Biology is open to all students that have completed Biology 1 and Biology 2 with a B or better and who wish to take part in a rigorous and academically challenging course.

- Unit 1: Chemistry of Life
- Unit 2: Cell Structure and Function
- Unit 3: Cellular Energetics
- Unit 4: Cell Communication and Cell Cycle
- Unit 5: Heredity
- Unit 6: Gene Expression and Regulation
- Unit 7: Natural Selection
- Unit 8: Ecology

Respectfully,

Carey Celske

Carey Celske
Science Teacher, SDM

Dr. Melanie J. Oppor

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Danielle Brauer

Curriculum/Special Ed. Dir.
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(920) 596-5301

Course Name:	5K		
Credits:			
Prerequisites:	4K		
Description:	5K ELA		
Academic Standards:	Reading:		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
1	1 Quarter	<p>R=SL.K.3,SL.K.4</p> <p>W=W.K.2, W.1.3</p> <p>WW=RF.K.2a, RF.K.3a, RF.K.2c</p>	<p>Students will be able to demonstrate how to private and partner read successfully. Students will utilize text features such as photos, patterns, letter/sound knowledge to help support comprehension and reading fluency.</p> <p>Students will be able to write with pictures and sentences.</p> <p>Students will be able to use functional vocabulary and recognize and produce rhyming words</p>
2	1 Quarter	<p>R=RF.K.1, RF.K.4, RF.K.2, RF.K.3, RL.K.7,RL.K.10</p> <p>W=W.K.3, W.1.3</p> <p>WW=RF.K.3, RF.K.3a, RF.K.3c</p>	<p>Students will be able to use reading super powers when reading.</p> <p>Students will be able to write a true story about themselves using pictures and words.</p> <p>Students will be able to look, think and say letter sounds and heart words as well as stretch out sounds to read words.</p>
3	1 Quarter	<p>R=RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5,RL.K.7,RL.K.9, RL.K.10</p> <p>W=W.K.3, W.1.3</p> <p>WW=RF.K.3a, RF.K.3b, RF.K.3c</p>	<p>Students will be able to build on their reading super powers.</p> <p>Students will be able to tell true stories about themselves using pictures and words.</p> <p>Students will be able to read short and long vowel words.</p>

	4 1 Quarter	<p>R= RL.K.10, RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.7, RL.K.9, RL.K.5</p> <p>W=W.K.1, W.1.1</p> <p>WW=RF.K.2, RF.K.2B, RF.K.2C, RF.K.2D, RF.K.3</p>	<p>Students will become avid readers.</p> <p>Students will be able to write opinion stories using pictures and words.</p> <p>Students will be able to produce and identify digraphs, sound buddies, and syllables.</p>
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Course Name:	Language Arts Grade 1		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Grade 1 General Education Year Long Curriculum (Includes: Reading, Writing, and Word Study)		
Academic Standards:	F.1.4.b,L.1.2,W.1.7, W.1.8		
Units:	Unit Length:4 Units each consisting of one quarter (1 year)	Unit Standards:	Unit Outcomes:
1-Building Foundations through Reader's and Writer's Workshop		RF.1.4.b,L.1.2,W.1.7	<p>Students will be able to...</p> <p>Reading: Learn procedures for independent reading, including the use of the classroom library or individual book boxes or bags. Learn how to handle materials and follow routines in the reading center. Learn to use appropriate voice level for the activity. Understand the setting for a story and infer why it is important. Follow multiple characters in the same story. Use academic language to retell and identify the elements of the plot: beginning, middle, and end.</p> <p>Summative: Rubric for Retelling for Beginning, Middle, End, Classroom observation, guided small group goals, discussion</p> <p>Writing: Understands that a writer or illustrator can add a label to help readers. Use a capital letter for the first word of a sentence. Use uppercase letters in a title. Write letters and words that can be easily read. Vary word choice to create interesting description and dialogue.</p> <p>Summative: Students write complete sentences .</p> <p>Word Study: Say words to break them into syllables. Recognize and talk about the fact that letters can be consonants or vowels. Hear and say 4 or more phonemes in a sequence. Blend 3 or 4 phonemes in a word. Delete the beginning phoneme of a word. Add a phoneme to the end of a word. change the middle phoneme in a word. Hear and identify short/long vowel sound in words and the letters that represent them. Recognize and use short vowel sounds in the middle of words (CVC). Understand that a word is always spelled the same way.</p>

2		RF.1.4.b,W.1.8	<p>Students will be able to...</p> <p>Reading: Learn what fluency is and why fluency is important. Learn to formally make connections to the text such as text-to-self, text-to-text, text-to-world. Learn the differences between fiction and nonfiction. Learn nonfiction text features</p> <p>Summative: Read nonfiction texts. Guided small group, benchmarking.</p> <p>Writing: Understand how to craft a personal memory or narrative from mentor texts. Choose a topic that is interesting to the writer. Add descriptive words (adjectives) and phrases to help readers visualize and understand events, actions, processes, or topics. Understand that a writer may work to get readers interested in a topic.</p> <p>Summative: Write a narrative text.</p> <p>Word Study: Recognize and use short vowel sounds at the beginning of words. Contrast short and long vowel sounds in words. Recognize and use two consonant letters that represent one sound at the beginning of a word. Recognize and use ending consonant sounds and the letters that represent them. Recognize and use medial consonant sounds and the letters that represent them. Recognize and say consonant clusters that blend two or three consonant sounds. Recognize and use two consonant letters that represent one sound at the beginning of a word. Divide words into syllables. Delete a syllable from a word. Recognize and use phonogram patterns with a short vowel sound in single-syllable words. Use phonogram patterns and letter patterns to help spell a word. Identify rhyming words and use them to solve unknown words. Recognize and use two consonant letters that represent one sound in the middle of a word. Recognize and use consonant letters that represent two or more different sounds at the beginning of a word. Recognize and use consonant letters that represent two or more different sounds at the end of a word. Recognize and use consonant clusters (blends) at the end of a word.</p>
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3		<p>Students will be able to...</p> <p>Reading: Learn reasons for reading. Learn how details support the main idea. Learn how to read with a partner and discuss a story. Understand characters and how they change throughout a story. Learn about different themes. Learn about emotions and how books make us feel. Understand different types of text. Summative: Main Idea and details. Comparing characters.</p> <p>Writing: Write with a friendly tone. Show evidence of using language from storybooks and informational books that have been read aloud. Learn ways of using language and constructing texts from other writers and apply understanding to one's own writing. Show enthusiasm and energy for the topic. Read writing aloud to help think critically about voice. Use underlining and bold print to convey meaning. Tell about a topic in an interesting way. Select from a variety of forms the kind of text that will fit the purpose. Delete extra words or sentences. Edit for conventional spelling of known words. Use beginning reference tools. Summative: Write an opinion text.</p> <p>Word Study: Recognize and use long vowel sounds in words with silent e. Recognize and use y as a vowel sound. Understand and talk about the fact that the ending -ed when forming the past tense of a verb can represent several different sounds. Use onsets and rimes in known words. Recognize and use onsets and rimes to read words. Change the ending sound or sounds to make and solve a new word. Take apart a compound word to read two smaller words. Use connections between or among words that mean the same or almost the same and words that are opposite to solve an unknown word.</p>
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RF.1.4.b W.1.8

Students will be able to...

Reading:

Use some academic language to talk about nonfiction genres, forms, literary features, book and print features.

Use details from illustrations to support points made in discussion.

Use evidence from the text to support predictions.

Use details from illustrations and text to support points made in discussion.

Summative:

Book Clubs

Writing:

Write sequential directions in procedural or how-to books.

Show steps in enough details that a reader can follow a sequence.

Understand how information helps the reader learn about a topic.

Gather and internalize information and then write in one's own words.

Begin to incorporate illustrations and organizational tools in nonfiction texts.

Use the size of print to convey meaning in printed text.

Use indentation or spacing to set off paragraphs.

Stay focused on a topic.

Give a story or informational piece a title.

Observe carefully to detect and describe change.

use drawings to show how something looks, how something works, or the process of change and talk about drawings from observation and label drawings.

Take notes or make sketches to help in remembering information.

Mark parts that are not clear and provide more information.

Reorder pages by laying them out and reassembling them.

Use a number to identify place to add information and an additional paper with numbers to write the information for insertion.

Summative:

Write an Informative Text

Word Study:

Recognize and talk about the fact that words can be related in many ways (sound, spelling, category).

Recognize and use synonyms and antonyms.

Recognize and use common compound words.

Understand and talk about the concept of a contraction.

Recognize and use contractions with not, am, are, is, has, will.

Understand and talk about the fact that a noun can refer to more than one person, place, or thing. Recognize and use plurals that add -s and -es.

Recognize and use high-frequency words with three or more letters.

Read and write approximately one hundred high-frequency words.

Develop and use strategies for acquiring a large core of high-frequency words.

Recognize and use the ending -s when making a verb agree with its subject.

Course Name:	Language Arts Grade 2 - Ready to Read and Write		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Grade 2 General Education Year Long Curriculum (includes Reading, Writing & Word Work)		
Academic Standards:	Wisconsin Standards for English Language Arts		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Reading Management, Narrative Writing, Long & Short Vowels	1 Quarter	RL 2.10 RF 2.4 ELA 2.3 ELA 2.5 RF 2.2 RF 2.3	Measured Stamina Goal Chart, Informal Observations/Exit Tickets, Benchmark Reading A-Z quick benchmarks-Running Records. Read a book independently and write my thoughts. Write a complete sentence including a subject and predicate. Write different types of sentences such as complex, compound, etc. Write a sentence with details. Write a complete paragraph with topic sentence, details, and a closing sentence. Read single syllable closed syllable words. I can read 2 and 3 syllable words with open and closed syllables.
Literary Analysis - Fiction, Informative Writing, R-Controlled Vowels	1 Quarter	RL 2.10 RL.2.3 RF 2.4 ELA 2.3 ELA 2.5 RF 2.2 RF 2.3	Students will be able to... (Reading) share their thinking and develop opinions about their books, describe characters using their looks, feelings, what they say and what they do describe simple events in order, tell a problem in a story and how it is solved (Writing) complete a story plan, write a personal narrative using my story plan with a strong beginning, middle, end use adjectives and details to strengthen my writing
Literary Analysis - Non Fiction, Opinion Writing, Other Vowel Sounds	1 Quarter	RL 2.10 RF 2.4 RL 2.1 RL 2.5 RI.2.5 RI.2.6 ELA 2.3 ELA 2.5 RF 2.2 RF 2.3	Students will be able to... Reading tell the topic of a nonfiction book, tell the author's purpose of a nonfiction book, find questions and answers in nonfiction Writing explain the difference between a fact and an opinion write different parts of an informative story Word Study: Students can read 1-4 syllable words with /oo/,/oi/,/oo/,/aw/
Strategies & Skills, Poetry, Word Chunks	1 Quarter	RL 2.10 RF 2.4 ELA 2.3 ELA 2.5 RF 2.2 RF 2.3	Students will be able to... Reading discuss the characters and important events when summarizing a story, discuss the main idea and details in a nonfiction story, Writing explain the difference between fact and opinion with reasons to explain opinion, elaborate on a reason by providing examples, and evidence write an opinion story that has an opinion statement and concluding statement Word Work read words with -ank,-ink, soft and hard c and g, prefixes and suffixes, split vowels

Course Name:	Language Arts Grade 3		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Grade 3 General Education Year Long Curriculum (Includes: Reading, Writing, and Word Study)		
Academic Standards:	W.3.3.B		
Units:	Unit Length:4 Units each consisting of one quarter (1 year)	Unit Standards:	Unit Outcomes:
Ready to Read and Write and Narrative Writing through Historical Fiction Journaling	1 quarter	(power standards)Read grade level text with accuracy, fluency, and comprehension. Retell the key details of a fictional story. also: SL 3.1, RL 3.1,3.2,3.3,3.4,3.10	Students will be able to... Reading- choose a book to read for enjoyment while building stamina (up to 20 minutes), sustain attention to listen to or read texts, strive for deeper understanding by connecting parts of a story, notice and think critically about an author's word choice, follow and comprehend a text with a complex plot and a character with multiple conflicts, ground predictions in the character's story with supportive evidence, derive the meaning of words from the context of a sentence, paragraph and story. Writing- write with stamina, share ideas and get ideas from my peers show steps of a story in time order add ideas using quotation marks and dialogue to provide narration or show thoughts and feelings understand that fiction can be written in various forms such as a book, journal entries, letters, etc. complete a narrative writing piece and a fictional journal entry as they lived in colonial times. Word Study- recognize and use letter combinations/vowel teams to represent long vowel sounds, use strategies for acquiring a large core of 3rd grade and below high frequency

<p>Reading and Writing Informational Texts, Publishing a Research Book</p>	<p>1 quarter</p>	<p>(Power standards as they are assessed on report card) Read grade level text with accuracy, fluency, and comprehension. RI.3.1 Develop and answer questions and locate relevant and specific details in a text to support an answer (answer questions in informational text by looking back at the text). also: SL 3.2, RI 3.2,3.4,3.6,3.7,3.8, 3.9,3.10 Standards: Writing-CCSS.ELA-LITERACY.W.3.2 (Power standard as it appears on the report card) Write informative/explanatory texts to examine a topic and convey ideas and information clearly. CCSS.ELA-LITERACY.W.3.2.A also: W 3.4,3.5,3.6,3.7,3.10 L3.2</p>	<p>Students will be able to...</p> <p>Reading- distinguish between fiction and nonfiction reading elements, notice that a nonfiction writer puts together information in order, relating connecting topics using topics, subtopics, and headings list significant events or ideas, track important page numbers, and pose questions about things I do not understand, use academic language to talk about and identify text features and why they are important to the reader, can define five main types of nonfiction structure summarize narrative nonfiction, determine elements of a biography, Assessments: Main idea and detail assessments, question and answer assessment, independent summaries for narrative nonfiction, journals and teacher notes</p> <p>Writing- choose a topic that will interest my reader and understand that I will have to share extensive information on a topic, understand and develop a strong lead in fiction or nonfiction text organize and present information in paragraphs in a way that demonstrates a clear understanding of paragraph structures write an informational text in a logical order and present new information for my reader to learn by gathering resources on a topic, use headings, table of contents, and text features to help a reader locate information, use language specific to a topic, tell about a topic in an interesting way, and select information that supports the topic, Assessment: Outline, Expert Essay, Research Book</p> <p>Word Study- develop and use strategies for acquiring a large core of 3rd grade and below high frequency words recognize parts of speech, recognize and use inflectional endings Assessments: weekly word check, finding spelling patterns in words in reading, writing spelling pattern words correctly in writing</p>
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<p>Character Novel Study/Book Clubs/Strong Opinion Writing/Speech</p>	<p>1 quarter</p>	<p>“(power standards)Read grade level text with accuracy, fluency, and comprehension. Retell the key details of a fictional story. Reading-CCSS.ELA-LITERACY.RL.3.3 also: RL 3.1,3.2,3.9,3.10, SL 3.4 Writing-CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons also: W3.4,3.5,3.8,3.10, L3.2”</p>	<p>Students will be able to...</p> <p>Reading- recognize and discuss aspects of narrative writing, understand problems that occur in daily life including complex problems and how that can be related to students' own lives, form and express opinions about a character and support with rationale and evidence notice how an author reveals a character and makes them seem real, notice language and events that convey an emotional atmosphere, Assessments: Lucy summative assessment, teacher observation, Journal entries, Big idea Character Theory, Story Map/Mountain Board Game Design, book club observation and meetings</p> <p>Writing- communicate clearly the main points a reader is supposed to understand, through the writing process persuade and elaborate to convince readers Assessments: Opinion Paragraph Hey Little Ant School related Opinion Essay Speech Donut Design Project</p> <p>Word Study- develop and use strategies for acquiring a large core of 3rd grade and below high frequency words recognize and use plurals to add s or es recognize and use plurals with root word ending in y, recognize and use irregular plurals, recognize and use possessives that end in apostrophe s or already end in s use contractions with am, is, not and will Assessments: weekly word check, finding spelling patterns in words in reading, writing spelling pattern words correctly in writing</p>
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<p>Fables, Folktales, Fantasy</p>	<p>1 quarter</p>	<p>L3.5A RL 3.2,3.3,3.4,3.5, L3.1 A L3.2B L3.11,L 3.4B, L3.5 RF 3.3A and B W 3.3 part A,B,C,D W3.5,W3.6 W3.10</p>	<p>"Students will be able to...</p> <p>Reading- use academic language to talk about specific genres such as folklore, fables, and fantasies. understand how characters are complex and change over time ie: good to evil, follow plots that have a pattern, understand beyond my experience by reading about other cultures and beliefs, understand basic motifs of traditional literature, understand and recognize different types of poetry notice and note how descriptive and figurative language are important to overall understanding of text.</p> <p>Assessments: Genre quiz, use of academic vocabulary Observation/formative assessment</p> <p>Writing- notice how authors write to apply to my own writing, quickly draft my ideas on a paper, write with an end in mind, understand revisions are to make written messages clearer and stronger, write in different genres for different purposes</p> <p>Assessments: Teacher observations during writing conferencing Published student written fractured fairy tale friendly letter</p> <p>Word Study- recognize homophones correctly, develop and use strategies for acquiring a large core of 3rd grade and below high frequency words use common prefixes and suffixes to spell correctly and understand word meaning, identify parts of speech</p> <p>Assessments: Weekly word work check, finding spelling patterns in words in our reading writing spelling pattern words correctly in our writing, applying rules learned to reading and writing</p>
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Course Name:	4th Grade English Language Arts		
Credits:	N/A		
Prerequisites:	N/A		
Description:	4th Grade English Language Arts		
Academic Standards:	Wisconsin Standards for English Language Arts		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Classroom Management / Character Study	One Quarter	R.4.3 Describe a character, setting, or event, drawing on specific details in the text. RF.4.4 Read with accuracy and fluency to support comprehension. SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report, tell a story, or recount an experience. W.4.4 Produce clear and coherent writing. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words	Students should be able to follow classroom routines during whole group, small group, and independent work time. Students should be able to give a detailed description of a character, citing evidence from a paragraph, passage, or book. Students should be able to describe how a character changes, citing evidence from a paragraph, passage, or book. Students should be able to read fluently and effectively discuss various genres at grade level. Students should be able to write complete sentences, identifying the subjects and predicates. Students should be able to write complete paragraphs using topic sentences and detail sentences. Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)
Theme / Summarizing / Opinion	One Quarter	R.4.2 Summarize text to determine a theme and explain how it is supported by key details. RF.4.4 Read with accuracy and fluency to support comprehension. SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report, tell a story, or recount an experience. W.4.2 Write an opinion pieces in which they state a thesis, along with evidence to support the thesis. W.4.4 Produce clear and coherent writing. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Students should be able to summarize a given text by using only key details. Students should be able to explain the theme of a given text and support it with text evidence. Students should be able to read fluently and effectively discuss various genres at grade level. Students should be able to write an opinion paper, including an introduction and conclusion. Students should be able to state a claim and provide evidence for their claim. Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)
Nonfiction / Informational	One Quarter	R.4.7 Explain how text features contribute to an understanding of the text. R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. RF.4.4 Read with accuracy and fluency to support comprehension. SL.4.1 Engage effectively in a range of collaborative discussions. SL.4.4 Report, tell a story, or recount an experience. W.4.2 Write an informative pieces in which they introduce a topic and provide information about it. W.4.4 Produce clear and coherent writing. W.4.8 Gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Students should be able to identify text features and how they help to explain the topic being covered. Students should be able to identify the main idea of a text. Students should be able to support the main idea (claim) of a text with evidence from the text. Students should be able to distinguish between fact and opinion in text in order to reach new understanding. Students should be able to use headings and subheadings to search for and use information. Students should be able to think across texts to compare and expand understanding of content and ideas from academic disciplines. Students should be able to tell the difference between significant and insignificant details. Students should be able to read fluently and effectively discuss various genres at grade level. Students should be able conduct research, both on the internet and with books, on a given topic in order to gather information. Students should be able to organize collected research to write an informational paper, including an introduction and conclusion. Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)
Historical Fiction / Poetry	One Quarter	R.4.2 Summarize text and explain how it is supported by key details. R.4.5 Identify and analyze structural elements, using terms such as characters, settings, dialogue. R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. RL.4.4 Explain the differences between poems and refer to the structural elements of them. W.4.4 Produce clear and coherent writing. RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Students should be able to identify the elements of historical fiction, including diverse people, cultures, and time periods. Students should be able to identify the setting, relating it to the time period of the story. Students should be able to recognize that historical fiction is based on real people, places, or events. Students should be able to recognize that the language/dialogue matches the time period of the story. Students should be able to read a variety of poetry, recognizing the different elements that create each poem. Students should be able to produce a variety of poetry. Students should be able to spell common grade level words. Students should be able to spell words following letter-sound relationships. Students should be able to spell confusing words (homophones, homographs, etc)

Course Name:	5th ELA		
Credits:			
Prerequisites:			
Description:			
Academic Standards:	RL.5.4, RL.5.2, R.5.4, RL.5.5, R.5.6, RL.5.9 RI. 5.1, RI.5.2, RI.5.9 W.5.2, W.5.6, L.5.5,L5.6, SL.5.1, SL.5.4		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:

<p>1 1st Quarter-9 Weeks</p>		<p>R-RL.5.4, RL.5.2, R.5.5, W-W.5.2, W.5.6, L-L.5.5,L5.6, S-SL.5.1</p>	<p>Students will...</p> <p>Reading</p> <ul style="list-style-type: none"> -know that there are different characteristics in different genres of literature -utilize my notebook as a place to collect their thinking about their reading using text evidence to prove their thinking, -understand and interpret a story better by paying attention to characters, plot, setting, and repeated objects or ideas -figure out whose perspective (or point of view) the text is being written from and the effect it has on the story. -divide into parts, rank, and compare-type questions to help develop ideas about a story read -participate in book club discussions and debates in order to understand different individual's viewpoints, defend one's own claim, tic in relation to a shared book reading experience. -Students will learn about Book Clubs and then participate in them while reading Realistic Fiction books on/around their level. -Book Club groups will create a presentation highlighting theme, story elements, and a comparison to another similar book. <p>Writing</p> <ul style="list-style-type: none"> -Students will review writing concepts such as sentences, paragraphs, capitalization, punctuation, and grammar in order to write more efficiently and effectively the remainder of the school year. -use a range of sentence types, -write complete sentences with noun and verb agreement -review and implement punctuation, sentence/paragraph structure -use commas to identify a series, to introduce clauses, and in direct address of a person -use commas and quotation marks in writing interrupted and uninterrupted dialogue <p>Word Study</p> <ul style="list-style-type: none"> -spell grade appropriate words correctly throughout writing -separate words into syllables to help spell, decode -notice and use vowel patterns that appear in multisyllabic words
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Students will be able to...

Reading:

- determine or infer the main idea(s) and provided supporting details of nonfiction texts
- recognize, identify, and understand author's use of different structures of nonfiction texts,
- notice and discuss why the author used graphic features such as labels, heading, sidebars, etc.
- notice the use of the author's use of language to evoke sensory images, feeling and mood
- build meaning across several texts.

Summative Assessment:

- Read multiple, more challenging nonfiction books, and being able to provide verbal and/or written summaries.

Writing:

- use headings and subheadings to organize different parts and guide the reader
- credit sources of information as appropriate
- write an effective lead paragraph and conclusion
- use new vocabulary specific to the topic
- use underlying structures (sequence, problem and solution, etc) to present different kinds of information
- use notes to record information while gathering appropriate information from multiple sources
- create paragraphs that group related information while producing multiple-paragraph pieces

Summative Assessment:

- write and create an informational poster on a topic of the student's choosing, incorporating text features and/or structures

Word Study:

- notice and use patterns in multisyllabic words along with reading and writing words that occur in high frequency in the English language
- recognize and use a variety of complex/compound words,
- recognize and understand contractions with am, will, not, have, would, or had

Students will...

Reading

- form and express opinions about a text and support with rationale and evidence
- distinguish between fact and opinion in a text,
- notice counter arguments and evidence against those counterarguments in a text,
- evaluate the writer's qualifications for writing on a topic,
- notice notice and critique how a writer uses logical reasoning and specific evidence to support an argument
- understand that a biography is the story of a person's life
- recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized and technical words

Summative Assessment:

- Students will partner-read a biography and present a report to the class.
- Students will read and research a teacher-directed topic.

Writing:

- Evaluate the writer's qualifications for writing on a topic
- think across texts to compare and expand understanding of content and ideas from academic disciplines.
- identify and critique specific language a writer uses to persuade
- use paragraphs to organize ideas into the structure of a persuasive essay (introduction, body, conclusion)
- support ideas with facts, details, examples, explanations, opinions, expert testimony, or quotes
- address counter arguments against one's claim
- begin with a purposeful lead and close with concluding statements or summaries
- record multiple sources for citation
- utilize a checklist to edit and revise written work
- formulate questions, have others ask questions, and locate sources to answer the questions,

Summative Assessment:

- Students will write an opinion-based essay from a group-researched topic.

Students will be able to...

Reading:

- Notice and Understand that a defining characteristic of fantasy is that a defining characteristic of fantasy that the story could never happen in the real world.
- Understand that the heroic and sometimes larger-than-life characters in fantasy represent the symbolic struggle between good and evil.
- Understand that the messages or big ideas in fantasy stories can be applied to their own lives or to other people and society.
- Evaluate the significance of the setting in the story.
- Use some academic language to talk about fiction genres and literary features.
- Form implicit and explicit questions in response to the events of a plot.
- Notice how a writer reveals the underlying theme or message of a text-dialogue, actions, outcomes)

Summative Assessment:

- Students will have read 1-2 books of a Fantasy series while working in book club groups.

Writing:

- Write an engaging lead that captures interest and that may foreshadow the content.
- Select important events and turning points to include in narrative nonfiction.
- Use small moments or experiences to communicate a bigger message.
- Write an ending that fits the piece.
- Write with voice as well as begin to develop literary voice.
- Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect spelling final drafts

Summative Assessment:

- Students will have completed their own memoir writing, defining a lesson learned.

Summative Assessment:

Word Work:

- Students will have created a compilation of original poems.
- Spell over 500 familiar high-frequency words, a wide range of plurals, and base words with inflectional endings and reflect

Course Name:	6th ELA		
Credits:	NA		
Prerequisites:	5th ELA		
Description:	Students read and write each day independently and in large		
Academic Standards:	"R.6.1 RL.R. 6.3 RL,R.6.4 RL,R6.1 (RI),R6.2 (RI),R6.6 (RI),RL6.3, RL6.5, RL6.7, RL6.10, RI6.2, RI6.3, RI6.4, RI6.5, L6.3, L6.4B, L6, L2A. L2B, L4A,		
Reading			
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit 1: Deep Study of Character	1 quarter	R.6.1 RL R. 6.3 RL R.6.4 RL	Outcomes: Through writing and small group discussion, students will analyze how characters change throughout the text supported by text evidence. Show various ways how a character develops through setting, dialogue, character reactions, and decisions. <i>Identify how themes are developed</i>
Unit Name: 6th Grade - Unit 2: Tapping the Power of Nonfiction /True to Yourself	1 quarter	R6.1 (RI) R6.2 (RI) R6.6 (RI)	Outcomes: Group presentations on gathered research Determine central ideas through research. Synthesize information across various informational-texts
Unit Name: 6th Grade, Unit 3: In the Dark: How do we know what to do when there are no instructions?	1 quarter	RL6.3, RL6.5, RL6.7, RL6.10, RI6.10, RI6.2, RI6.3, RI6.4, RI6.5, L6.3, L6.4B, L6, L2A. L2B, L4A,	Outcomes: Students will be able to compare within and across genres. Identify how author's use complex sentence structures with semicolons used to connect clauses. Students will compare written versions to audio/video.
Unit Name: 6th Grade - Unit 4: Literature=Social Issues Book Clubs-Reading for Empathy and Advocacy	1 quarter	R.L.6.1, R.L.6.2, R.L.6.3, R,L.6.4, R. L.6.9	Make connections to their own lives and contemporary issues and problems across all genres. Change opinions based on new insights gained from fiction texts. Understand the problem in basic plots (E.g. overcoming evil, poverty and wealth, the quest, journey and return, comedy, tragedy, villain), recognize that characters have multiple dimensions (eg. can be good but have flaws, can make mistakes based on confusion/misunderstanding, can do bad things but change for the better, can have contradicting feelings, can learn from mistakes, can have good intentions but do evil things. Notice the narrator of a text, identify the narrative point of view (e.g. first person narrative, second person narrative, omniscient third-person narrative), and talk about why the writer chose this perspective.
Writing-			
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit Name: Personal Narrative	1 quarter	W7.2F, W7.3A, W7.3B, W7.3C, W7.3D, W7.3E, W7.4, W7.5, W7.6, W.7.9A,	Craft a well-written personal narrative. using the checklist provided by the teacher for an introduction, conclusion, correct grammar, spelling, and punctuation.
Unit Name: 6th Grade - Writing- Research Article-Using Nonfiction Features	1 quarter	W7.2F, W7.3A, W7.3B, W7.3C, W7.3D, W7.3E, W7.4, W7.5, W7.6, W.7.9A,	Craft a well-written Research article using the checklist provided by the teacher for an introduction, conclusion, correct grammar, spelling, and punctuation, details and correctly cited sources.

Unit Name: 6th Writing- Informative Essay-Character Motivations from Mentor Texts	1 quarter	W.6.2A, W.6.2B, W.6.2C, W.6.2D, W.6.2E, W.6.2F	:After thinking about the individuals from the unit who take action even when they are unsure of what lies ahead, write an informative essay explaining what drives them to respond, take action, or make a decision when there are no guidelines to help them.		
Unit Name: 6th Writing - Argumentative	1 quarter	W.6.1A, W.6.1B, W.6.1C, W.6.1D, W.6.1E, W.6.4, W.6.5, W.6.6	Complete an argumentative writing based on the reading of Walk Two Moons.		

Course Name:	7th ELA		
Credits:	NA		
Prerequisites:	6th ELA		
Description:	Students read and write each day independently and in large and small group settings. Listening, speaking, and inquiry are also emphasized during this integrated language arts approach. Literacy learning is also embedded into the content areas. Technology, vocabulary, and grammar are used purposefully in the literacy course.		
Academic Standards:	Wisconsin Model Academic Standards Reading Power Standards R7.1 (RL), R7.2 (RL), R7.5 (RL) R7.1 (RI), R7.2 (RI), R7.5(RI), R7.8(RI)		
Reading			
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Conflicts and Clashes	1 quarter	Standards: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.7, RL.7.9, RL.7.10, RI.7.6, LA.7.1.A, LA.7.1.B, LA.7.1.B, LA.7.4A,	Outcomes: Students will read a variety of literature to explore the essential questions. The unit's genre focus is fiction. Students will learn that at the heart of most stories is conflict. Whatever kind of conflict it is, readers will find it intriguing or relatable to their own lives.
Hights and Lows	1 quarter	Standard(s): RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RI.2, RI.7.4, RI.7.5, LA.7.1A, LA.7.1B, LA.7.2B, LA.7.4A,	Outcomes: Students will begin this unit as readers and they will finish as critical literary thinkers. Students will analyze what they have read and apply their thinking about love and loss to the writing of their own literary analysis essays.
Reading with a genre focus on argumentative text	1 quarter	Standard(s): RL.7.2, RL.7.3, RL.7.5, RL.7.7, RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.10, LA.7.2A, LA.7.2B, LA.7.4A, LA.7.4B, LA.7.4D, LA.7.4E	Outcomes: Students will pivot away from narrative texts and look more closely at argumentative writing. They will also have the opportunity to read several informational texts and two works of fiction and poetry.
Reading with a Genre Focus on Informational Text	1 quarter	Standard(s): RL.7.1, RL.7.3, RL.7.4, RL.7.6, RL.7.9, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.7, LA.7.1C, LA.7.2A, LA.7.2B, LA.7.4A, LA.7.4B, LA.7.4C, LA.7.4D, LA.7.5B,	Outcomes: Read texts with a genre emphasis on informational texts. Read fiction excerpts and a poem and improve ability to analyze several informational texts. Students will become aware of the various ways authors construct informational writing. Think more broadly as learners by becoming engaged with texts of varying difficulty.
Writing			
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Writing- Narrative	1 quarter	Standard(s): W.7.2F, W.7.3A, W.7.3B, W.7.3C, W.7.3D, W.7.3E, W.7.4, W.7.5, W.7.6, W.7.9A,	Summative and Formative (Performance Tasks): Narrative writings where the writer imagines a world where people can know what others are thinking. Write about what conflicts would occur and what conflicts would cease to exist.

Writing - Literary analysis	1 quarter	Standard(s): W7.1A, W7.1B, W7.1C, W7.1D, W7.1E, W7.2A	<p>"Performance Tasks: Write a literary analysis that shows the different types of lessons learned about love and loss. Present an argument in which you explain what lesson each character, narrator, or speaker learns and how love or loss helps them learn the lesson."</p>
Writing - Argumentative	1 quarter	Standard(s): W7.2A, W7.2B, W7.2C, W7.2D, W7.2E, W7.2F, W7.4, W7.5, W7.6	<p>"Performance Tasks: Write an argumentative essay to convince your teachers or school leaders to establish a new club, class, or activity. Present your argument with clear reasons and relevant evidence."</p>
Writing - informative	1 quarter	Standard(s): W7.1E, W7.2A, W7.2B, W7.2C, W7.2D, W7.2F, W7.4, W7.5, W7.6	<p>Performance Tasks: After thinking carefully about the question, "How can one event change everything?" students will choose three texts from the unit and write an informative essay that explains how one moment or event had a significant</p>

Course Name:	8th Grade ELA		
Credits:			
Prerequisites:	7th Grade ELA		
Description:	8th grade ELA		
Academic Standards:	RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, RL.8.10, RI.8.1, RI.8.2, RI.8.6, RI.8.10, L.8.1D, L.8.2B L.8.3B, L.8.4C, L.8.5C, W.8.3A, W.8.3B, W.8.3C, W.8.3D, W.8.3E, W.8.4, W.8.5, W.8.6		
Reading			
Units:	Unit Length:4 9-week Quarters	Unit Standards:	Unit Outcomes:
Genre Focus on Fiction	Unit Length:4 9-week Quarters	Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, RL.8.10, RI.8.1, RI.8.2, RI.8.6, RI.8.10, L.8.1D, L.8.2B L.8.3B, L.8.4C, L.8.5C,	Outcomes: focus on the genre of fiction, grow as readers by interacting with appropriately challenging texts Performance Tasks: Short daily writings prompted from close reads..
Reading - Genre Focus on Poetry	Unit Length:4 9-week Quarters	Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.9, RL.8.10, RI.8.2, RI.8.8, L.8.1B, L.8.1C, L.8.1D, L.8.3B, L.8.4D, L.8.5C,	Outcomes: In this unit students will discover what it means to be yourself, to feel like nobody, and even to feel on top of the world. Students will use the lens of figurative language to understand how authors express varied ideas about identity and belonging, past and present.
Reading Genre Focus on Information	Unit Length:4 9-week Quarters	Standards: RL.8.4, RL.8.7, RI.8.2, RI.8.3, RI.8.4, RI.8.5, RI.8.7, RI.8.10, L.8.1A, L.8.3B, L.8.4A, L.8.4B, L.8.4C, L.8.4D, L.8.5A, L.8.5B, L.8.5C,	Outcomes: Students explore questions about why we take chances. "Performance Tasks: Read poems and an excerpt from a novel and write about and discuss them in class with peers, Collaborative Conversations, Short Constructed Responses- write obituaries for those who died in the 1968 Challenger explosion, Peer Review"
Reading with a Genre focus on Argument	Unit Length:4 9-week Quarters	Standards: RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.9, RL.8.10, RI.8.4, RI.8.8, RI.8.9, RI.8.10, L.8.1E, L.8.2A, L.8.2B, L.8.3B, L.8.4B, L.8.4C, L.8.4D, L.8.5A, L.8.5B, L.8.5C, W.8.1A, W.8.1B, W.8.1C, W.8.1D, W.8.1E, W.8.4, W.8.5, W.8.6	Outcomes: Students will read from a variety of powerful writers to find out how the right words can inspire and challenge a diverse audience, yield results, capture the grief of a nation at war. They will also see how choosing the right can help share bad news and they will consider how online behavior affects communication skills.
Writing			
Units:	Unit Length:4 9-week Quarters	Unit Standards:	Unit Outcomes:

Narrative	Unit Length:4 9-week Quarters	W.8.3A, W.8.3B, W.8.3C, W.8.3D, W.8.3E, W.8.4, W.8.5, W.8.6	Performance Tasks: Students will organize their narrative writing with a story beginning, narrative techniques, descriptive details, transitions, and a conclusion. Grammar skills include basic spelling rules, dashes, commas after transitions.
Argumentative	Unit Length:4 9-week Quarters	W.8.1A, W.8.1B, W.8.1C, W.8.1D, W.8.1E, W.8.4, W.8.5, W.8.6	Performance Tasks: Short writings to show understanding of materials read, write descriptions of character feelings and responses to one another, poetry writing, Exit tickets, vocabulary assignments, multiple choice questions and short response answers demonstrating knowledge of skills learned.
Informational	Unit Length:4 9-week Quarters	W.8.1A, W.8.2A, W.8.2B, W.8.2C, W.8.2D,W.8.2E, W.8.2F, W.8.4, W.8.5, W.8.6	Performance Tasks: Write an informative essay, applying what they have learned from the unit's literature, speeches, and informational texts to an informative writing project.
Argumentative	Unit Length:4 9-week Quarters	W.8.1A, W.8.1B, W.8.1C, W.8.1D, W.8.1E, W.8.4, W.8.5, W.8.6	Performance Tasks: Write an argumentative letter, applying what you have learned from the unit's literature, speeches, and informational texts.

Course Name:	English 9		
Credits:	1		
Prerequisites:	None		
Description:	This is a one credit course for all freshmen. Students will read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills.		
Academic Standards:	Common Core State Standards for ELA Grade 9		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
1-Autobiography Essay and Presentation (mini-unit)	Q1, Sept, 2-3 weeks	W1-5, L5-6, SL4	Students will build relationships by sharing background information about themselves, discuss writing expectations and apply effective writing strategies, practice narrative writing skills through composing an autobiography essay, and practice communication skills by reading their essays to the class.
2-Short Story Study Theme: Survival	Q1, Sept-Oct, 4-5 weeks	RL1-6, W2-5, SL1, L3-6	Students will study the structure of short stories, recognize and apply literary elements including plot diagramming to aid in understanding, discuss themes related to "survival", utilize reading strategies to aid in comprehension and analysis, and practice creative writing skills by composing an effective ending to a story.
3-Epic Poem Reading (The Odyssey) and Game Creation Project Themes: Courage and The Journey	Q1-Q2, Oct-Nov, 6 weeks	RL1-7, W4-6, SL1-2,4-5, L4-6	Students will study the structure of an epic poem and background on Homer, discuss the themes of "courage" and "the journey", compare different interpretations and formats of a common storyline, and collaboratively create a game with effective formatting and directions to assess comprehension.
4-Poetry Study and Composition Theme: Identity	Q2, Dec, 3-4 weeks	RL1-2, and 4-7, W1,3,5, SL1	Students will study the structure of poetry, recognize and apply literary elements to aid in understanding, utilize reading strategies to aid in comprehension and analysis, discuss the theme of "identity", and practice creative writing through composing multiple poems.
5--Definition Essay (mini-unit) Theme: Emotion	Q2, Jan, 2 weeks	W 2-5 and 7-9, SL1, L1-6	Students will explore many aspects of an emotion in an attempt to define it and apply it to their own lives, gather information from multiple sources, write an effectively structured essay to share opinions and convey information, and practice correct documentation techniques.

6--Drama Reading (<i>Romeo and Juliet</i>) Themes: Love and Choices	Q3, Jan-Feb, 4-5 weeks	RL1-7, W1, SL1-2, L1-4	Students will study the structure of drama, apply literary elements to aid in understanding, make connections to history by studying Shakespearean times, writing, and themes, collaboratively read a difficult text for comprehension and analysis, discuss the themes of "love" and "choices", and compare different interpretations and formats of a common storyline.
7--Career Exploration Project and Presentation (mini-unit)	Q3, Feb-Mar, 2-3 weeks	W1,4,and 6-9, SL4-5, L5-6	Students will research two careers based on interests, strengths, and lifestyle considerations, determine the path/education necessary to obtain these careers, create an effectively formatted slideshow to convey information, and practice presentation skills.
8--Novel Study (<i>Of Mice and Men</i>) and Movie Review Essay Themes: Struggle, Alienation/Loneliness, and Friendship	Q3-Q4, Mar-April, 4 weeks	RL1-10, W2-6, SL1-2 and 4	Students will study the structure of a novel, recognize and apply literary elements to aid in understanding, utilize reading strategies for comprehension and analysis, discuss the themes of "struggle", "alienation/loneliness", and "friendship", study effective movie review techniques, practice evaluative/analytical writing skills in an effective movie review essay.
9--Research, Projects, and Collaborative Presentation on Decades of 20th Century America Theme: Change	Q4, May-June, 4-5 weeks	RI1-10, W4-9, SL1-5, L5-6	Students will research specific aspects of one decade of 20th century America based on interests, make historical connections and discuss "change", create multiple projects to convey information in a clear and appropriate format, compose an informational essay with effective documentation, practice collaborative presentation skills.
10--Independent Novel Reading and Projects	At least one novel per quarter is encouraged	RL 1-3, W1, SL4-5, L3-6	Students will choose and read independent novels based on individual interests, recognize and apply literary elements to aid in comprehension and analysis, and complete projects to illustrate understanding.
11--Vocabulary Study	Bi-weekly for duration of school year (or within units of study)	RL4, RI4, W1, SL1, L2-4	Students will study words with common prefixes/suffixes, words with common Latin/Greek roots, and vocabulary in context independently and collaboratively.
12--Nonfiction Articles	Monthly for duration of school year	RI 1-6 and 8, W1,2,9 SL1, L	Students will utilize effective strategies to read and discuss nonfiction articles about a variety of topics and practice reading for content, determining main idea and supporting evidence, summarizing information, analyzing quotes, and determining viewpoint.
13--Writing/Grammar Workshop	Mini Lessons as needed	L1,5,6	Students will study, review, and practice elements of grammar, sentencing, usage, and editing to enhance their writing and communication.

14--Persuasive Essay Practice and Standardized Test Prep/Administration	As needed throughout the school year	W2-5, L5-6, SL1	Students will write persuasive essays to practice for the writing expectations of the ACT Aspire test, discuss sample essays and strategies for improvement, and conference with teacher for individual feedback. Students will complete and discuss practice questions to study for standardized tests.
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Course Name:	World Literature		
Credits:	1		
Prerequisites:	English 9		
Description:	This one credit course is for all sophomores. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical and research writing will be expected and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills. Some material will coincide with 10th grade World History curriculum.		
Academic Standards:	Common Core State Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit 1: Imprints of the Past	Quarter 1	Standards: RL 1-10, W3-W6, W10, L1-L3, L4-5, SL1, SL 4-5	Outcomes: In this unit, students will be introduced to world literature using early stories including creation stories, folktales, legends, tall tales, myths, and a classic greek play. Focusing primarily on reading standards RL1-10, students will be learning to draw conclusions and make inferences about stories, as well as analyze content for other literary elements. They will also make connections between early Greek and Roman gods and goddesses as presented in World History. In addition, students will write creatively, using the knowledge gained from the mentor texts presented in class and implement technology standards with a video presentation of their creative writing piece.
Unit 2: Dreams Lost and Found	Quarter 2	Standards: RL 1-10, L1-3, L5, W2, W4-7, W9-10, SL1-2	Outcomes: In this unit, students will continue working with poetic elements through the exploration of poetry from around the world. Students will also be introduced to new poetic terms including meter (iambic pentameter, etc.) that they have not learned in previous ELA classes. In addition, students will read and analyze a classic Shakespearean comedy. Lastly, students will write a poem analysis.
Unit 3: Finding Wisdom and Heroes	Quarter 3	Standards: RL 1-10, RI 1-10, W2, W4-W10, SL1-6 L1-5	Outcomes: In this unit, students will study the components of romantic literature: the hero and heroine's journey, chivalry, courtly love, etc. Students will also apply knowledge of both fiction and nonfiction reading skills and apply that knowledge through both discussion and writing. Through writing, students will learn the proper way to research, evaluate sources, cite sources, and create appropriate MLA formatted bibliography and work cited pages.
Unit 4: Moral Courage and Strength	Quarter 4	Standards: RL1-10, RI 1-10 W3-W6, W10, SL1-2 L1-5	Outcomes: At the end of this unit, students will be able to apply knowledge of literary elements in relationship to novels chosen for the purpose of literature circles surrounding common themes. In addition, students will read a whole-class memoir and apply knowledge of informational text in comparison to fiction. Students will write a literary analysis centered on various themes from the whole-class memoir. Lastly, students will end the year with literature circles, selecting from a plethora of texts relevant to the World Literature theme.
Independent Reading	Semesters 1 and 2	Standards: RL1-10, W2, 4-6, 9, L	Outcomes: Throughout the year, English 10 students will select two

Vocabulary Study	Yearlong A Weeks (Wednesdays)	Standards: L4 and 6	In this alternating weekly workshop, students will collaboratively study word families with Latin and Greek roots in order to enhance their ability to recognize and use vocabulary effectively. In addition, they will be working through lessons from the Great Source Vocabulary curriculum.
Informational Article Study	Yearlong A/B Weeks	Standards: RI 1-6 and 8, W1-2, 9-10	Bi-monthly, students will independently select an article using Kelly Gallagher's Article of the Week curriculum. They will learn the art of close reading, annotating, and reflection relating to their findings.
Writing Grammar Workshop	Yearlong B Weeks (Wednesdays)	Standards: L1-2	In this ongoing workshop of mini-lessons, students will be practicing grammar skills that include: parts of speech, phrases, clauses, sentence types, verbals, active and passive voice, parallel structure, and punctuation usage.

Course Name:	American Literature		
Credits:	1		
Prerequisites:	English 9, World Literature		
Description:	This one credit course is designed to meet the needs of those students who will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from an American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Larger writing tasks include a character comparison literary analysis essay, researched and documented persuasive essay, and ACT practice essays. Individual and group projects and ACT test preparation/practice will also occur throughout the year.		
Academic Standards:	Common Core State Standards for ELA Grade 11		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
1-Early American Literature Theme: Confronting Obstacles	Q1, September, 4 weeks	RL1-9, W1, SL1,3, L1-3	Students will read and study early American nonfiction/fiction works for content and literary elements, explore how the circumstances of early Americans forced them to "confront obstacles", explain how bias affected the viewpoints of early Americans and their writing, and make connections between early America and modern society.
2-Drama with Historical Context-- <i>The Crucible</i> , The Salem Witch Trials, and Character Comparison Literary Analysis Essay Theme: Fear, Persecution, and Courage	Q1, October, 5 weeks	RL1-9, W2-6,9, SL1-3, L1-6	Students will study the structure of drama, apply literary elements to aid in understanding, make connections to history by studying The Salem Witch Trials and Red Scare, read a difficult text for comprehension and analysis, discuss the themes of "fear", "persecution", and "courage", analyze different interpretations and formats of a common storyline, and compare two important play characters in a literary analysis essay.
3-Gothic/Southern Gothic Literature Theme: Gothic/Southern Gothic	Q2, November, 4 weeks	RL1-9, W1,9, SL1, L2-3	Students will read and study works of Gothic and Southern Gothic writers for content and literary elements, analyze similarities and differences between the styles, and determine how events of the time period influenced Gothic and Southern Gothic writers.
4-Persuasion in Media and Writing: Documentary Films, Research, Types of Arguments, Documentation, Essay, and Presentation	Q2, December-January, 6 weeks	RI 1-9, W1-9, SL1-5, L1-6	Students will study persuasion in media/writing and how to critically analyze, develop, write, and present arguments. Documentary filmmaking, including fallacies/bias and types of arguments, will be analyzed along with effective research strategies and correct utilization and documentation of outside sources. Students will choose a persuasive topic important to them and create an effective presentation to showcase their opinions and a documented essay to further analyze multiple facets of their argument.

5--Novel with Historical Context-- <i>To Kill A Mockingbird</i> , The Great Depression, and Southern Society; Novel Project Theme: Injustice and Struggle	Q3, February-March, 5 weeks	RL1-9, W1, 7-9, SL 1,4,5, L2-4	Students will study a novel for analysis and connections to historical context, recognize and apply literary elements to aid in understanding, discuss the themes of "injustice" and "struggle", compare two media with the same plot, and create a novel project that effectively showcases further analysis of at least one facet of the novel.
6--American Masters of Poetry and Poetry Writing/Projects Theme: Changing Forms and Messages	Q3, March-April, 4 weeks	RL1-6, W1,2,6, SL1,4,5, L3-4	Students will study masters of American poetry, recognize and apply literary elements to aid in understanding, determine how the forms and messages of American poetry changed/developed from early to modern times, work collaboratively in a group to explore/teach a poem to the class, explicate a poem in detail, and write a sonnet with correct structure.
7--Naturalistic Literature and Comparison Slideshow Theme: Survival in a Harsh World	Q4, April-May, 3 weeks	RL 7-9, W1,6, SL 1-5	Students will read works of Naturalism for the purpose of recognizing Naturalistic characteristics, analyzing for content and literary elements, exploring the theme of "survival in a harsh world", and comparing Naturalistic elements in a slideshow.
8--Evolution of 20th Century American Literature and Bag Speech Project Theme: Realism, Modern, Harlem Renaissance, and Contemporary Literature	Q4, May-June, 5 weeks	RL1-9, W1,6, SL 1,4-5, L1,5-6	Students will read and study works of Realism, Modern, Harlem Renaissance, and Contemporary literature for content and literary elements, analyze similarities and differences between the styles, determine how changes in society influenced literature, and create and deliver a short speech explaining objects and values important to their lives.
9--Vocabulary Study	Bi-weekly for duration of school year (or within units of study)	RL4, RI4, W1, SL1, L2-4	Students will study grade-level vocabulary, common ACT vocabulary, and vocabulary in context independently and collaboratively.
10--Writing/Grammar Workshop	Daily mini-lessons (or as needed)	L5-6	Students will study, review, and practice elements of grammar, sentencing, usage, and editing to enhance their writing and communication and to prepare for the English section of the ACT.
11--ACT Preparation and Persuasive Essay Practice	Mini-units throughout the school year and with more intensity before the ACT Exam	W2-4, SL1, L5-6	Students will examine and practice sample ACT English, reading, and writing questions to be informed, prepared, and successful on the ACT Exam. They will discuss scoring rubrics, results, test strategies, and plans for individual improvement in each area.
12--Independent Novel Reading and Projects	One novel per semester is encouraged	RL1-9, W1, SL4-5, L3	Students will choose and read independent novels based on individual interests, recognize and apply literary elements to aid in comprehension and analysis, and complete projects to illustrate understanding.

Course Name:	College Prep English		
Credits:	1		
Prerequisites:	American Literature or AP Literature and Composition		
Description:	This is a one credit class available to all seniors but geared toward students intending to attend post-secondary school. Students will explore fiction and informational text revolving around the theme of finding oneself in preparation for life beyond high school. In addition to literature and textual study, students will be writing personal narratives suitable for submission with college applications, compare and contrast essays, a career based research paper, and a literary analysis. Students will explore who they are, how they influence others, who they aspire to be, and wisdom gained that will be helpful in making appropriate life choices.		
Academic Standards:	Common Core Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit One: Identity	Quarter 1	RI 11-12.1-6, 10; W11-12.3, 4-6, 10; SL 11-12.1, 5; L11-12.1-6	Unit one includes a shared focus on text analysis and narrative writing. Students read, discuss, and analyze nonfiction personal narratives, autobiographies, and memoirs, focusing on how the authors use structure, style, and content to craft narratives that develop complex experiences, ideas, and descriptions of individuals. Throughout the unit, students learn, practice, and apply narrative writing skills to produce a complete personal essay suitable for use in the college application process.
Unit Two: Relationships	Quarter 2	RL 11-12.1-7, 10; W11-12.2, 4-6, 10 SL11-12.1 L11-12.1-6	Unit two has students exploring contemporary short fiction, poetry, and drama dealing with relationships with oneself and others. Students will be reviewing and applying literary elements and engaging in classroom discussion concerning theme. The writing focus will be a comparative essay looking at author's style and inclusion of literary elements.
Unit Three: Goals and Aspirations	Quarter 3	RI 11-12.1-6, 10; W11-12.4-10; SL11-12.1-6; L11-12.1-6	Unit three will focus on career exploration with a written research paper and a presentation. Students will also be reading and viewing inspirational informational text and film to enhance the theme of goals and aspirations. Students will review and apply knowledge of proper research including MLA research format, parenthetical citations, and complete bibliographies and work cited pages.
Unit Four: Wisdom and Life Lessons	Quarter 4	RL11-12.1-10, W11-12.1, 4-10; SL 11-12.1, 5; L11-12.1-6	Unit Four will prepare students for launching into the world as adults. Students will read a whole class informational text offering life advice for success. Students will complete work that helps them to analyze the information from the text and apply it to their own lives. Students will be writing a literary analysis on a chosen theme selected from the text.
Unit Five: Who I am	Yearlong	All Writing, Speaking and Listening, and Language Standards	Throughout the year students will be focusing on the broad theme "Finding Myself". This project will consist of students creating an encyclopedia that records the history of who they were, who they are and who they wish to be in their future. Students will have the option of creating digital or paper scrapbooks that include categories, table of contents, photos, journaling etc. These will be presented the week before graduation to peers. This is an independent, outside of class project.
Unit Six Vocabulary	Yearlong	L11-12.2-4	Students will be strengthening their vocabulary and knowledge of language skills through bi-monthly vocabulary lessons. Students will practice identification, word origin, and using words in context as it applies to written language. Text: Great Source Sixth Course

Course Name:	English 11		
Credits:	1		
Prerequisites:	English 9, World Literature		
Description:	This one-credit course is designed to meet the needs of juniors who do not intend to pursue further education at a four-year university after high school. The course presents an integrated reading and writing curriculum with traditional and modern American literature selections and associated writing assignments and essays. Students read and learn about stories, poems, plays, novels, themes, and authors in a historical context. Communication, language, and vocabulary usage skills will also be emphasized. Individual and group projects and ACT test preparation/practice will also occur throughout the school year.		
Academic Standards:	Common Core State Standards for ELA Grade 11		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
1-Gothic/Southern Gothic Literature Theme: Gothic/Southern Gothic	Q1, September, 4 weeks	RL1-9, W1,9, SL1, L2-3	Students will read and study works of Gothic and Southern Gothic writers for content and literary elements, analyze similarities and differences between the styles, and determine how events of the time period influenced Gothic and Southern Gothic writers.
2-Novel with Historical Context-- <i>To Kill A Mockingbird</i> , The Great Depression, and Southern Society; Novel Project Theme: Injustice and Struggle	Q1, October, 5 weeks	RL1-9, W1, 7-9, SL 1,4,5, L2-4	Students will study a novel for analysis and connections to historical context, recognize and apply literary elements to aid in understanding, discuss the themes of "injustice" and "struggle", compare two media with the same plot, and create a novel project that effectively showcases further analysis of at least one facet of the novel.
3-Drama and Character Comparison Essay-- <i>12 Angry Men</i> Theme: Influential Decisions	Q2, November, 5 weeks	RL1-9, W2-6,9, SL1-3, L1-6	Students will study the structure of drama, apply literary elements to aid in understanding, explore the theme of "influential decisions" within a court system, read a difficult text for comprehension and analysis, analyze different interpretations and formats of a common storyline, and write an essay comparing two important characters.
4-Persuasion in Media and Writing: Documentary Films, Research, Types of Arguments, Documentation, Essay, and Presentation	Q2, December-January, 6 weeks	RI 1-9, W1-9, SL1-5, L1-6	Students will study persuasion in media/writing and how to critically analyze, develop, write, and present arguments. Documentary filmmaking, including fallacies/bias and types of arguments, will be analyzed along with effective research strategies and correct utilization and documentation of outside sources. Students will choose a persuasive topic important to them and create an effective presentation to showcase their opinions and a documented essay to further analyze multiple facets of their argument.

5-Naturalistic Literature and Comparison Slideshow Theme: Survival in a Harsh World	Q3, February, 3 weeks	RL 7-9, W1,6, SL 1-5	Students will read works of Naturalism for the purpose of recognizing Naturalistic characteristics, analyzing for content and literary elements, exploring the theme of "survival in a harsh world", and comparing Naturalistic elements in a slideshow.
6-Career Exploration and Workplace Communications/Writing Theme: Purpose, Tact, and Success	Q3-4, March-April, 7 weeks	RI 4-7, W1-9, SL1-5, L1, 5,6	Students will explore at least one future career of interest to them and the communication/writing skills necessary to be successful in a work environment. Students will practice being tactful in writing proper emails, letters, complaints, surveys, and reports. Students will also practice creative and verbal communication skills by creating a product related to the work they plan to do and an effective commercial that advertises this product. Finally, students will showcase expertise about at least one task in their career by demonstrating it to the class and writing a short set of how-to instructions to accompany their presentation.
7-Evolution of 20th Century American Literature and Bag Speech Project Theme: Realism, Modern, Harlem Renaissance, and Contemporary Literature	Q4, May-June, 4 weeks	RL1-9, W1,6, SL 1,4-5, L1,5-6	Students will read and study works of Realism, Modern, Harlem Renaissance, and Contemporary literature for content and literary elements, analyze similarities and differences between the styles, determine how changes in society influenced literature, and create and deliver a short speech explaining objects and values important to their lives.
8--Vocabulary Study	Bi-weekly for duration of school year (or within units of study)	RL4, RI4, W1, SL1, L2-4	Students will study grade-level vocabulary, common ACT vocabulary, and vocabulary in context independently and collaboratively.
9--Writing/Grammar Workshop	Daily mini-lessons (or as needed)	L5-6	Students will study, review, and practice elements of grammar, sentencng, usage, and editing to enhance their writing and communication and to prepare for the English section of the ACT.
10-ACT Preparation and Persuasive Essay Practice	Mini-units throughout the school year and with more intensity before the ACT Exam	W2-4, SL1, L5-6	Students will examine and practice sample ACT English, reading, and writing questions to be informed, prepared, and successful on the ACT Exam. They will discuss scoring rubrics, results, test strategies, and plans for individual improvement in each area.
11--Independent Novel Reading and Projects	One novel per semester is encouraged	RL1-9, W1, SL4-5, L3	Students will choose and read independent novels based on individual interests, recognize and apply literary elements to aid in comprehension and analysis, and complete projects to illustrate understanding.

Course Name:	English 12 - Reading and Writing for life after high school.		
Credits:	1		
Prerequisites:	English 11, American Literature, or AP Literature and Composition		
Description:	This is a one credit class available to all seniors but developed mainly for students heading directly into the workforce. Students will explore fiction and informational text revolving around the theme of finding oneself in preparation for life beyond high school. In addition to literature and textual study, students will be writing personal narratives, compare and contrast essays, a career based reflection paper and numerous short responses to literature/content. Students will explore who they are, how they influence others, who they aspire to be, and wisdom gained that will be helpful in making appropriate life choices.		
Academic Standards:	Common Core Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Unit One: Identity	Quarter 1	RI 11-12.1-6, 10; W11-12.3, 4-6, 10; SL 11-12.1, 5; L11-12.1-6	Unit one includes a shared focus on text analysis and narrative writing. Students read, discuss, and analyze nonfiction personal narratives, autobiographies, and memoirs, focusing on how the authors use structure, style, and content to craft narratives that develop complex experiences, ideas, and descriptions of individuals. Students will independently read a memoir and prepare a presentation for their classmates. Throughout the unit, students learn, practice, and apply narrative writing skills to produce a complete personal essay suitable for use in the college application process.
Unit Two: Mysteries and Life's Unexpected Moments	Quarter 2	RL 11-12.1-7, 10; W11-12.2, 4-6, 10 SL11-12.1 L11-12.1-6	Unit two has students exploring contemporary short fiction, poetry, and drama dealing with mystery/suspense/true crime. Students will be reviewing and applying literary elements and engaging in classroom discussion concerning theme. The writing focus will be a compare and contrast essay focusing on text and film versions of material presented in class. Students will independently select/read/and respond to a novel in the genre of mystery/suspense/true crime and prepare a presentation of the content for their classmates.
Unit Three: Justice and Life Choices	Quarter 3	RI 11-12.1-6, 10; W11-12.4-10; SL11-12.1-6; L11-12.1-6	Unit three will focus on the American justice system through the listening and analyzing of a Podcast. Students will use their critical thinking skills to form an educated opinion. Students will then write a persuasive essay defending that opinion using examples from the text and further research. In addition, students will read a whole-class novel regarding life choices and respond through critical thinking questions and discussion.
Unit Four: Wisdom and Life Lessons	Quarter 4	RL11-12.1-10, W11-12.1, 4-10; SL 11-12.1, 5; L11-12.1-6	Unit Four will prepare students for launching into the world as adults. Students will read a whole class book that offers lessons on living well. Students will keep track of the wisdom shared, select one, and prepare a presentation/project explaining their choices. In addition, students will be finishing their year-long encyclopedia project and finally, watching a film that brings year 10 and 12 together full-circle.
Unit Five: Who I am	Yearlong	All Writing, Speaking and Listening, and Language Standards	Throughout the year students will be focusing on the broad theme "Finding Myself". This project will consist of students creating an encyclopedia of their life that records the history of who they were, who they are and who they wish to be in their future. Students will have the option of creating digital or paper scrapbooks that include categories, table of contents, photos, journaling etc. These will be presented the week before graduation to peers. This is an independent, outside of class project.
Unit Six: Vocabulary	Yearlong	L11-12.2-4	Students will be strengthening their vocabulary and knowledge of language skills through bi-monthly vocabulary lessons. Students will practice identification, word origin, and using words in context as it applies to written language. Text: Great Source Second Course

AP English Literature and Composition Syllabus

Mrs. Tracy Konkol--Room 1060

tkonkol@manawaschools.org

920-596-5812

Course Description:

This course is designed to engage students in close reading and critical analysis of challenging literature from American and British writers of the 16th to the 21st century. Because critical writing about literature is the main focus of the AP[®] exam, students will construct, write, and revise multiple drafts of expository, analytical, and argumentative essays to help prepare for this requirement. Students will enhance their knowledge and usage of advanced vocabulary to aid in their discussion of the texts and communication in writing. Active participants in this class will learn how to carefully note textual details and literary devices in works of poetry, short fiction, and novels to interpret each piece of literature and the impact it has had on society, culture, and history.

Note: AP[®] English Literature and Composition students must expect the rigor and workload of a typical undergraduate literature course in order to prepare for future college coursework and the AP[®] English Literature and Composition test given in May. There will be reading and writing tasks everyday, both inside and outside of class. Students should consider a different class if they do not intend to fulfill all the requirements and participate fully in this course.

Students will:

- Independently read, interpret, and analyze challenging literature from 16th to 21st century American and British writers across multiple genre
- Study the structure, style, tone, theme, symbolism, and symbolism of multiple works of poetry, short fiction, and novels
- Utilize annotation strategies, novel response packets, and reading journals during reading to record thoughts, questions, and interpretations of literature
- Write interpretations of literature based on close readings of texts and application of literary devices
- Write interpretations of literature that analyze a works societal, cultural, and historical significance
- Write and revise timed, in-class responses to literature in preparation for the AP exam
- Construct, write, and revise multiple drafts of expository, analytical, and argumentative essays
- Utilize teacher instruction and feedback to improve vocabulary knowledge and usage, develop variety in sentence structure, improve logical organization, balance use of detail, and establish rhetoric appropriate for the audience
- Study the organization, requirements, and expectations of the AP[®] exam to successfully prepare and earn a passing score

We will utilize AP Classroom as a main tool for practice tests and informational videos. It will also help us analyze and track your progress toward proficiency of AP standards and skills.

Because the ACT test is administered to juniors each spring, and this test is extremely important for students' future plans and for our school, we will be practicing for the reading, English, and writing sections of the ACT

periodically in class. My aim is to make this class both challenging and rewarding to prepare students for the writing and reading expected during senior year and in a college setting.

Tentative Schedule, List of Units, and ELA Standards addressed:

<p><u>Quarter 1</u> --Unit 1: Summer Reading Review and Assessment--<i>To Kill A Mockingbird</i> and <i>A Separate Peace</i> --Unit 2: Short Fiction--Gothic/Southern Gothic Short Stories --Unit 3--Poetry--Reading For Comprehension ***Composition Element: Writing Thesis Statements</p>	<p><u>Standards Addressed:</u> --Unit 1: Reading 11.1-11.9; Writing 11.1, 11.9; Speaking and Listening 11.1 --Unit 2: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4 --Unit 3: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4 ***Composition Element: Writing 11.1, 11.3-11.5; SL 11.4; Language 11.1-11.4</p>
<p><u>Quarter 2</u> --Unit 4: Long Fiction--<i>Lord of the Flies</i>, <i>The Great Gatsby</i>, and/or <i>Fahrenheit 451</i> --Unit 5: Short Fiction--Stories with Connections to Literary Terms ***Composition Element: Essay Organization, Writing Intro Paragraphs, Planning Subtopics</p>	<p><u>Standards Addressed:</u> --Unit 4 : Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4 --Unit 5: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4 ***Composition Element: Writing 11.1-11.9; Language 11.1-11.4</p>
<p><u>Quarter 3</u> --Unit 6: Poetry--Poems with Connections to Literary Terms --Unit 7: Drama--<i>Hamlet</i> and/or <i>The Crucible</i> ***Composition Element: Choosing Evidence, Explaining Reasoning, Making Connections</p>	<p><u>Standards Addressed:</u> --Unit 6: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4 --Unit 7: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4 ***Composition Element: Writing 11.1-11.9; Language 11.1-11.4</p>
<p><u>Quarter 4</u> --Unit 8: Long Fiction--<i>The Color Purple</i> --Unit 9: AP Test Review and Practice</p>	<p><u>Standards Addressed:</u> --Unit 8: Reading 11.1-11.9; Speaking and Listening 11.1; Language 11.1-11.4 --Unit 9: Writing 11.1-11.9; Speaking and Listening 11.1</p>
<p><u>Throughout the year:</u> --AP Lit Test Practice/AP Classroom Progress Checks/AP Classroom videos --Writer’s Workshop and Grammar Study --ACT Preparation and Practice --Vocabulary Study --Study and Application of Literary Terms</p>	<p><u>Standards Addressed:</u> --Writing 11.1-11.9; Speaking and Listening 11.1-11.5; Language 11.1-11.4</p>

***Use the following link to find a full version of the ELA standards listed in the chart above:

https://docs.google.com/document/d/1A3ZLB7_7MIsNJ9AIEWKiZZUtKr-UMHBG7UzRIu_3wbY/edit?usp=sharing

Evaluation:

All assignments are given a point value and will receive a grade based upon completion of specific assignment requirements, effort, and overall quality of work. The overall grade will be made up of the following:

40% Daily Work

60% Assessments/Projects/Essays

Grading Scale:

	B+ 87.50% - 91.49%	C+ 79.50% - 82.49%	D+ 70.50% - 73.49%
A 94.50% - 100%	B 85.50% - 87.49%	C 76.50% - 79.49%	D 67.50% - 70.49%
A- 91.50% - 94.49%	B- 82.50% - 85.49%	C- 73.50% - 76.49%	D- 64.50% - 67.49%
F 0% - 64.49%			

*****Important notes about grades:**

- Missing and late work affect grades drastically; missing work receives a zero and deductions will be taken for work that is late. Attendance and participation in class are vital ways to learn the material and not fall behind on assignments, so it is VERY important to be in class in person or virtually
- If a grade is ever in question, I am very willing to explain the reasoning behind the grade given, but this should be done in private or between classes.
- Plagiarism of another student's work or off of the internet is unacceptable and will not be tolerated.

Course Rules & Policies: My classroom behavior matrix is available on Classroom. Violations of these policies may result in referrals, detentions, parent contact, coach contact, and/or other disciplinary measures.

The bottom line is that if you are respectful and responsible, we will get along very well and you will be successful academically and socially. Now that you are in high school, you will begin to understand that your behavior matters, your maturity will be noticed, and your reputation will follow you through your high school years. I am here to help you learn and grow. I want you to be happy and prepared for the rest of high school and beyond.

K-12 VERTICAL ALIGNMENT ELA CURRICULUM MAPPING QUESTIONS:

In preparation for our vertical/horizontal ELA curriculum maps on Oct. 14th, please review the grades before and after your current grade. Reflecting on the questions provided, revise, reflect and make any revisions/adjustments on the links provided below prior to Oct. 14th. These are a copy of the ones you provided for review.

ELA CURRICULUM MAP REFLECTION/ALIGNMENT QUESTIONS

1. Which literacy skills are students expected to have mastered prior to coming into your grade level? Review this link.

[Literacy Skills Needed Coming into Each Grade-Mapping Prep](#)

2. Do we have a balance of literature and informational text?

3. Will students have the phonics skills they need by the end of fifth grade?

4. Will students be able to answer text-dependent questions?

5. Do we have at least one vocabulary standard at each grade?

6. Do we cover all types of writing (explanatory, opinion, argument, narrative, research)?
-Do we have various forms and ways students can demonstrate each type of writing?

ELA CURRICULUM MAPS LINKS:

[KINDERGARTEN](#)

[1ST](#)

[2ND](#)

[3RD](#)

[4TH](#)

[5TH](#)

6TH

7TH

8TH

9TH-MRS. KONKOL

10TH-WORLD LITERATURE, MRS. KOSHOLLEK

11TH-AMERICAN LITERATURE, MRS. KONKOL

11TH- ENGLISH 11, MRS. KONKOL

AP ENGLISH LITERATURE AND COMPOSITION -MRS. KONKOL

12TH- ENGLISH 12, MRS. KOSHOLLEK

CAPP SYLLABUS-MRS. KOSHOLLEK

COLLEGE PREP ENGLISH -MRS. KOSHOLLEK



Completion of this course fills your first-year college writing requirement at UWO.
It also counts as three credits of College Writing at most UW schools.

Crime and Punishment in American Society

English 12: Composition/UWO Writing 101, (3 credits)

2022/2023

Instructor: Mrs. Koshollek

Email: mkoshollek@manawaschools.org

Room 1061

Grading Scale:

95%-100% = A	80%-82% = C+	65%-67% = D-
92%-94% = A-	77%-79% = C	60%-64% = F
89%-91% = B+	74%-76% = C-	
86%-88% = B	71%-73% = D+	
83%-85% = B-	68%-70% = D	

Texts:

- *50 Essays* - Samuel Cohen (Resource)
- *Thank you for Arguing* - Jay Henrichs (Resource)
- *In Cold Blood* - Truman Capote
- *Columbine* - Dave Cullen
- *Just Mercy* - Brian Stevenson
- Serial Season 3 - Podcast (used WITH *Just Mercy*)
- *The Last Lecture* - Randy Pausch
- Miscellaneous articles, essays, documentary films, and op-ed pieces

Supplies:

- Folder/Binder
- Notebook (spiral or composition)
- Loose-leaf paper
- Blue or Black pen & highlighters
- Fully Charged Chromebook

Course Description:

CAPP English/Writing 101 focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. While writing represents a significant component of this course, another important skill is the ability to read well. In reading another's work, students must be able to address four fundamental questions about composition:

- What is being said?
- To whom is it being said?
- How is it being said?
- Why is it being said

The answers to these questions inform students' own composition process as they learn to read like writers and write like readers. Students will develop critical thinking and informational literacy skills as they explore topics in depth.

Throughout this course, students will discover why and how language matters, while learning to use their voices as they express ideas that make a difference, not only to them but also to those around them. The hope is that students become educated individuals who care about the character and quality of their public as well as their private lives.

The emphasis throughout this course is on nonfiction text, immersing students in "real-life" texts in order to allow them to learn to value their own voice, as well as the voices of others.

Resources:

Google Classroom will be used extensively. Be sure to join the course site using the code provided in class. Secondly, it will be important that you check your email regularly for notifications or additional information. Please note that only announcements will be posted in the stream, but materials and assignments will be added to the Classwork tab. You will need to be familiar with both. The Classwork tab will be organized by week. Assignments will be posted the week they are assigned with a due date attached.

Expectations:

- Cell Phones: They are not allowed. (School-wide rule).
- Be dedicated, self-disciplined, teachable, and motivated.
- Be prepared for writing, discussions, quizzes, and exams on any of the readings throughout the course.
- Stay on top of your assignments and requirements for class. This is a college-level course and will be taught with the same rigor and expectations.
- **Participate** in class discussion thoughtfully and regularly.
- Be “**well-read**”. As you read, your vocabulary becomes broader and richer. Exposure to a variety of literature will allow you to recognize strong writing styles and to use those skills in your own writing.
- Develop a writing style that incorporates depth of thinking in analysis of writing techniques, methods, styles and use this style to produce intelligent papers on assorted topics.
- Understand argument and how to use research to back up an argument.
- Develop strong close reading skills in order to effectively analyze prose and informational text.
- **WRITE** (and write and write and write).
- Study grammar and rhetoric extensively.
- Expand your academic vocabulary ten-fold

Dialectical Journal

- Will be kept for every major and some minor works read for this course.
- Will be completed as you read works (novels/excerpts/essays/articles).
- Will focus on unknown vocabulary, strong quotation analysis and response to reading, rhetorical elements, and questions about passages.
- Will focus on ways the author uses language to create an effect, answering such questions as:
 - What about the language stands out and makes the passage distinctive?
 - How does the passage reflect the author’s style and reveal larger themes?
 - The answers to these questions should be a minimum of 60 words in response. (More of that WRITING discussed earlier)
- Journals will be used in class for discussion and need to be kept neat, organized, and detailed. They will be collected for a grade twice each quarter.

EXAMPLE:

Quote (Here you would select a quote that stands out - and offer some literary analysis of the content)	“It was an old half-dead mongrel, brittle-boned and mangy, and the impact, as it met the car, was little more than what a bird might make. But Dick was satisfied. ‘Boy!’ he said- and it was what he always said after running down a dog, which was something he did when the opportunity arose. ‘Boy! We sure splattered him!’” (Capote 112).	This, with the other talk of Perry’s unraveling conscience, has started to create a feeling of mental unease. Capote’s inclusion of this was definitely an addition to the idea of the twisted, spiraling mental states of the two men. I think he was effective in creating a mood of unease and unravelment. It also feels like a little bit of foreshadowing, like it could be hinting at what is to come.
Vocabulary	Unfamiliar Word	Definition of unknown word(s).
Rhetorical Move	“But Herb was gone. Gone. And Bonnie, too” (Capote 121).	SYNTAX: Here, Capote uses short interjections and choppy sentences at the end of a long-sentenced, detailed paragraph. He uses this to effectively highlight the idea that the people who were once there, the way of life that once was, is no longer there. He wants to make it seem like a punch to the gut. The position in the paragraph makes it unexpected and all the more effective.

Major Writing Requirements

- An Encyclopedia of your Ordinary Life Project (30 pages)
- Dialectical Journals (*Columbine, In Cold Blood, Just Mercy*)
- Personal Narrative (3 pages in length)
- Rhetorical Analysis (3 pages in length)
- Argument Essay and Speech (3-5 pages and 10 minutes)
- Research Paper (8-10 pages)

Academic Behavior:

All students are expected to do their own work. Cheating/plagiarizing will result in zeros on the tests/quizzes/papers (no chance to redo) and could also constitute an activity code violation.

Final Thoughts:

This course is going to be rigorous. Challenging. Hard. There are high expectations and it is fast-paced because there is so much to learn in a relatively short amount of time. It is MY job to prepare you as best I can for college next year. As a result, you do need to keep up with the rigors of the course. If you do not feel that you are up to the challenge of what this course has to offer you, it is a good idea to change your schedule sooner rather than later. It is my hope that you are all up for the challenge and are willing to work hard to earn an A or B and earn college credit! I am here to help you with whatever you need. I am dedicated to making this the best experience possible for you. However, I will not sugarcoat the truth; this course is hard. If at any time during the course of the semester your grade falls into the failing range, you will need to meet with me to discuss an alternate plan of action in order to assure you obtain your needed English credit to graduate.

Please be sure to go over this syllabus and the UWO information again with a parent/guardian. I am looking forward to getting to know each and every one of you and hope you are ready to improve your skills as college-ready readers and writers.

UW Oshkosh Information

Writing 101 UWO Course description: In this course, students will develop their writing, critical reading, critical thinking, and information literacy skills by exploring a single topic in depth. Students are expected to participate actively in their own learning through class discussions and group activities. The theme will vary, depending on the instructor. Students should check with their adviser or the First-Year Writing website to determine the theme for each section. Successful completion of WRT 101 fulfills the English composition or Quest Writing general education requirement.

UWO Course objectives/goals (Note: These Learning Goals are Compatible with the Common Core Standards (CCSS-ELA See Attached Syllabus))

- **Written Communication**
Students will learn strategies for effectively transmitting their ideas through the written word. They will learn to organize and connect their ideas clearly in writing. They will build their awareness of conventions of genre, style, mechanics, and grammar, remaining conscious of how these conventions may vary depending on context.
- **Writing Process Strategies**
Students will receive guidance throughout their writing process. They will practice generating productive research questions and effective thesis statements. As they compose, revise, and edit their drafts, they will engage in critical reflections on their work and their own writing process.
- **Critical Thinking**
Students will build strategies for understanding and interpreting written texts, as well as for critically evaluating these texts' clarity, form, reliability, and rhetorical effectiveness. In the process, they will build awareness of how audience, genre, content, and purpose affect writing decisions. They will apply critical analysis to class readings and to their own and their peers' in-progress writing.
- **Collaborative Work**
Students will engage in productive discussions and collaborative activities that allow them to practice critical thinking and problem-solving. Students may collaborate on a variety of tasks, such as discussions of class readings or potential paper topics, activities for learning documentation and writing skills, or reviews of one another's paper plans or drafts.
- **Source Use and Information Literacy**
Students will develop skills in retrieving, evaluating, and utilizing sources appropriately and ethically in college-level writing. They will practice incorporating effective and correctly documented summary, paraphrase, and quotations into their writing. They will

build their ability to synthesize multiple viewpoints and enhance their understanding of how writers use citation practices to engage in academic conversation.

UWO Academic Integrity Statement:

<https://www.uwosh.edu/deanofstudents/documents/AcademicIntegrityStatement.pdf>

CAPP students and families, please note:

All CAPP students, through their UW Oshkosh student ID number, email, Net ID, and Titan Card have access to UW Oshkosh on-campus and online events and resources, just as regular UWO students do. These include the Polk Library database and research resources, on-campus clubs, events, contests as well as **CAPP scholarships**.

If a CAPP student plans to enroll at UW Oshkosh as an incoming freshman, they may apply for a:

CAPP Scholarship of \$500 or, if eligible, **CAPP Honors College Scholarship of \$1000**.

For more information on the CAPP Scholarships

<http://www.uwosh.edu/capp/students/capp-student-scholarship>

If you or your parents would like further information about studies in XXX at UW Oshkosh, please contact the CAPP English 101 liaison, Dr. Margaret Hostetler at hostetle@uwosh.edu

Statement on the Liberal Arts

At UW Oshkosh, the foundation to your learning is a liberal arts education. Liberal Education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real world settings.

K-12 VERTICAL ALIGNMENT ELA CURRICULUM MAPPING QUESTIONS:

In preparation for our vertical/horizontal ELA curriculum maps on Oct. 14th, please review the grades before and after your current grade. Reflecting on the questions provided, revise, reflect and make any revisions/adjustments on the links provided below prior to Oct. 14th. These are a copy of the ones you provided for review.

ELA CURRICULUM MAP REFLECTION/ALIGNMENT QUESTIONS

1. Which literacy skills are students expected to have mastered prior to coming into your grade level? Review this link.

[Literacy Skills Needed Coming into Each Grade-Mapping Prep](#)

2. Do we have a balance of literature and informational text?

3. Will students have the phonics skills they need by the end of fifth grade?

4. Will students be able to answer text-dependent questions?

5. Do we have at least one vocabulary standard at each grade?

6. Do we cover all types of writing (explanatory, opinion, argument, narrative, research)?
-Do we have various forms and ways students can demonstrate each type of writing?

ELA CURRICULUM MAPS LINKS:

[KINDERGARTEN](#)

[1ST](#)

[2ND](#)

[3RD](#)

[4TH](#)

[5TH](#)

6TH

7TH

8TH

9TH-MRS. KONKOL

10TH-WORLD LITERATURE, MRS. KOSHOLLEK

11TH-AMERICAN LITERATURE, MRS. KONKOL

11TH- ENGLISH 11, MRS. KONKOL

AP ENGLISH LITERATURE AND COMPOSITION -MRS. KONKOL

12TH- ENGLISH 12, MRS. KOSHOLLEK

CAPP SYLLABUS-MRS. KOSHOLLEK

COLLEGE PREP ENGLISH -MRS. KOSHOLLEK

Code of Conduct

2022-2023



Students choosing to excel; realizing their strengths.

Little Wolf High School
School District of Manawa
515 E. Fourth Street
Manawa, WI 54949

Telephone: (920) 596-2524 – Fax: (920) 596-2655

www.manawaschools.org

Board of Education approved

CODE OF CONDUCT

Participants/athletes are reminded that they represent the school both at athletic contests and elsewhere. All participants/athletes are expected to follow all school rules and to display high standards of behavior, including good sportsmanship, respect for others, and use of appropriate language and dress at all times. Participants/athletes must refrain from any conduct at any time that would reflect unsatisfactorily on him or her or the school. This code applies to all Little Wolf High School students on a year-round basis. This code applies to all school activities, both curricular and extracurricular, that occur outside of the normal school day.

Conduct that would reflect unsatisfactorily on a participant/athlete or on the school includes, but is not limited to, the following:

- Any crime dealing with, but not limited to, sexual behavior, vandalism or property damage, theft.
- Possession, use, sale or purchase of any controlled substance/intoxicant or drug paraphernalia. Controlled substances/intoxicants include but are not limited to: anabolic steroids or prescribed medications used in a manner other than that for which they were prescribed.
- Purchase use or possession of tobacco products or E-cigarettes or anything that resembles them.
- The possession of any weapon or look-alike weapons.
- Hosting, sponsoring, or organizing a party/gathering at which alcohol or drugs are being used, consumed, or offered.
- Being in the presence of others who are illegally possessing or using alcohol or controlled substances. It is the expectation of this code that a student will leave the premises the moment they become aware of others illegally possessing and/or using alcohol or controlled substances, even if the student is not consuming or using the illegal substances.
- If a student records more than 10 tardies in a semester, the student shall serve a code of conduct violation.
- If a student accumulates 5 or more referrals in a semester, the student shall serve a code of conduct violation.

Code violations may be presented, in writing, to the Administration by any staff member, liaison officer and/or credible person who has knowledge of a possible infraction. A confidential complaint will be investigated to the extent possible.

Violations of the school rules/conduct shall also be a violation of the Extra-Curricular Code and the participant/athlete is to be disciplined accordingly as established by the principal, athletic director, and/or advisor.

Violation of Training Rules

Athletic Activities:

- An athlete who is charged with a violation of training rules or any W.I.A.A. regulation shall be suspended until such time as his/her violation is reviewed by his/her coach, the athletic director and the principal. The athlete must participate for the entire season in order for the suspension to be considered served.

Athletic & Non-Athletic Activities:

- A student/athlete will be determined to have committed a violation of the Co-Curricular Code if any of the following have occurred:
 - a. The student/athlete admits the conduct constituting a violation
 - b. The building administrator or designee obtains information, which in his/her judgment is clear and convincing evidence that the student/athlete engaged in conduct constituting a violation.
- All students/athletes attending the School District of Manawa schools must abide by the rules and regulations of this handbook.
- The Athletic Director will maintain an ongoing record of all co-curricular violations to the rules of this handbook.

Penalties for Violation of Co-Curricular Activities Rules

Athletic Activities

- First offense: suspension from 25% of the contests in the present season or a minimum of two (2) contests. Percentages of games lost due to code infractions is based on the total number of games in the season, not what may remain in the rest of that season.
- Second Offense: suspension from 50% of the contests in the present season or a minimum of five (5) contests. Percentages of games lost due to code infractions is based on the total number of games in the season, not what may remain in the rest of that season.
- Third and subsequent offenses: suspension from all activities for one (1) calendar year.
- Grade violations will follow the evaluation identified under academics of this handbook.
- The above co-curricular rules/violations will pertain to all athletes in grades seven through twelve. Code of conduct violations will stay with incoming freshmen from the Middle School until the entirety of the suspension is fulfilled. Once a middle school infraction is fulfilled, future infractions as a high school student will be treated as a first offense.
- Students who must serve an In-School Suspension (ISS) are not allowed to leave

school for any sport or co-curricular activity during the school day.

Listed below is the number of contests students would have to sit out if they violated the co-curricular activities rules. There will be a twenty-five percent (25%) penalty for the first violation, fifty percent (50%) for second violations, and one-calendar year (1) suspension for third and subsequent violations.

Number of Contests	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Percentage	Number of Contestants Penalized																					
*25%	1	1	1	1	1	1	1	2	2	2	2	3	3	3	3	4	4	4	4	5	5	5
*50%	1	1	1	2	3	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10	10

- All fractions of percentages have been rounded down to the next full number. Any enforcement of individual or multi-game/meet dates will be considered as individual games scheduled. Other types of tournaments, when not individual or dual tournaments, will count as one game or meet scheduled.
- Teams that automatically qualify for Regional competition are counted in the total number of competitions.

Completion of Suspension

Any remaining percentage of the suspension not served during the initial sports season shall be applied toward the season of the next sport in which the athlete participates (for example, if an athlete is suspended for a percentage of football games with less than the percentage remaining in the season, he/she will be suspended from a percentage of contests of the next sport in which he/she competes) A suspension will need to be repeated if a student who is on suspension for part of the season does not complete the season of his/her sport or activity. Students who join a sport after the first contest, and are fulfilling a current suspension, must have 100% attendance and complete the sport in order for the suspension to be satisfied.

Non-Athletic Activities

- Other co-curricular students will abide by suspension expectations specific to the activities they're involved with during the school year.
- For those activities with limited scheduled events, a violation could result in exclusion from that activity. Administrative discretion regarding specific penalties may have to be applied to those situations where students are participating in only one event.

Athletic & Non-Athletic Activities

- Any student, who in good faith, refers themselves or parents/guardians who refer their son or daughter for violations of the co-curricular rules may have their penalty reduced by one (1) event/contest if deemed appropriate by the building administrator or athletic director.

Appeal Procedure

- The parent of a student/athlete may apply in writing within ten (10) calendar days from the date of student/parent notification to the building principal for an appeal to the Appeal Board. The Appeal Board will consist of the Principal, Athletic Director, and two faculty members and a co-curricular advisor who are not directly involved with the individual student's co-curricular activities. Disciplinary action administered for academic reasons will not be heard in appeal. The Appeal Board will be selected by the building principal. The right to appeal will not serve as a pardon for participation purposes or suspend the enforcement of the suspension. All decisions rendered by the appeal board are considered final.

Sportsmanship

All students and parents/guardians are required to practice good sportsmanship during all school-related events. Poor sportsmanship may result in removal from sporting events.

Membership

As stated in the WIAA High School Handbook – Article VII – Health and Behavior/Compliance:

Section 1 – Required Documentation

- A. A student may not practice for or participate in interscholastic athletics until the school has written evidence on file in its office attesting to:
- 1) Yearly parent/guardian permission, including an acknowledgment of receiving the school athletic code.
 - 2) Acknowledgement of receiving the WIAA rules of Eligibility.
 - 3) Current physical exam form to participate in sports or alternate year card
 - 4) Sports fee paid or fee waive turned into school office.
 - 5) Concussion information sheet must be obtained by the Athletic Director.

Section 2 – Physical Examination

- A. A current physical exam card to participate in sports as determined by a licensed physician or advanced practice nurse prescriber (APNP) no less than every other school year with April 1 the earliest date of examination. School policy determines when an athlete may return to competition following an injury, except where rule book or WIAA tournament policies apply.
- B. Physical examinations are good for two years from the date the physical was given.
- **Be an amateur in all sports. You violate your amateur status if you: “Accept any amount of money or merchandise, awards for athletic services, or sign a contract for athletic services.” Example: League Teams, Golf outings – “hole in one win a car”**
 - Student athletes and a parent/guardian must attend the summer parent/athlete meeting. If they are unable to attend, other arrangements must be made.

Academic Eligibility

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Eligibility requirements will begin with the initial enrollment in the first co-curricular activity. In order to be academically eligible for co-curricular activities, a student must meet all the District and DPI requirements defining a full-time student. Additionally, each student must have passed or be currently passing all classes as stated in the following academic requirements:

- Athletes who earn an “F” at the conclusion of a midterm, will be allowed 5 school days from the date of notification to the student to get the grade to passing. If the athlete is unable to raise the grade to passing, the athlete will be ineligible to participate in 25% of the total games or appearances of that sport’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- Athletes who receive one “F” at the conclusion of a nine-week grading period will be ineligible to participate in 25% of the total games or appearances of that sport or activity’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- Athletes who receive two “F’s” at the conclusion of a nine-week grading period will be ineligible to participate in 50% of the total games or appearances of that sport or activity’s full season. If the suspension is not completed in the current sport/activity, the remainder of the suspension will be carried over into the next athletic sport or activity in that grade period. The athlete will be placed on academic probation until the next quarter grades are posted or the day the suspension ends and grades are all passing. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- Athletes who receive three or more “F’s” during a nine-week grading period will be ineligible to participate in all games or appearances of that sport for the entire 9 week grading period. This does not prohibit an athlete from practicing or assisting with the activity, with the coach’s approval. If the athlete is in mid-season, the consequence will move forward into the next athletic season to fulfill the 9-week rule. The athlete will not be allowed to leave school early for any event in that sport until all grades are passing.
- An athlete who is enrolled in any state-approved Exceptional Educational Needs program, and who receives no usual grades for such courses, may be eligible if he/she is making satisfactory progress in his/her total school program as indicated by his/her IEP.
- Athletes who attend summer school for remediation, must receive the grade of “pass” to be eligible for any failure infraction and penalty. See the rules stated above as they apply.

Attendance: (Athletic & Non-Athletic Activities)

Student Athletes must attend a full school day to participate in athletics that evening or provide an excuse from a doctor or have prior administrative approval. School-related absences do not apply. Exceptions to this are excused school-related activities and appointments that are approved in advance by Administration and/or a written doctor's excuse.

- **(Exception: acceptable absences as they fall under Wisconsin State Statute 118 regarding compulsory education)**
- If a student is truant from an assigned class period or is displaying a pattern of habitual tardiness to a specific class, he/she will be referred to the principal and will not be allowed to compete until the situation is resolved.

Students may not compete, perform, practice or attend on days of an out-of-school suspension.

- Students suspended from co-curricular activities are expected to remain as part of the team or group. Due to the diversity of co-curricular activities, it will be up to the advisor or coach to determine what level of involvement the student will have in the group and whether or not the student will be required to attend all contests and activities. Members of athletic teams are required to attend all practices and be non-participants during the time of their suspension.

Travel and Conduct on Trips

1. Students/athletes who participate in activities outside of the School District of Manawa will conduct themselves as responsible young adults. This includes but is not limited to the following
 - Show appropriate respect for all adults and authority figures.
 - Show courteous and well-mannered behavior.
 - Show appropriate sportsmanship at all times.
2. It is the student/athlete's responsibility to represent our school and community in a positive manner.
3. Non-athletic activities must have a Field Trip form filled out and signed by a parent/guardian and returned to the advisor prior to their field trip.(forms may be picked up from an advisor or in the main office)
4. A student/athlete may ride home from away events with their parent/legal guardian provided they sign the student out with the coach. Student athletes may NOT ride home with emergency contacts, siblings, friends, or other adults.
5. If no prior approval, permission by a parent/guardian/guardian must be given to the coach and/or advisor at the event and abide by provisions of rule five (5).

Injuries, Accident Reports and Insurance Coverage

1. The school has purchased a group insurance policy, but it will not cover any interscholastic sports injuries. If a parent would like to purchase a voluntary interscholastic athletic insurance plan that would be available at the school offices upon request.

2. All injuries must be reported immediately to the coach and/or advisor. Coaches and advisors should be notified prior to any medical treatment on the part of the student/athlete whenever possible or as soon as possible after treatment. The injury must also be reported immediately to the office by the coach or advisor for insurance purposes. The report should be handed into the high school office.
3. It is the policy of W.I.A.A. and the School District of Manawa to have a medical release from a medical physician following any severe injury.
4. All head injuries severe enough to have received medical treatment require a medical release from a medical physician before the athlete may return to any practice or competition. (please refer to the W.I.A.A. for further requirements for head injuries/concussions).

Care of Equipment

1. Each student/athlete is responsible for the proper care and safekeeping of equipment issued to him/her. Lockers should be securely locked during and after every practice/game/event.
2. Equipment issued to a student/athlete shall be the responsibility of that individual. These individuals shall pay for any equipment not returned at the current replacement cost.
3. School issued equipment is school property and is used during a particular season/event only. At the conclusion of a season/event equipment must be turned in to the coach/advisor in charge on the team equipment turn-in day or within two weeks of the final competition or practice. Bills for missing equipment will be sent out one week after the team equipment turn-in day. Parent/guardian assistance in this matter will be greatly appreciated. It is the responsibility of the student/athlete and the parent/guardian to have equipment turned in at the proper time.
4. A student/athlete will not participate in another activity until all equipment is returned and fines have been paid.
5. A student/athlete will not receive any “end of the season” awards until all equipment is returned and fines have been paid.

Practice, Competition, Contests (Athletic & Non-Athletic Activities)

1. All athletes/members are expected to attend all practices and events of that activity unless excused by their coach/advisor, principal or athletic director.
2. Violations such as being late for practices, missing practice and disrespect shall be dealt with at the coach/advisor, principal or athletic director’s discretion.
3. All athletes/members and/or parent/guardians/guardians are asked to give each coach and/or advisor a 24-hour courtesy time limit prior to discussing an issue or concern following an event.

Changing a Sport/Activity

A student/athlete may not quit one sport/activity and begin another during the same season without the consent of both head coaches/advisors involved in the change and permission from the athletic director, advisor and principal. Any disciplinary actions that are in place will remain in place in the new activity.

Multi-Sport Participation

The Multi-Sport Participation Policy allows students to participate in two (2) sports/organizations during the same season, regardless if the sports are individual or team-oriented. If a student desires to participate in multiple sports during the school year, they must do the following prior to the start of any season:

1. Submit a completed contract to the Athletic Director prior to the first scheduled contest.
This form includes:
 - Permission from his/her parent or guardian to compete in multiple sports in the same season.
 - Declaration by the student of the priority sport for tournaments in the event of scheduling conflicts.
 - Approval by the Head Coach(s) of each sport.
 - Signature of student's agreement to coordinate the practice/contest schedule for the season in coordination with the coaches.
 - Signature of the Athletic Director.
2. The athlete must participate in at least one regular season event in the secondary sport so that they are eligible to participate in the conference tournament in that sport.
3. The Athletic Director will share the list of multi-sport athletes with the Central Wisconsin Conference Commissioner and the other CWC Athletic Directors prior to the start of each season.

It is the goal of the Athletic Department to have continuous communication between student athletes, coaching staff, and the Athletic Department to avoid putting athletes in difficult situations.

If a student quits a primary sport, the student will need consent from both coaches to participate in any of the secondary sports from that point forward that season. If a student quits a secondary sport, the student will only be able to participate in the primary sport from that point forward that season.

The following Multi- Sport Priorities have been established for the benefit of all athletes:

1. Games come before practices.
2. Tournaments come before games.
3. Districts come before games and tournaments.
4. State comes before all else.

Athletic Awards (Athletic Activities)

1. A letter "M" and certificate will be awarded the first time to the athlete who fulfills the varsity requirements set forth by the coach, provided he/she has not been expelled from athletic participation due to training rule violations and finishes the season in good standing.
2. Any athlete who earns additional varsity letters shall be presented with a certificate and bar pin signifying this honor.
3. Participation certificates are awarded to all athletes who successfully complete a season, but who do not earn a varsity letter.

4. All awards will be received and displayed with honor, pride and dignity.
5. Any “M” which becomes too shabby to be worn while an award winner is still in school may be turned in to the athletic director for a new letter.
6. Any student having a code violation will forfeit the privilege of having their name submitted for any special awards (conference, state, etc.) or honors during the season in which the code violation was committed and/or served.

Pre-Season Meeting

Portions of this Student Handbook shall be presented to each student during a mandatory pre-season meeting and/or the first day that he/she reports for a co-curricular activity. A physical card, Emergency Form, Concussion Form and Athletic Fee information shall be distributed at this time as well. The original signed form for the Student Handbook, physical card, Concussion Form, and Emergency Form shall be kept on file in the High School office. The Pre-Season Meeting shall be offered in the fall prior to the beginning of the co-curricular season.

Parent/Guardian Involvement

Parent/guardian attendance at pre-season meetings is required and involvement throughout the season is encouraged. If a parent/guardian cannot attend they are required to view the presentation either on DVD or online if available.

ATHLETIC CO-CURRICULAR ACTIVITY FEES 2022-23

Following is the list of Athletic Co-Curricular Activities and their fees for the High School:

Baseball	\$30.00
Basketball (Girls & Boys)	\$30.00
Cross Country (Girls & Boys)	\$30.00
Football	\$30.00
Golf (Girls & Boys)	\$30.00
Softball	\$30.00
Track (Girls & Boys)	\$30.00
Volleyball	\$30.00
Wrestling	\$30.00
Maximum per High School student	\$75.00 per year
Maximum per family (Middle School and High School)	\$150.00 per year

Fees are to be made payable to Little Wolf High School.



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

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 11/10/2022
Re: Fund 46 Investment

Recommendation:

I recommend investing \$350,000 of Fund 46 money in a 12-month CD at the American Deposit Management Company (ADM).

Rationale:

Currently, there is \$350,269.87 in Fund 46, the long-term capital improvement trust fund. This account earns 0.02% interest. These funds were accessible starting in October 2022 for long-term capital improvement projects. I do not foresee needing to use these funds this year because of a significant fund balance in Fund 10. A comparison of CD and Money Market rates for this amount of money are as follows:

Bank	12-month CD interest rate
ADM	4.60-4.75%
First State Bank	1.21%
Premier Community Bank	0.17%

Bank	Money Market interest rate
ADM	2.40%
First State Bank	0.009%
Premier Community Bank	0.55%





Ms. Carmen O'Brien
Business Manager

School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 11/10/2022
Re: Fundraiser Request

The following advisors and clubs are requesting permission to fundraise. Additional information is included in this packet.

Manawa FFA	Dessert Auction following FFA Banquet (spring)
Manawa FFA	Think Pink T-shirt sales and other fundraising initiatives at winter sporting events. Previous events have included basket raffles, 50/50, bake sales, carnival games, etc.
Junior/Senior Class	50/50 at basketball games
Art Club	Seroogy's Chocolate Bars
Special Education Department	Bake sale items to include fall treats and holiday treats.
Manawa Volleyball	Think Pink Basket Raffles, Baked goods, 50/50 tickets at volleyball games
MES Special Education	Dog Treats (i.e. Give a Dog a Bone)
Student Council	Concessions (at girls Basketball, boys basketball, and wrestling)

School District of Manawa
800 Beech Street
Manawa, WI 54949

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

Little Wolf High School
Manawa Middle School
515 E. Fourth St
Manawa, WI 54949

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

Manawa Elementary
800 Beech Street
Manawa, WI 54949

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

ManawaSchools.org



/ ManawaSchools



/ ManawaSchools



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of DEFINITIONS
Code	po0100
Status	First Reading
Adopted	April 25, 2016
Last Revised	April 25, 2022

0100 - **DEFINITIONS**

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

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

Administrative Guideline

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

Administrator

An employee who holds a position of leadership over a defined function or department of the District, **is employed with an administrative contract, and/or** who reports directly to the District Administrator.

In policy and administrative guidelines, capitalization of the term Administrator may imply delegation of responsibilities, as appropriate, to staff members.

Agreement

A collectively negotiated contract with a recognized bargaining unit.

Apps and Services

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

Board

The School Board also commonly referred to as the Board of Education shall take action that is within the comprehensive meaning of the terms "duties and powers" provided that such action is not prohibited by State or Federal law. (Chapter 118, Wis. Stats. and Chapter 120, Wis. Stats.).

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

Bylaw

Rule of the Board for its own governance.

Clerk

The chief clerk of the Board. (See Bylaw 0171.3)

District

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

District Administrator

The administrative head of the School District of Manawa.

In policy and administrative guidelines, capitalization of the term District Administrator may imply delegation of responsibilities, as appropriate, to staff members.

Due Process

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

Full Board

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

Information Resources

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

Law Enforcement Officer(s) or Agencies

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

Legal Custodian of Records

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

May

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

Medical Advisor

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

Meeting

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

Parent

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

Personal Communication Devices

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

Policy

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

President

The chief executive officer of the Board of Education. (See Bylaw 0171.1)

Principal

The educational leader and head administrator of one (1) or more District schools.

In policy and administrative guidelines, capitalization of the term Principal may imply delegation of responsibilities, as appropriate, to staff members.

Professional Staff Member

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

Relative

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

School Nurse

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

School Official

Except if otherwise defined in policy, a school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); or a person serving on the Board.

The term school official is inclusive of other parties, such as attorney, contractor, consultant, volunteer, or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g., a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) pursuant to the Family Educational Rights and Privacy (FERPA) definition - See Policy 8330 - Student Records.

Shall

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

Social Media

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

Student

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

Superintendent

Sometimes the administrative head of the School District is referred to as Superintendent but has the authority of the District Administrator by law.

In policy and administrative guidelines, capitalization of the term Superintendent may imply delegation of responsibilities, as appropriate, to staff members.

Support Staff

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

Technology Resources

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

Treasurer

The chief financial officer of the Board (See Bylaw 0171.4)

Vice-President

The Vice-President of the Board. (See Bylaw 0171.2)

Voting

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

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

Revised 8/22/16
Revised 7/17/17
Revised 12/18/17
Revised 4/27/20
Revised 3/15/21
Revised 1/17/22

Last Modified by Melanie J Oppor on November 16, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po1213
Status	First Reading
Adopted	October 17, 2016
Last Revised	March 15, 2021

1213 - STUDENT SUPERVISION AND WELFARE

Administrators are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the administrator. It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

An administrator who is found to have had sexual contact with any student shall be referred to the proper authorities and be subject to discipline up to and including discharge.

This section should not be construed as affecting any obligations on the part of staff to report suspected child abuse under ~~Wis. Stats.~~ 48.981, Wis. Stats. and Policy 8462.

Each administrator shall maintain a standard of care for the supervision, control, and protection of students commensurate with the administrator~~their~~his/her assigned duties and responsibilities which include, but are not limited to, the following:

- A. An administrator shall report immediately any accident or safety hazard about which they are~~he is~~ informed, or detect~~detects~~, to their~~his/her~~ supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
- B. An administrator shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety.
- C. An administrator should not volunteer to assume responsibility for duties that they~~he~~ cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. An administrator shall not send students on any personal errands.
- E. An administrator shall not associate with students at any time in a manner which gives the appearance of impropriety including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any administrator will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.

This provision should not be construed as precluding an administrator from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- F. An administrator shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- G. An administrator, other than the District Administrator, shall not transport students for school-related activities in a private vehicle without the approval of their~~his/her~~ immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is an administrator's family member.
- H. A student shall not be required to perform work or services that may be detrimental to their~~his/her~~ health.

- I. The administrator shall not engage students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.
- J. Administrators are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such event where the purpose of the photo or video is to depict the event, not a particular student. **This section does not apply to depictions of an administrator's own child.**

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any administrator who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each administrator shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 11/19/18

Revised 7/22/19

Revised 4/27/20

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Legal 48.981, Wis. Stats.
 948, Wis. Stats.
 948.095, Wis. Stats.

Last Modified by Melanie J Oppor on November 16, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENT
Code	po1421
Status	First Reading
Adopted	April 25, 2022

1421 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

Criminal History Record Check

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's administrative staff. Any contracts with outsourced services, employment agencies, or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

Employee Self-Reporting Requirement

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The District Administrator, as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall notify the Board President for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses **(e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking)**. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension **or any moving violation** must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Legal 111.335, Wis. Stats.

Last Modified by Melanie J Oppor on November 16, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of ENGLISH LANGUAGE PROFICIENCY
Code	po2260.02
Status	First Reading
Adopted	October 17, 2016
Last Revised	January 17, 2022

2260.02 - **SERVICES FOR BILINGUAL STUDENTS/ENGLISH LEARNERS ENGLISH LANGUAGE PROFICIENCY**

The Board ~~recognizes that there may be students who speak languages other than whose primary language is not English residing within the District. With that in mind, the Board~~ shall provide appropriate identification and transition services for District students who **are identified as English learners.** ~~possess limited English language proficiency.~~ The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the EL student's academic progress, identification of English Learner (EL) students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration, and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The District Administrator or designee shall be responsible for taking a count of limited-English proficient students in the District that shall be completed on or before March 1st of each school year. The District will also assess the language proficiency of such students and classify them by language group, grade level, age, and English language proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English.

The District shall submit the report of EL students to the Department of Public Instruction as required by law.

Assessing English Proficiency

Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child.

Identification of students requiring additional services as ELs will be identified by the District using the following process:

- A. Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey.
- B. The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.
- C. If deemed appropriate, the student may undergo an academic assessment to confirm identification.

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than English language proficiency ELP 5 on the test must be identified as EL and entered into the Wisconsin Information System for Educators (WISEdata) system.

The District will provide programs for ELs/Limited-English Proficient (LEP) students so they may become proficient in English while achieving academically.

Parental Notification and Consent

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

No student will be placed in the EL Program without having received written permission from the student's parent(s). The notice to the parent(s) shall be in **English and in the non-English language of the EL student, their native language**. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to **be socially and academically successful, compete with mainstream English language speakers**, as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

Assessing Academic Achievement and English Language Proficiency

An EL student may not be exempted from academic assessments based on their EL status. **However, an EL student, who has been enrolled in a U.S. school for less than twelve (12) cumulative months, may be exempted during the first test administration.** The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. ~~If an EL student is exempted from taking a State-required test, the student shall be administered a DPI-approved alternative assessment.~~

All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update WISEdata if appropriate.

Exit Procedures

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to **be socially and academically successful, compete with mainstream English speakers** in age and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials.

ELL students with the language skills necessary to compete will:

- A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
- B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests; and
- C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

- A. receiving an ELP 5 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or
- B. **receiving an overall composite of 4.5-4.9 and re-evaluate with the Multiple Indicator Protocol ("MIP") to determine whether the student demonstrates full English proficiency. If choosing to use the MIP the District**

must implement it as described in the Department of Public Instruction's English Language Policy Handbook. [DRAFTING NOTE: The Multiple Indicator Protocol is a standardized tool for collecting evidence of a student's English language use within the classroom setting as supporting evidence of English proficiency.] ~~The District Administrator or designee may also consider reclassification of an EL student in grade four or above as fully English proficient if the District has sufficient evidence on file establishing:~~

1. ~~the student has attained at least an ELP 4.5 on an annual assessment; and~~
2. ~~the student can demonstrate his/her understanding of the English language; and~~
3. ~~the file contains at least two (2) pieces of evidence establishing academic English language proficiency; and~~
4. ~~the parents and educators agree that the student has reached full English proficiency.~~

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be given the opportunity to review the ELP assessment with the building principal.

The building principal may

- A. recommend additional assessment.
- B. permit the student to remain in the EL program for up to 9 additional weeks.
- C. provide the student with tutorial support for 9 weeks.
- D. confirm the formal reclassification of the student.

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. **The MIP may be used as one (1) of the multiple monitoring indicators during those two (2) years.** The documentation will include, at a minimum, grade level, ~~ELP composite score,~~ and two (2) or more pieces of evidence.

Re-entry

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or ESL program.

The Director of Pupil Services will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed and that ELL reclassification/exit and the re-entry decisions abide by the Department of Public Instruction standards.

Counseling Services for Students Who Are Limited English Proficient Students ~~and/or Sensory Impaired~~

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency ~~and/or is sensory impaired~~ should be able to communicate ~~their~~**his/her** ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should not make any predictions of success or failure based on a student's classification as limited English proficient ~~and/or sensory impaired~~.

If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient ~~and/or sensory impaired~~.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

To contact someone regarding limited English proficient ~~and/or sensory impairment services,~~ please contact:

Michelle Johnson
District Reading Specialist
920-596-5738
800 Beech Street
Manawa, WI 54949
Jacquelyn Sernau
District Reading Specialist

920-596-5829
800-Beech-Street
Manawa, WI 54949

Testing

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for post-secondary education opportunities.

Revised 11/18/19

Revised 11/16/20

T.C. 3/15/21

T.C. 1/17/22

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Legal

- 20 U.S.C. § 6311 (b) (3)
- 20 U.S.C. 1703(f)
- P.I. 13 Wis. Admin Code
- 115, 115.96, Wis. Stats. Wis. Stats.
- 118.13, Wis. Stats.
- 118.30(2), Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of INDEPENDENT EDUCATIONAL EVALUATION (IEE)
Code	po2460.03
Status	First Reading
Adopted	July 17, 2017
Last Revised	March 15, 2021

2460.03 - **INDEPENDENT EDUCATIONAL EVALUATION (IEE)**

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of this District. A parent has the right to an IEE at public expense if the parent disagrees with an evaluation that the District conducted. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the District receives a parent request for an IEE, the District must either provide the IEE at District expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the District requests a due process hearing and the hearing officer determines that the District's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by the District.

Procedures to Obtain an IEE at Public Expense

- A. The parent should submit to the District a written request for an IEE, and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the District. However, the District will not deny parents a publicly funded IEE because they fail to provide the District with such a written request or fail to provide reasons for requesting an IEE.
- B. If a parent requests an IEE, the District will provide the following information:
 1. A list of the names and addresses of IEE examiners located in the area. The list will consist of IEE examiners who, in the District's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the District will identify a qualified examiner elsewhere in the State of Wisconsin.
 2. A description of the District's criteria for selection of IEE examiners.
- C. Minimum qualifications for IEE examiners. The District will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
 1. The prospective IEE examiner (the "examiner") must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The examiner must have extensive training in the evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.
 2. The examiner must be located within 150 miles of the District and must conduct the evaluation within District boundaries.
 3. The examiner may only charge fees for educational evaluation services that, in the sole judgment of the District, are reasonable.

4. The examiner must be permitted to directly communicate and share information with members of the IEP Team. The examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.
 5. If the District evaluation included an observation of the child in one (1) or more educational settings, the IEE shall include at least one (1) observation in that setting. Evaluators shall make at least one (1) contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required evaluation component.
 6. The same criteria apply to both public and independent examiners.
- D. The maximum allowable cost for an examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the District during the current school year, as determined by the Director of Student Services (not to exceed \$400.00). In the unusual event the examiner is one (1) not typically employed by the District, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. The District shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE, unless the parent can demonstrate that necessary services are not available in the community.
- E. **If unique circumstances justify an IEE that exceeds the maximum allowable cost; the District must ensure the IEE is publicly funded. The District will review these circumstances on a case-by-case basis. If the total cost for an IEE exceeds the District's cost criteria and it is determined through appropriate procedures that there is no justification for excess cost, the cost of the IEE will be publicly funded up to the District's maximum allowable cost. [DRAFTING NOTE: If a District determined the cost exceeds the cost criteria, then the District must without unnecessary delay, initiate a due process hearing to demonstrate the evaluation obtained by the parent did not meet appropriate agency criteria.]** ~~If the parents show that unique circumstances justify an IEE that exceeds the maximum allowable cost, the Board may approve additional expenditures. If the total cost of the IEE exceeds the maximum allowable costs and if, in the District's sole judgment, there is no justification for the excess cost, the cost of the IEE will be funded up to the District's maximum allowable cost and no further. The parents shall be responsible for any remaining cost.~~

For more information, parents may request a copy of Bulletin 99.02 "Independent Educational Evaluations (IEEs)" from the District or from the Department of Public Instruction, Division of Learning Support: Equity and Advocacy.

Revised 11/16/20

T.C. 3/15/21

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Legal § 300.502.

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of LIBRARY MEDIA CENTERS
Code	po2522 - Manawa Specific Revisions
Status	First Reading
Adopted	March 15, 2021

2522 - LIBRARY MEDIA CENTERS

The Board believes that school library media centers are a fundamental part of the educational process by providing a place to foster independent and collaborative learning and information-seeking skills in students and staff. This is accomplished through timely access to services and resources that both reflect the student body, the cultural diversity and pluralistic nature of American society, and represent perspectives held in the world more broadly. Therefore, the Board shall provide sufficient materials and staff for a library media center in each school in the District.

The District Administrator shall designate a licensed library media professional to direct or coordinate the District's library media program. **The selection of materials by the licensed library media professional shall follow the Board's adopted selection criteria and procedures.** The Board shall adopt a long-range plan for library media services developed by teachers and library and audiovisual personnel and administrators. The plan shall be reviewed periodically. The plan and any materials selection or review process shall be in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. **The use of the District's allocation from the Common School Fund for acquisitions, in accordance with the Department of Public Instruction regulations, shall be a component of the foregoing procedures.**

The school libraries of this district are guided by the principles set forth in the Library Bill of Rights and its interpretive statements, including "Access to Resources and Services in the School Library Program" and The Students' Right to Read statement of the National Council of Teachers of English.

The major **objectives**~~goals~~ of the District's school library media centers are:

- A. **To provide faculty and students with materials that enrich and support the curriculum taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served.**
- B. **To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with a diversity of appeal, allowing for the presentation of many different points of view.**
- C. **To select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions.**
- D. **To select materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading.**
- E. ~~To support and enrich the District's standards and benchmarks;~~
- F. ~~To provide for personal interests, professional, educational, and recreational reading while promoting an appreciation of good literature;~~
- G. ~~To provide a comprehensive and coordinated collection of current resources so that students and staff will conveniently and effectively use a wide variety of materials, including print and non-print media;~~
- H. ~~To promote and support the appropriate use of technology for interpreting and communicating intellectual content;~~

- I. ~~To provide instruction that advances student and staff literacy of print, digital, and other emerging information resources;~~
- J. ~~To provide equitable and timely access to resources that support students' personal, academic, and life-long learning;~~
- K. To foster a love of reading, curiosity, and investigation by providing a space that is well-maintained, up-to-date, welcoming, and safe for all users.

~~The District Administrator shall establish procedures consistent with the District's long-range plan for library services development related to the selection of materials, removal (weeding) of materials, inventory, and repair and/or replacement of materials. The use of the District's allocation from the Common School Fund for acquisitions, in accordance with DPI regulations, shall be a component of the foregoing procedures.~~

Selection Criteria

The School District of Manawa does not discriminate in the selection and evaluation of library materials on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The final decision to purchase library materials will be made by a licensed library media specialist.

The following criteria will be used in the selection of library materials as they apply:

- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literacy, artistic, and aesthetic quality; technical aspects; and physical format
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in standard reviewing sources such as, but not limited to:
 - Association for Library Service to Children (ALSC) Notable Children's Books
 - Booklist
 - Cooperative Children's Book Center of Wisconsin
 - School Library Journal
 - Young Adult Library Services Association (YALSA) Best Books for Young Adults
- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (i.e. online databases, e-books, educational games, and other forms of emerging technologies) in accordance with technology software selection as per PO7540.03 - Student Technology Acceptable Use and Safety
- Demonstrate physical format, appearance, and durability suitable for their intended use
- Balance cost with need

Selection is an ongoing process that should include removing materials that are no longer used or needed (weeding), adding materials, and replacing lost and worn materials that still have educational value.

Gifts and Donations

Gifts and donations shall be handled in accordance with Policy 7230 - Gifts, Grants, and Bequests. **Gift materials shall be judged by the same selection criteria and shall be accepted or rejected by those criteria. All materials should support the curriculum and needs of library users. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.**

Collection Maintenance and Weeding

Annually, the school library media specialist will conduct an inventory of the school library collections. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or interests of students.

Additionally, a collection maintenance schedule will be implemented by the library media specialist to include systemic inspection of materials that would result in weeding outdated, damaged, or irrelevant materials from the collection.

Requests, Suggestions, or Complaints

Challenges to instructional materials shall be handled in accordance with Policy 9130 - Public Requests Suggestions, or Complaints.

Reconsideration of Library Materials

Any resident or employee of the School District of Manawa may formally or informally request the reconsideration of library materials on the basis of appropriateness.

Informal Reconsideration Procedure of Library Materials

The Board recognizes that some materials are controversial and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval but solely on the basis of the principles set forth in this policy. Individuals or groups may initiate complaints about specific titles or types of materials in the Library's collection by talking to or writing to the District's Library Media Specialist. At this point, such communications are considered informal complaints. The District Library Media Specialist will respond to informal complaints by offering a rationale for the book in the collection, discussing the desired action based on the complaint, and, if appropriate, offering the complainant a Request for Reconsideration Form.

Formal Reconsideration Procedure of Library Materials

Persons who are concerned about the appropriateness of library materials and are unsatisfied with the response from an informal discussion about the title may choose to make a formal request for reconsideration of the title in question.

The following procedures should be followed if, after discussing the questioned resource, no resolution is made:

1. The complainant should be referred to the Principal.
2. A concerned citizen who is dissatisfied with earlier informal discussions will be offered a packet of materials which includes the library's mission statement, selection criteria ~~policy~~, and Request for Reconsideration Form, ~~and the Library Bill of Rights~~.
3. The complainant is required to complete and submit the Request for Reconsideration Form to the Principal ~~within ten (10) business days~~.
4. ~~If a completed Request for Reconsideration Form is not submitted within ten (10) business days, the matter is considered closed~~.
5. Upon receipt of the Request for Reconsideration Form, the Principal should notify and provide a copy of the Request for Reconsideration Form to the following individuals:
 - a. District Administrator
 - b. District Library Media Specialist
6. The work in question will remain on library shelves and in circulation until a formal decision is made.
7. The Reconsideration Committee will be appointed by the District Administrator and consist of:
 - a. Committee Chair - District Reading Specialist
 - b. ~~District Library Media Specialist~~
 - c. Teacher - grade-level appropriate and/or language arts
 - d. Library Professional - not employed by the district
 - e. Community Leader - mayor, town or village chair ~~person~~ man, etc. per a rotational list
 - f. Faith Leader - per a rotational list
 - g. ~~Two~~ Three Members of the Community - ~~a~~ communication will be sent out widely using various media requesting volunteers to serve on a Reconsideration Committee with an application deadline. All received volunteer names will be placed into a random drawing to determine the ~~two~~ three who will serve on the committee.
 - h. Two Current Parents - communication will be sent out widely using various media requesting volunteers to serve on a Reconsideration Committee with an application deadline. All received volunteer names will be placed into a random drawing to determine the two who will serve on the committee.
8. Through interlibrary loans or other means, the school librarian will obtain copies of the material in question for review by the Reconsideration Committee.
9. The Reconsideration Committee will schedule two formal reconsideration meetings: an initial meeting & a discussion/decision meeting. The Reconsideration Committee should follow the procedures listed below:
 - a. At the initial meeting:

- i. , **ts**, the completed Reconsideration Form, reviews of the resource being reconsidered, and a list of awards or honors, if any. The presentation may not exceed fifteen (15) minutes.
- ii. The Committee reserves the right to use outside expertise if necessary to help in its decision-making process.
- iii. The Committee Chair directs the committee members to fully review/read the complaint and challenged resource and be prepared to vote on the complaint at the next meeting.
- b. During the second discussion/decision meeting:
 - i. The complainant may not participate in the Committee's deliberations.
 - ii. The Committee will discuss the material in question based upon the selection criteria.
 - iii. The committee members must have reviewed/read the challenged material in its entirety to be eligible to vote.
 - iv. The Committee will make its decision determined by the simple majority to retain, move the resources to a different level(if appropriate), or remove the resource. The decision will be made via a secret written ballot vote.
 - v. The Committee's written decision (including a minority report if needed) shall be presented to the District Administrator within five school days after the decision is made. The District Administrator will inform the complainant, in writing, of the Reconsideration Committee's decision.
 - vi. If the complainant is not satisfied with the decision of the Reconsideration Committee, a written appeal can be made within 10 school days of receiving the decision to the Board **of Education** President. The written appeal and all written material relating to the reconsideration shall be referred to the Board of Education for review.
10. The procedures for an appeal to the Board of Education will be as follows:
 - a. An appeal of the decision made by the Reconsideration Committee must be made in writing to the Board of Education President within 10 days of the Reconsideration Committee's decision being communicated to the complainant.
 - b. A decision on the appeal will be made at the next regular meeting or special meeting within 30 days of the written request to the Board of Education President.
 - c. The Board of Education reserves the right to use outside expertise if necessary to help in its decision-making.
 - d. The Chairperson for the Reconsideration Committee will present the committee's decision to the board.
 - e. The complainant or designee will present the petitioner's position.
 - f. The **Board of Education** decision will be final, and the District Administrator will implement the decision.
11. Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.

Parental/Police Access to Library Information

The Board respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are permitted to obtain information about the instructional material, resources, and services students choose to use at the District's libraries.

Parents of a student under the age of sixteen (16) have the right to review, upon request library records relating to the use of the library's documents or other materials, resources, or services by the student.

Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the library shall disclose to the officer records produced by a surveillance device under the control of the library that is pertinent to the alleged criminal conduct.

Other than the exceptions noted above, records indicating the identity of any individual who borrows or uses the library's documents or other materials, resources, or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library, or to persons authorized by the individual to inspect such records.

Inter-Library Loans

The Board authorizes District participation in interlibrary loan programs. The District will loan school library books and other instructional materials that are not in immediate or constant demand by staff or students to another participating school district for use in the libraries of that district.

Fines

Students may be assessed fines for the late return of borrowed materials or damage or loss of materials in accordance with Policy 6152 - Student Fees, Fines, and Charges.

Legal 43.30, 43.72, 121.02(1)(h) Wis. Stats.
PI 6, 8.01(2)(h).3 Library Media Services

Last Modified by Melanie J Oppor on November 16, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS
Code	po2700.01
Status	First Reading
Adopted	October 1, 2015
Last Revised	March 21, 2022

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

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.

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. Parents shall be notified that the performance report will be provided to the parent electronically unless the parent requests a written copy of the report. By May 1st, the Board shall distribute copies of the report to those who have requested the report.

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

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 Report Card

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

State Accountability Report Card

A copy of each school's accountability report card, as prepared by the Wisconsin Department of Public Instruction, shall be provided **by the District** to the parent of each student enrolled in or attending the school on an annual basis. The report shall be sent simultaneously with the ~~notice required in Policy 8146~~—Notification of Educational Options.

Revised 6/19/17
Revised 7/22/19
Revised 4/27/20
Revised 11/16/20

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Legal 115.38, Wis. Stats.
 115.385, Wis. Stats.
 20 U.S.C. 6311

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of EMPLOYMENT OF SUBSTITUTES
Code	po3120.04
Status	First Reading
Adopted	May 16, 2016
Last Revised	November 16, 2020

3120.04 - **EMPLOYMENT OF SUBSTITUTES**

The Board recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel. **This policy does not apply to regular contracted teachers hired to serve as permanent substitute teachers and whose employment is governed by Policy 3120 - Employment of Professional Staff.**

The District Administrator shall make appropriate arrangements to assure the availability of substitutes for assignment as services are required to replace temporarily-absent regular staff members and temporarily fill new positions. Such assignment of substitutes may be terminated, including permanent removal from the substitute teaching roster, when their services are no longer required or for other reasons as determined by the District Administrator that are not arbitrary, capricious, or discriminatory.

Substitutes must possess appropriate certification to teach as a substitute. The District Administrator may determine what licensure is required and make allowances for the use of alternative forms of certification, emergency certification, and other such options as permitted by law. There must also be verification that a satisfactory background check has been conducted by the Department of Public Instruction or appropriate State agency.

In order to retain well-qualified substitutes for service in this District, the Board will offer competitive compensation at a rate set by the Board.

A substitute employed for more than ten (10) consecutive days in the same professional position shall be paid a salary not less than the current beginning teacher base wage.

A substitute shall be paid a minimum of a half-day (1/2) pay once the substitute is called.

Prior to the end of the school year, District employed~~Employed~~ **substitutes, who the District intends to employ for the ensuing school year, will**~~may~~ **receive ~~in June~~ a letter of reasonable assurance of continued employment**~~eligibility for assignment during the ensuing school year.~~

Revised 11/19/18

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Legal	118.19, Wis. Stats. P.I. 34.109, Wis. Adm. Code
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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po3121
Status	First Reading
Adopted	May 16, 2016
Last Revised	April 25, 2022

3121 - CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS

Criminal History Record Check

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's professional staff. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

Employee Self-Reporting Requirement

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses **(e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking)**. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension **or any moving violation** must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

T.C. 11/16/20

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Legal 111.335, Wis. Stats.

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Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po3213
Status	First Reading
Adopted	May 16, 2016
Last Revised	March 15, 2021

3213 - STUDENT SUPERVISION AND WELFARE

Professional staff members are frequently confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the professional staff member, and/or harm to the welfare of the student(s). It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

This policy should not be construed as affecting any obligations on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462.

Each District employee shall maintain a standard of care for the supervision, control, and protection of students commensurate with **theirhis/her** assigned duties and responsibilities which include, but are not limited to the following standards:

- A. A professional staff member shall report immediately any accident or safety hazard about which **they are/s/he is** informed or **detect/detects** to **theirhis/her** supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
- B. A professional staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety.
- C. A professional staff member should not volunteer to assume responsibility for duties **that they/s/he** cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. A professional staff member shall provide proper instruction in the safety matters presented in assigned course guides.
- E. A professional staff member shall not send students on any personal errands.
- F. A professional staff member shall not associate with students at any time in a manner which gives the appearance of impropriety including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.

This provision should not be construed as precluding a professional staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- G. A professional staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- H. A professional staff member shall not transport students for school-related activities in a private vehicle without the approval of **theirhis/her** immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is a professional staff member's family member.
- I. A student shall not be required to perform work or services that may be detrimental to **theirhis/her** health.

- J. Staff members are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.
- K. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student. This section does not apply to depictions of a professional staff member's own child ~~or other relative~~.

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each professional staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 11/19/18

Revised 7/22/19

Revised 4/27/20

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Legal 48.981, 948, 948.095 Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of BENEFITS
Code	po3425
Status	First Reading
Adopted	May 16, 2016

3425 - **BENEFITS**

It is the Board-~~of Education~~'s policy to provide a competitive and comprehensive package of employee benefits to its employees to effectively attract and retain high- quality employees.

The Board retains final authority to establish, modify, rescind, add, or in any way affect employee benefits.

Covered employees shall be provided continuation rights to the extent required under applicable provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA).

The Board shall determine annually, in conjunction with the budget process, the anticipated shared cost of all employee benefits, specifying both employee and employer share of applicable premiums through Board action.

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Legal Consolidated Omnibus Budget Reconciliation Act of 1985 Pub. L. 99-272

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Book	Policy Manual
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Title	Copy of EMPLOYMENT OF SUBSTITUTES
Code	po4120.04
Status	First Reading
Adopted	May 16, 2016
Last Revised	January 17, 2022

4120.04 - **EMPLOYMENT OF SUBSTITUTES**

The Board recognizes its responsibility to procure the services of substitute support staff in order to prevent the interruption of the operation of the schools.

The names of potential substitute personnel and the positions in which they may substitute shall be maintained by the District Office.

Relatives of Board Members may be employed by the Board, provided a member of the Board does not participate in any way in the discussion or vote on the employment when conflict of interest is involved.

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which ~~they are relatives/he is~~ supervised directly by the ~~relative~~ staff member who is related~~their relative~~.

The employment of substitute support staff prior to approval by the Board is authorized when their employment is required to maintain continuity of services in the District.

Retroactive employment shall be recommended to the Board at the next meeting.

Prior to the end of the school year, District-employed substitutes~~Substitutes~~, who the District intends to employ for the ensuing school year, will receive ~~in June~~ a letter of reasonable assurance of continued employment.

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Legal	118.19, Wis. Stats. P.I. 34.109, Wis. Adm. Code
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Last Modified by Melanie J Oppor on November 16, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po4121
Status	First Reading
Adopted	May 16, 2016
Last Revised	April 25, 2022

4121 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

Criminal History Record Check

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's professional staff. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The criminal history screening that is completed on potential staff members and for volunteers assisting District staff, in compliance with

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

Employee Self-Reporting Requirement

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses (**e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking**). However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension **or any moving violation** must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Legal 111.335, Wis. Stats.

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Book	Policy Manual
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Status	First Reading
Adopted	May 16, 2016
Last Revised	March 15, 2021

4213 - STUDENT SUPERVISION AND WELFARE

Support staff members may be confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the staff member, and/or harm to the welfare of the student(s). It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

This policy should not be construed as affecting any obligation on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462.

Each District support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with **their/his/her** assigned duties and responsibilities which include, but are not limited to, the following standards:

- A. A support staff member shall report immediately any accident or safety hazard about which **they are/s/he is** informed or **detect/detects** to **their/his/her** supervisor as well as to other authorities or District staff members as may be required by established policies and procedures. ~~(-) Further, each support staff member shall also promptly report to the Principal any accident or safety hazard s/he detects.~~
- B. A support staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety. **(X)** Additionally, each support staff member shall also promptly report to the Principal any knowledge of threats of violence by students.
- C. A support staff member shall not send students on any personal errands.
- D. A support staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.

This provision should not be construed as precluding a support staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- E. A support staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- F. A support staff member shall not transport students for school-related activities in a private vehicle without the approval of **their/his/her** immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is a support staff member's family member.
- G. A student shall not be required to perform work or services that may be detrimental to **their/his/her** health.
- H. Staff members are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.

I. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve, or incidentally include, depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student. This section does not apply to depictions of a support staff member's own child ~~or other relative~~.

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each support staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 7/22/19

Revised 4/27/20

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Legal 48.981, 948, 948.095 Wis. Stats.

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Book	Policy Manual
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Title	Copy of BENEFITS
Code	po4425
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4425 - **BENEFITS**

It is the Board ~~of Education~~'s policy to provide a competitive and comprehensive package of employee benefits to its employees to effectively attract and retain high quality employees.

The Board retains final authority to establish, modify, rescind, add, or in any way affect employee benefits.

Covered employees shall be provided continuation rights to the extent required under applicable provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA).

The Board shall determine annually, in conjunction with the budget process, the anticipated shared cost of all employee benefits, specifying both employee and employer share of applicable premiums through Board action.

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Book	Policy Manual
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Title	Copy of OPEN ENROLLMENT PROGRAM (Inter-District)
Code	po5113
Status	First Reading
Adopted	June 20, 2016
Last Revised	April 25, 2022

5113 - **OPEN ENROLLMENT PROGRAM (Inter-District)**

The District will participate in the Wisconsin Public School Open Enrollment Program in accordance all with applicable law and the relevant policies and rules of the District, all as amended from time-to-time.

DEFINITIONS

The following definitions will apply to the District's Open Enrollment Program.

A. Non-Resident District

A school district located in Wisconsin that is not a student's district of residence.

B. Non-Resident Student

A student who is a legal resident or otherwise legally entitled to attend school in another school district in Wisconsin and who seeks admission to this District under the Open Enrollment Program.

C. Tuition Student

A non-resident student who is a resident of the State of Wisconsin and who pays tuition in accordance with State law.

D. Full-Time Enrollment

A student is enrolled for the entire school day and receives all of required education in this District.

E. Class Size

The District's determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program. Circumstances such as enrollment projections for a particular school, class, or program may influence optimum class size.

F. Program Size

The enrollment or size restrictions in a specific program within a class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

G. Resident Student

A student who is a legal resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Non-resident Students.

FULL-TIME OPEN ENROLLMENT

A. Annual Space Determinations

During a January meeting, the Board shall establish the availability of space by determining the number of regular education and special education spaces in the schools, programs, classes, or grades. In setting space availability, the Board may choose to set no limitations or may set limits on availability using the following criteria:

1. District practices, policies, procedures, or other factors regarding class size ranges for particular programs or classes.
2. District practices, policies, procedures, or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
3. Enrollment projections, which account for factors that include but are not necessarily limited to, likely short and long term economic development in the community, housing starts, current and future needs for special programs, laboratories, or other initiatives.

B. ~~Procedures for~~ Processing of Open Enrollment Applications

A parent of a nonresident student may submit an application to attend school in the District during the applicable regular open enrollment period or through the alternative open enrollment process. The application must be submitted using the form designated by the Wisconsin Department of Public Instruction.

Upon receipt of an application, the District Administrator shall confirm that the application is complete or request that it be completed before being further considered.

Parents shall be notified of the determination on their applications on or before the first Friday following the first Monday in June following receipt of the application, or within the timeframe otherwise established by law. If approved, the parent shall be notified of the approval and the specific assignment within the District. If, upon enrollment, the student is appropriately placed in a different grade level, the student shall be so assigned unless applications for that grade level have been denied or there is no longer space available at that grade level.

Any notice of a decision to deny shall include the following:

~~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 non-resident 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 a student or the sibling of a student who is already attending 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. After the date specified in s. 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:~~

1. Specific reason(s) for denial.~~A parent notifies the nonresident school board that the student will not attend the nonresident school district~~
2. Notice of the parents' right to appeal, the address to send the appeal, and information on where to locate the form required for appeal.~~A parent fails to provide the notification required in s. 118.51(3)(a)6., Wis. Stats.~~
3. ~~The Board determines that additional spaces have become available since its determination at the January Board meeting.~~

~~In accordance with 118.51(3)(a)3, Wis. Stats., except as provided under sub. (5)(d)1., on or before the first Friday following the first Monday in June following receipt of the application, the nonresident school board shall notify the applicant, in writing, whether it has accepted the application.~~

Application of Space Determinations and Random Selection Process

If there are more applications than spaces, the Board will fill the available spaces by random selection. Random selection shall be conducted among the student applications for each grade level. The order of grade level selection shall also be randomly determined. The following considerations will be included in the random selection process:

1. Preferences

- a. If the Board has not guaranteed approval in its determination of space availability to currently attending students, it shall grant preference to such students in the random selection process.
- b. If the Board has not guaranteed approval in its determination of space availability to the siblings of currently attending students, it shall grant preference to such students in the random selection process.

If in any selection process there are more students eligible for preferred treatment than there are spaces available, the Board shall conduct random selection from among the students granted preference. Both currently attending students and siblings of currently attending students who are not guaranteed approval shall be granted equal preference.

2. The sibling of a student selected in the random selection process shall be granted preference to any spaces available that the sibling has applied for, but the sibling may not be approved if there are no remaining spaces for the sibling.

3. After the date specified in 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:

- a. A parent notifies the nonresident school board that the student will not attend the nonresident school district.
- b. A parent fails to provide the notification accepting open enrollment as required in 118.51(3)(a)6., Wis. Stats.
- c. The Board determines that additional spaces have become available since its determination at the January Board meeting.

The District shall notify the parent of a student accepted from the waiting list of that student's eligibility to attend the District, unless the student has already enrolled in a different non-resident school district or has since become a resident of the District. The notice shall state the following:

- a. the school or program the student has been assigned to;
- b. a date, at least ten (10) calendar days from the date of the notice, by which the parent must accept the open enrollment approval. Failure to timely accept shall be considered rejection and the approval shall be considered rescinded.

C. Decisional Criteria for Non-Resident Applications

Decisions on non-resident open enrollment applications will be based only on the following criteria:

1. ~~Space availability as defined in this policy. Whether the Board has determined there is space in the schools, programs, classes, or grades within the District for non-resident students. The Board shall determine during a regular meeting each January the number of regular education and special education spaces available at each level, each building, and in each program, or shall determine that it will not set space limitations for open enrollment at any building, level, or program. In determining the amount of space available, the District will count resident students, tuition waiver students under 121.84 Wis. Stats., and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) and are already attending public school in the District. Other factors the District Administrator shall consider include, but shall not be limited to the following:~~
 - 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 that 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 non-resident 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.~~

- d. ~~The number of non-resident students currently attending the schools of the District for whom tuition is paid by another district under Section 121.78(1)(a), Wis. Stats.~~
 - e. ~~The number of resident home schooled or private school students likely to attend the schools of the District in accordance with Section 118.415, Wis. Stats.~~
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated day care program resides in a district which offers the program for which application is made. ~~Whether an applicant for a pre-kindergarten, early childhood resides in a district that offers the program for which application is made.~~
3. Whether the non-resident student has been expelled from any school district within the current school year or the two (2) preceding school years, or is pending any 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.

Notwithstanding the Board's acceptance of a non-resident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the non-resident student will attend a school in the District, the student is determined to fall under paragraph B. 3.

The Board may request a copy of a non-resident student's disciplinary records from the resident School Board.

4. Whether the special education program or related services described in the non-resident student's Individualized Education Program ("IEP") are available in the District. Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the district has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service is available is not a function of whether there is space available in any program or service. A service may be unavailable even if no space limitations have been established.
5. Whether there is space available in the District to provide the special education or related services identified in the non-resident 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 the non-resident student's resident board under ~~Wis. Stat.~~ 115.777(1), Wis. Stats. or identified by the non-resident student's resident school board under ~~Wis. Stat.~~ 115.77(1m)(a), Wis. Stats., but not yet evaluated by an individualized education program team.

If a non-resident 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 board. If such notice is provided, the non-resident may be transferred to their 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, after complying with the requirements of PI 36.09(2).

The truancy determination shall be made on the sole basis of enrollment in the non-resident district. Open enrollment may not be denied based on the student's truancy from any other district.

D. 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.

E. Transportation

The parents of a student attending a non-resident school district will be solely responsible for providing transportation to and from the school site. The District will permit a non-resident student to ride District transportation if space is available on a regularly-scheduled bus route. The District will provide transportation for a non-resident student with an identified disability for whom transportation is required by their IEP.

The Board will not permit a neighboring District to bus resident students from within its boundaries for attendance at the non-resident neighboring District.

ALTERNATIVE APPLICATION PROCEDURES

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 the alternative application procedure if the student satisfies at least one of the statutory criteria and has not applied to more than three non-resident school districts. (See AG 5113 – Admission of Students Participating Under Open Enrollment)

Applications from a non-resident student under the alternative application procedures received after the Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved for the current year if the Board has not imposed a space limitation for the student's current year grade level and also has not imposed a space limitation for the subsequent school year in the student's subsequent grade level. Alternative applications received prior to the 3rd Friday in September may be approved if the Board has approved all applications for that grade level which were received during the regular period, including the offer of enrollment to applicants placed on the waiting list, if any. **Following the 3rd Friday in September certified count until the time of the Board of Education's January regular meeting, alternative enrollment students may be approved based on actual current enrollment numbers rather than the predicted available space numbers.**

DELEGATION TO DISTRICT ADMINISTRATOR

The Board delegates to the District Administrator the authority to approve or deny open enrollment applications including under the alternative procedures consistent with the criteria in this policy and based on the Board's space determinations approved in January of each year.

ANNUAL REVIEW

The Board shall review its Open Enrollment Program annually.

General Provisions

- A. A student, who has been accepted under this program, who has not met the academic prerequisites for participation in a particular program in which the student wishes to enroll shall not be placed in that program.
- B. The District's Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability, except as provided for in the statute authorizing this program.

Application of Emergency Orders

All timelines or other procedures described in this policy and in any implementing administrative guidelines are subject to modification in the event that the State or Federal government issues emergency or other temporary orders affecting any of the subject matter of this policy. The policy automatically incorporates the contents of any such order or proclamation, including any discretionary authority provided, and delegates by policy the authority to exercise that discretion to the District Administrator.

Revised 7/22/19
Revised 11/18/19
Revised 4/27/20
Revised 3/15/21

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To – District Administrators and Open Enrollment Coordinators

From – Jen Demrow, Open Enrollment Consultant

Subject – Reminder – Guarantee Approval of Open Enrollment Applications

As a reminder, effective on Thursday, June 1, 2022, Wisconsin Administrative Code PI 36 was updated and a clarification was made to the provision that impacts open enrollment procedures of guarantees of currently-attending applicants and siblings of currently-attending students.

If a nonresident school board's open enrollment policy guarantees approval of currently-attending students and siblings of currently-attending students, it means that all applications for these students must be approved. If a student with a disability is a currently-attending student or a sibling of a currently-attending student and your board guarantees approval of either or both of those groups of students, the board must approve their open enrollment application, even if the board has determined that there are no special education seats available. The nonresident school board may only deny the application for the student if the student's special education or related services required in their IEP are not available in the district. [PI 36.04\(3\)\(d\) and \(e\)](#).

If a nonresident district that offers a guarantee has erroneously denied an application that falls into these categories, you have until June 10th to reverse your decision. If you choose not to reverse your decision, you may be vulnerable on appeal.

You can find the changes in the complete open enrollment administrative rule in Wis. Admin. Code § [PI 36](#).

If you have any questions, please contact us at openenrollment@dpi.wi.gov or 888-245-2732, option 2.

Legal	118.51, Wis. Stats.
	Wis. Adm. Code Ch. P.I. 36

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Code	po5340
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Adopted	June 20, 2016
Last Revised	November 18, 2019

5340 - **STUDENT ACCIDENTS/ILLNESS/CONCUSSION & SUDDEN CARDIAC ARREST**

The Board believes that school personnel have certain responsibilities in case of accidents, illness or concussions that occur in school. Said responsibilities extend to the administration of first-aid by trained persons so, summoning of medical assistance, notification of administration personnel, notification of parents, and the filing of accident reports.

Accidents

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident. However, any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for **their/his/her** acts or omissions in rendering such emergency care.

The District Administrator may provide for an in-service program on first aid and CPR procedures.

The administrator in charge must submit an accident report to the District Administrator and business office on all accidents.

Illness

School personnel shall not diagnose illness or administer medication of any kind except in accordance with Policy 5330 and AG 5330.

Concussion

A concussion is a type of traumatic brain injury. Concussions occur when there is a forceful blow to the head or body that results in rapid movement of the head and causes any change in behavior, thinking, or physical functioning. Concussions are not limited to situations involving loss of consciousness. Some symptoms of a concussion include headache, nausea, confusion, memory difficulties, dizziness, blurred vision, anxiety, difficulty concentrating, and difficulty sleeping.

At the beginning of a season of any athletic sport, the Athletic Director shall distribute a concussion and head injury information sheet to each coach and to each student participant. No student will be permitted to participate in any athletic activity unless that student, or if the student is under age nineteen (19) his/her parent, has returned a signed concussion and head injury information sheet. A student is only required to return one (1) signed sheet per school year in order to participate in athletics.

A coach shall remove from competition or practice any student that the coach determines is exhibiting signs, symptoms, or behavior consistent with a concussion or head injury or who the coach suspects has sustained a concussion or head injury. Any student removed from participation under this section may not return to participation until a written release to participate from a health care professional is provided.

Parents who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to

receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

Sudden Cardiac Arrest

Sudden cardiac arrest is a medical event that involves a sudden increase in the heart's ventricular beat that prevents the heart from distributing blood to the brain, lungs, and other organs. It occurs without warning and in youth athletics participants who appear healthy and have passed pre-participation physical examinations. Severe damage and death can occur very quickly without immediate treatment.

In an effort to educate parents, students, and coaches regarding this condition, information regarding sudden cardiac arrest shall be included along with distribution of the required information concerning concussions and shall be distributed to all participants age 12 and older and to coaches prior to participation on youth athletic activity. The information shall contain the following information as provided by the Wisconsin Department of Public Instruction:

- information about the risks associated continuing to participate in a youth activity after experiencing one (1) or more symptoms of sudden cardiac arrest, including fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate;
- information about electrocardiogram testing, including the potential risks, benefits, and evidentiary basis behind electrocardiogram testing;
- information how to request, from a student's health care provider, the administration of an electrocardiogram in addition to a comprehensive physical examination.

The District shall provide the information regarding sudden cardiac arrest developed by the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association.

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5517.01 - **BULLYING**

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

Definitions

"Bullying"

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

Some examples of bullying are:

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

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

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

Cyberbullying includes, but is not limited to the following:

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

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

"Staff" includes all school employees and Board members.

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

For a definition of hazing and instances that could possibly be construed as hazing, consult Policy 5516.

Complaint Procedures

Any student who believes they have been or **are** the victim of bullying should immediately report the situation to the building principal or designee, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

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

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

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

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

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

is necessary to determine the facts and the seriousness of the report.

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

If the matter or complaint involves the District Administrator or a member of the Board, it is appropriate to engage outside legal counsel to conduct the investigation consistent with this policy. Legal counsel shall conduct a prompt investigation. The Board attorney is authorized to designate an outside third party to conduct the investigation. The Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The Board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

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

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

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

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

Retaliation/False Reports

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

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

Privacy/Confidentiality

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

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

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

Records and Reports

Records of investigations will be maintained ~~on the number and types of reports made and sanctions imposed for incidents found to be in violation of the bullying policy~~ in accordance with Policy 8330 - Student Records and State law.

[DRAFTING NOTE: An annual summary report is not required by statute, however, this provision was included in the initial model bullying policy that the Department of Public Instruction (DPI) was required to develop by law. If your District does not provide this report annually to the Board, do not include this language.]

An annual summary report shall be prepared and presented to the Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public. **[END OF OPTION]**

Education and Training

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

Revised 3/15/21

T.C. 9/22/21

Revised 12/20/21

T.C. 4/25/22

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118.46, Wis. Stats.

Last Modified by Melanie J Oppor on November 16, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of VIDEO SURVEILLANCE AND ELECTRONIC MONITORING
Code	po7440.01
Status	First Reading
Adopted	November 21, 2016
Last Revised	January 17, 2022

7440.01 - **VIDEO SURVEILLANCE AND ELECTRONIC MONITORING**

The Board authorizes the use of video surveillance and electronic monitoring equipment at various facilities and school sites throughout the District and on school buses.

Wherever ~~the terms~~ video surveillance or electronic monitoring are used, such notification shall reference includes identify that both video or electronic (X) and audio ~~{END-OF-OPTIONS}~~ surveillance ~~as~~

~~(-) is possible technology~~

(X) are possible technologies

~~{END-OF-OPTIONS}~~ being employed.

~~**DRAFTING NOTE: If opting to employ audio surveillance, this should be done with legal consultation. Whether notice of audio surveillance in a school facility is sufficient to establish consent is not a clearly settled legal concept in Wisconsin.**~~

The District Administrator is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the District. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g. school hallways, entryways, the front office where students, employees and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the District Administrator, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy (e.g. restrooms, locker rooms, changing areas, private offices (unless there is express consent given by the office occupant), or conference/meeting rooms), or in individual classrooms during instructional times. Administrators are authorized to carry and use portable video cameras when responding to incidents. The Board authorizes security personnel to use body-worn video cameras while on duty, but prohibits them from being operated while the individual is routinely patrolling restrooms and locker rooms, unless the staff member is responding to a specific incident.

Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Legible and visible signs shall be placed at the main entrance to buildings and in the areas where video surveillance/electronic monitoring equipment is in use to notify people that their actions/behavior are subject to being monitored/recorded, which may include video footage, audio recording, or both. Additionally, the District Administrator is directed to annually notify parents and students via the Student Handbook, and staff via the Staff Handbook(s), of the use of video surveillance/electronic monitoring systems in their schools, which may include video footage, audio recording, or both. In cases approved by the District Administrator, camera surveillance may be used for investigatory purposes without staff, student, or public notice if the usage is calculated to further investigation into misconduct believed to have occurred or believed to be ongoing.

Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file.

Ordinarily, video surveillance/electronic monitoring equipment will not be used to make an audio recording of conversation occurring on school grounds or property.

The Board will not place video surveillance/electronic monitoring equipment for the purpose of obtaining information routine staff appraisal/evaluation or monitoring; however, video footage captured in the normal course of surveillance which shows information pertinent to staff performance or conduct may be used for that purpose.

Additionally, prerecorded lessons or observations of online or virtual learning sessions may be included as part of an employee's evaluation.

Further, if an employee is assigned to work remotely (i.e., telework), the administration is authorized to conduct observations that consist of the supervisor reviewing video-recordings of the employee working and/or watching the employee perform **theirthe employee'shis/her** job responsibilities through means of a live-stream that includes both video and audio.

Additionally, nothing herein shall prevent the administration from using information gathered through electronic means (i.e., viewing a video-recording or live-stream of an employee working) for employment purposes, including but not limited to completing components of an evaluation.

Recordings that capture students may be student records and as such will be treated as confidential, subject to the Board's public records and student records policies.

Retention, Secure Storage, Access to and Disposal of Video Recordings

The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within seven (7) calendar days of the event/incident in order to assure its availability. Inquiries after that time period may be available depending on current retention capabilities. Unless a recording is separated and maintained for some reason by the District, any recording may be destroyed after thirty (30) calendar days. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept consistent with the Board's record retention policy depending on the nature of the video record retained, but for a minimum of one (1) year from the date of the action taken. Recordings may also be kept beyond the normal retention period if they are going to be utilized for training purposes.

Video recordings, if stored on a removable/portable device or on a locally hosted server, when not in use, shall be stored in a locked cabinet or room in an area to which students and the public do not normally have access. Any video data stored on a cloud-based server system must be stored pursuant to a vendor agreement that assures the confidentiality of data accessible only to school officials.

Access to and viewing of video recordings is limited to authorized personnel. The technology director is responsible for maintaining a proper audit trail for all video recordings (i.e., logs must be maintained of all instances of access to, and use of, recorded material – the log must document the person accessing the recording, the date and time of access, and the purpose). The technology director shall approve requests for access to recorded and stored video images.

The technology director may authorize the viewing of recorded images in the event of an ongoing law enforcement investigation, an incident involving property damage or loss, or for other reasons deemed appropriate.

Video footage should not be removed from school officials' custody except as required by law or upon a request from law enforcement. Video files should not be transmitted electronically to sources outside the District except as required or permitted by law.

All video surveillance/electronic monitoring recording media shall be considered legal evidence and treated as confidential or as directed by Board counsel. The release of original video recordings to individuals or outside agencies may only occur pursuant to subpoena or court order after the same has been reviewed by Board counsel.

Original video recordings shall never be edited or manipulated in any manner. When video recordings are requested by any law enforcement agency as part of an ongoing investigation, a duplicate may be provided for that purpose. The original media shall be protected from accidental overwrite or erasure during the duplicating process. Nothing in this paragraph prohibits the redaction of personally identifiable information from duplicated media when mandated by FERPA.

Video recordings may never be sold publicly, viewed or distributed in any other fashion except as provided for by Board policy and this guideline, and consistent with State and Federal law.

Revised 3/15/21

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19.31 – 19.39, 118.125 Wis. Stats.
FERPA 20 U.S.C. 1232g
34 C.F.R. 99.1-99.67
Title I of the Electronic Communication Privacy Act of 1986
18 U.S.C. 2510-2521

Last Modified by Melanie J Oppor on November 16, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of NOTIFICATION OF EDUCATIONAL OPTIONS
Code	po8146
Status	First Reading
Adopted	October 17, 2016
Last Revised	April 27, 2020

8146 - NOTIFICATION OF EDUCATIONAL OPTIONS

The Board recognizes the need to provide alternative means by which students achieve the goals of the District.

Annually, by January 31 ~~On an annual basis~~, a list of all educational options available to children who reside in the District **will be provided to parents as a class 1 notice and on the District's website. These options include, including** public ~~schools~~ **school**, private schools participating in a parental choice program, charter schools, virtual schools, full-time open enrollment, Early College Credit Program, Start College Now Program, part-time open enrollment **in a nonresident school district, youth apprenticeship programs offered under 106.13, Wis. Stats.** and options for students enrolled in a home-based private education program, ~~will be provided to parents.~~ (~~See~~ Policy 2370 - Educational Options Provided by the District)

In the class 1 notice, as well as the notice on the District website, the Board shall identify the most recent report card accountability rating that has been assigned to each school within the District boundaries, including charter schools and private schools participating in a parental choice program. This notice shall also inform parents of the availability of the full school and School District accountability reports. (See also Policy 2700.01 - School Performance and State Accountability Report Cards).

Revised 7/17/17
 Revised 12/18/17
 Revised 11/19/18

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Legal 115.385(4), Wis. Stats.
 118.15, Wis. Stats.
 118.55, Wis. Stats.
 118.57 Wis. Stats.

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Book Policy Manual

Section For Board Review - Vol. 31, No. 2

Title PROTECTION OF DISTRICT FUNDS

Code po8740 - Review by Business Manager

Status First Reading

Adopted November 21, 2016

8740 - PROTECTION OF DISTRICT FUNDS~~BONDING~~

The Board ~~of Education~~ recognizes that prudent trusteeship of the resources of this District dictates that employees responsible for the safekeeping of District monies ~~(X)~~ and property ~~{END-OF-OPTION}~~ be bonded or alternatively be covered by an insurance policy issued by a Board-approved and accredited insurance carrier or joint self-insurance pool.

An insurance policy must cover the Board from losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law of, the employee. Coverage must be equal to or greater than the amount required by the Board for a surety bond.

The District shall be indemnified against loss of money ~~(X)~~ and property ~~{END-OF-OPTION}~~ by bonding of employees holding the positions and in the amounts determined by the Board and in accordance with State law or by providing adequate coverage through the issuance of an insurance policy.

~~(X)~~ All other employees handling money shall be covered under a blanket bond or insurance policy to an amount determined by the Board. ~~{END-OF-OPTION}~~

The Board shall bear the cost of insuring or bonding each employee required to be covered~~bonded~~ by this policy.

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Legal 120.13(23), Wis. Stats.

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Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of SUBSTANCE ABUSE
Code	ag3170
Status	First Reading
Adopted	May 21, 2018

~~3170A—SUBSTANCE ABUSE~~

~~Any professional staff member whose physical characteristics, appearance, behavior, or breath odor suggest to a supervisor that s/he may be under the influence of alcohol shall be requested to take a breathalyzer test administered by law enforcement.~~

~~Should the professional staff member refuse to take such a test or should the results of the test be positive, s/he shall be disciplined by the District Administrator.~~

~~Should a supervisor determine from the physical aspects, appearance, or behavior of a professional staff member that s/he might be under the influence of other drugs, the District will contact law enforcement for assistance. Should the professional staff member refuse or be found to be under the influence of drugs, s/he shall be disciplined by the District Administrator.~~

Last Modified by Melanie J Oppor on November 17, 2022



Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of FEDERAL GROUP HEALTH CONTINUATION (COBRA)
Code	ag3421
Status	First Reading
Adopted	May 21, 2018

~~3421—FEDERAL GROUP HEALTH CONTINUATION (COBRA)~~

~~Qualifying Event~~

- ~~A. Employees covered under the Board of Education's Group Health Coverages shall be offered the opportunity to continue the Group Health Coverages upon occurrence of one of the following "qualifying events":~~
- ~~1. voluntary or involuntary termination of employment for reasons other than "gross misconduct"~~
 - ~~2. reduction in the number of hours of employment~~
- ~~B. Spouses may continue the Group Health Coverages upon occurrence of one of the following "qualifying events":~~
- ~~1. termination of the covered employee's employment for any other reason other than "gross misconduct"~~
 - ~~2. reduction in the hours worked by the covered employee~~
 - ~~3. covered employee's becoming entitled to Medicare~~
 - ~~4. divorce or legal separation of the covered employee~~
 - ~~5. death of the covered employee~~
- ~~C. Dependent children may continue the Group Health Coverages upon the occurrence of one of the following "qualifying events":~~
- ~~1. termination of covered employee's employment for any reason other than "gross misconduct"~~
 - ~~2. reduction in the hours worked by the covered employee~~
 - ~~3. loss of "dependent child" status under the plan rules~~
 - ~~4. covered employee's becoming entitled to Medicare~~
 - ~~5. divorce or legal separation of the covered employee~~
 - ~~6. death of the covered employee~~

~~Election~~

~~Qualified beneficiaries have a sixty (60) day period from the later of the coverage loss date or the date the notice to elect COBRA coverage is sent to elect whether to continue coverage. Once COBRA coverage is chosen, the beneficiary is required to pay for the coverage. COBRA coverage is retroactive if elected and paid for by the qualified beneficiary.~~

~~Benefits Available to Qualified Beneficiaries~~

~~Qualified beneficiaries have the right to elect to continue coverage that is identical to the coverage provided under the plan. A covered employee or the covered employee's spouse may elect COBRA coverage on behalf of any other qualified beneficiary. Each qualified beneficiary, however, may independently elect COBRA coverage. A parent or legal guardian may elect on behalf of a minor child.~~

~~Termination of COBRA Coverage~~

~~Coverage for the employee and eligible dependent(s), if any, can end when:~~

- ~~A. the last day of maximum coverage is reached;~~
- ~~B. premiums are not paid on a timely basis;~~
- ~~C. the employee ceases to maintain any group health plan;~~
- ~~D. coverage is obtained with another employee group health plan that does not contain any exclusion or limitation with respect to any pre-existing condition of such beneficiary;~~
- ~~E. a beneficiary is entitled to Medicare benefits.~~

~~Special rules for disabled individuals may extend the maximum periods of coverage. If a qualified beneficiary is determined under Title II or XVI of the Social Security Act to have been disabled at the time of a termination of employment or reduction in hours of employment and the qualified beneficiary properly notifies the plan administrator of the disability determination, the eighteen (18) month period is expanded to twenty-nine (29) months.~~

~~Regular Conversion Option~~

~~After the continuation coverage under COBRA expires, the beneficiary may be eligible for coverage under any conversion option provided under the plan.~~

- ~~A. The Board will notify a qualified COBRA beneficiary of the option to enroll in a conversion plan within 180 days before the expiration date of COBRA continuation coverage.~~
- ~~B. The benefits and costs of coverage available under a conversion option may differ from those offered through the group health plan.~~

~~Notification Requirements~~

~~A. The Board shall:~~

- ~~1. notify all covered employees and spouses of their coverage continuation rights on the date the COBRA requirements took effect;~~
~~Thereafter, each employee shall be notified of this policy at the time they begin coverage under the Board's Group Health Coverages and each spouse shall be notified of this policy at the time family or spouse coverage begins under the Board's Group Health Coverages.~~
~~Notification to the employee's spouse shall be deemed to serve as notice on dependent children.~~
- ~~2. include information on the continuation rights in the Summary Plan Description;~~
- ~~3. notify the plan administrator within thirty (30) days of the following qualifying events:~~
 - ~~a. death of the covered employee~~
 - ~~b. termination of employment or reduction in hours of the covered employee~~
 - ~~c. eligibility of covered employee for Medicare~~
 - ~~d. bankruptcy of covered employee~~

~~B. The Plan Administrator shall:~~

- ~~1. notify the employee of their COBRA provisions when the employee begins under the group health coverages;~~
- ~~2. notify the eligible beneficiaries within fourteen (14) days of receiving the specified notification of the qualifying event of his/her right to continuation of coverage. Notifying a spouse or former spouse of an employee is considered sufficient notice to all other eligible beneficiaries living with that person.~~

~~The employee, retiree, or family member should notify the plan administrator within sixty (60) days of events consisting of divorce or legal separation or a child's ceasing to be covered as a dependent under plan rules.~~

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Legal

P.L. 99-272

Consolidated Omnibus Budget Reconciliation Act of 1984

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Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of SUBSTANCE ABUSE
Code	ag4170
Status	First Reading
Adopted	June 18, 2018

~~4170A—SUBSTANCE ABUSE~~

~~Any professional staff member whose physical characteristics, appearance, behavior, or breath odor suggests to a supervisor that s/he may be under the influence of alcohol shall be requested to take a breathalyzer test administered by law enforcement.~~

~~Should the professional staff member refuse to take such a test or should the results of the test be positive, s/he shall be disciplined by the District Administrator.~~

~~Should a supervisor determine from the physical aspects, appearance, or behavior of a professional staff member that s/he might be under the influence of other drugs, the District will contact law enforcement for assistance. Should the professional staff member refuse or be found to be under the influence of drugs, s/he shall be disciplined by the District Administrator.~~

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Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of FEDERAL GROUP HEALTH CONTINUATION (COBRA)
Code	ag4421
Status	First Reading
Adopted	June 18, 2018

~~4421—FEDERAL GROUP HEALTH CONTINUATION (COBRA)~~

~~Qualifying Event~~

- ~~A. Employees covered under the Board of Education's Group Health Coverages shall be offered the opportunity to continue the Group Health Coverages upon occurrence of one (1) of the following "qualifying events":~~
- ~~1. voluntary or involuntary termination of employment for reasons other than "gross misconduct"~~
 - ~~2. reduction in the number of hours of employment~~
- ~~B. Spouses may continue the Group Health Coverages upon occurrence of one (1) of the following "qualifying events":~~
- ~~1. termination of the covered employee's employment for any other reason other than "gross misconduct"~~
 - ~~2. reduction in the hours worked by the covered employee~~
 - ~~3. covered employee's becoming entitled to Medicare~~
 - ~~4. divorce or legal separation of the covered employee~~
 - ~~5. death of the covered employee~~
- ~~C. Dependent children may continue the Group Health Coverages upon the occurrence of one (1) of the following "qualifying events":~~
- ~~1. termination of covered employee's employment for any reason other than "gross misconduct"~~
 - ~~2. reduction in the hours worked by the covered employee~~
 - ~~3. loss of "dependent child" status under the plan rules~~
 - ~~4. covered employee's becoming entitled to Medicare~~
 - ~~5. divorce or legal separation of the covered employee~~
 - ~~6. death of the covered employee~~

~~Election~~

~~Qualified beneficiaries have a sixty (60) day period from the later of the coverage loss date or the date the notice to elect COBRA coverage is sent to elect whether to continue coverage. Once COBRA coverage is chosen, the beneficiary is required to pay for the coverage. COBRA coverage is retroactive if elected and paid for by the qualified beneficiary.~~

~~Benefits Available to Qualified Beneficiaries~~

~~Qualified beneficiaries have the right to elect to continue coverage that is identical to the coverage provided under the plan. A covered employee or the covered employee's spouse may elect COBRA coverage on behalf of any other qualified beneficiary. Each qualified beneficiary, however, may independently elect COBRA coverage. A parent or legal guardian may elect on behalf of a minor child.~~

~~Termination of COBRA Coverage~~

~~Coverage for the employee and eligible dependent(s), if any, can end when:~~

- ~~A. the last day of maximum coverage is reached;~~
- ~~B. premiums are not paid on a timely basis;~~
- ~~C. the employee ceases to maintain any group health plan;~~
- ~~D. coverage is obtained with another employee group health plan that does not contain any exclusion or limitation with respect to any pre-existing condition of such beneficiary;~~
- ~~E. a beneficiary is entitled to Medicare benefits.~~

~~Special rules for disabled individuals may extend the maximum periods of coverage. If a qualified beneficiary is determined under Title II or XVI of the Social Security Act to have been disabled at the time of a termination of employment or reduction in hours of employment and the qualified beneficiary properly notifies the plan administrator of the disability determination, the eighteen (18) month period is expanded to twenty-nine (29) months.~~

Regular Conversion Option

~~After the continuation coverage under COBRA expires, the beneficiary may be eligible for coverage under any conversion option provided under the plan.~~

- ~~A. The Board will notify a qualified COBRA beneficiary of the option to enroll in a conversion plan within 180 days before the expiration date of COBRA continuation coverage.~~
- ~~B. The benefits and costs of coverage available under a conversion option may differ from those offered through the group health plan.~~

Notification Requirements**A. The Board shall:**

- ~~1. notify all covered employees and spouses of their coverage continuation rights on the date the COBRA requirements took effect;~~

~~Thereafter, each employee shall be notified of this policy at the time they begin coverage under the Board's Group Health Coverages and each spouse shall be notified of this policy at the time family or spouse coverage begins under the Board's Group Health Coverages.~~

~~Notification to the employee's spouse shall be deemed to serve as notice on dependent children.~~

- ~~2. include information on the continuation rights in the Summary Plan Description;~~
- ~~3. notify the plan administrator within thirty (30) days of the following qualifying events:

 - ~~a. death of the covered employee~~
 - ~~b. termination of employment or reduction in hours of the covered employee~~
 - ~~c. eligibility of covered employee for Medicare~~
 - ~~d. bankruptcy of covered employee~~~~

B. The Plan Administrator shall:

- ~~1. notify the employee of their COBRA provisions when the employee begins under the group health coverages;~~
- ~~2. notify the eligible beneficiaries within fourteen (14) days of receiving the specified notification of the qualifying event of his/her right to continuation of coverage. Notifying a spouse or former spouse of an employee is considered sufficient notice to all other eligible beneficiaries living with that person.~~

~~The employee, retiree, or family member should notify the plan administrator within sixty (60) days of events consisting of divorce or legal separation or a child's ceasing to be covered as a dependent under plan rules.~~

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Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of ADMISSION OF STUDENTS PARTICIPATING UNDER OPEN ENROLLMENT
Code	ag5113
Status	First Reading
Adopted	August 20, 2018
Last Revised	February 28, 2022

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 **lawthe DPI** or as described in Section **JK**, 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.

The Board will determine the availability of spots for the following school year at its January Board meeting, which will establish which applicants will be guaranteed approval per Policy 5113 - Open Enrollment Program (Inter-District), if any, and how many available spots there are in each program, grade level, and building.

If there are more applications than spaces, the Board will fill the available spaces by random selection. **Unless provided guaranteed approval in the Board's space availability determinations, provided that first priority in the random selection process shall be provided as follows: will be given to nonresident students already attending District schools and their siblings.**

1. **currently attending students**
2. **siblings of currently attending students**
3. **if neither currently attending student nor siblings of currently attending students are guaranteed approval, both groups shall be provided equal preference**
4. **If the number of students entitled to preference for any grade level exceeds the number of spots available, only those students entitled to preference will be included in the random selection process**
5. **siblings of any student selected in the random selection process will be granted preference to any remaining spots at the sibling(s) grade level, but is not guaranteed approval if no spots are available in the sibling(s) grade level(s).**

[] [OPTIONAL WAITING LIST - Note that selection here must be consistent with Board Policy 5113.]

- D. **+**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 **or from those entitled to preference**, the remaining names will be drawn randomly and placed on the waiting list in order of selection **beginning first with randomly ordered students entitled to preference followed by all other applicants randomly ordered**. 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 **and provided that the student has not already attended a non-resident school district in the current year.**

If a student is on the waiting list for both grade level and special education programming, both spots must become available for the student to become eligible for approval.

[END OF OPTION]

E. 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. **as determined by the Board in January. 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:
- 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.
 - Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.
 - 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.
 - Possessing a dangerous weapon (as defined in Section 939.22(10), Wis. Stats.) while on school property or under school supervision.

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, **the nonresident student/s/he** is determined to fall under any of the above.

The **District Administrator 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 **theirhis/her** resident school board under **Wis. Stat. § 115.777(1), Wis. Stats.** or identified by **thehis/her** resident school board under **Wis. Stat. 115.77(1m) (a), Wis. Stats.,** but not yet evaluated by an individualized education program team.

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 **theirhis/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.

The **habitual** truancy determination shall be made on the sole basis of enrollment in the nonresident district. Open enrollment may not be denied based on the student's truancy from any other district.

Determination of habitual truancy for purposes of open enrollment denial or termination shall be made consistent with Board Policy 5200 - Attendance. Habitual truancy will only be used as a basis to reject or terminate open enrollment if the student or a minor student's parent has been notified that habitual truancy may be a basis to terminate open enrollment and all provisions of DPI regulations have been adhered to (PI 36.04(6)).

Any student or minor student's parent may appeal a determination to reject or terminate open enrollment based on habitual truancy as described in Board Policy 5113 - Open Enrollment Program (Inter-District).

F. 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.

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 **they appears/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) **calendar** 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) **calendar** 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 **j** 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.

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 **theirhis/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.

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Legal Secs. 118.145(4), 118.51, 118.52, Wis. Stats.
 Subchapter VI of Chapter 121, Wis. Stats.

Last Modified by Melanie J Oppor on November 17, 2022



Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of PROMOTION, TRANSFER, AND RETENTION
Code	ag5410
Status	First Reading
Adopted	February 22, 2018
Last Revised	July 19, 2021

5410 - PROMOTION, TRANSFER, AND RETENTION

Optimal school achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

DEFINITIONS

A. Promotion:

~~Occurs when a student is doing the caliber of work (grade level) that indicates the student has met the criteria established in Policy 5410 and restated below.~~ Occurs when a student is doing the quality of work that indicates the student has met the criteria established in Policy 5410 and this administrative guideline, and should be moved forward to the next grade.

B. Transfer:

~~Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. However, the Student Intervention Team recommends and the building administrator concurs, that it is in the student's best interest to move to the next grade.~~ Occurs when a student is not doing the quality of work that indicates the student should be promoted to the next grade, but a determination has been made that it is in the student's best interest to move forward to the next grade. [X] A placement determination is made by the [] [OPTION 1] building administrator [END OF OPTION]; [X] [OPTION 2] Building Consultation Student Intervention Team [END OF OPTION] [] [OPTION 3] () _____ with the concurrence of the building administrator [END OF OPTION].

C. Retention:

~~Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade, based on the recommendation of the Student Intervention Team with the concurrence of the building administrator.~~ Occurs when a student is not doing the quality of work that indicates the student should move forward to the next grade, and the student should repeat the current grade. [X] A retention decision is made by the [] [OPTION 1] building administrator [END OF OPTION]; [] [OPTION 2] Building Consultation Student Intervention Team [END OF OPTION] [] [OPTION 3] () _____ with the concurrence of the building administrator [END OF OPTION].

D. Building Consultation Team:

A Building Consultation Team is to be appointed by the principal each year to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team may include:

1. classroom teachers,
2. counselors and other support staff,
3. building principal or assistant principal,
4. parents.

Final decisions on student promotion, transfer, or retention rest with the building principal. To implement Board policy, the following guidelines are to be utilized:

4K

Criteria:

When the Building Consultation Team is convened, the following criteria shall be considered:

- A. Current level of achievement
- B. Potential for success at the next level
- C. Emotional, physical, social maturity
- D. Attendance

Grades K-8 Level

Criteria:

To be promoted all students in grades 3-8 must demonstrate adequate progress in reading and mathematics. Literacy and numeracy are the foundation of all core subjects. To that end, adequate progress will be determined by end-of-year report card standard scores for core academic subjects at a score of "3" or higher in grades 3-5 or "D" or better in grades 6-8. If adequate progress is not evident based on the report card scores, multiple measures may be used to compile a complete student learning profile for promotion consideration.

The multiple measures to consider may include, but are not limited to:

- A. Wisconsin School Assessment System Examination scores
- B. Response to Intervention/Instruction documentation
- C. Local assessments
- D. Teacher recommendations
- E. Demonstrate adequate progress toward attainment of annual goals specified in the At-Risk/Intervention Plan, Individualized Education Plan (IEP), Section 504 Plans, or English Development Learning Plan (EDLP) as documented by the staff serving the student

High School Level

Student placement criteria are as follows:

- A. 1st year of high school attendance or the equivalent are placed in 9th grade
- B. 2nd year of high school attendance or the equivalent are placed in 10th grade
- C. 3rd year of high school attendance or the equivalent are placed in 11th grade
- D. 4th year of high school attendance or the equivalent are placed in 12th grade

Remediation Opportunities

School personnel shall make a concerted and repeated effort throughout the school year to notify the parents of students who are at-risk of not meeting grade-level expectations and thus, may not be eligible for promotion. Opportunities to support student

learning will be suggested and encouraged. In this way, students (with the support of their parents) can take full advantage of Response to Intervention/Instruction (Rtl) time, Summer School, or other remediation learning opportunities for the purpose of meeting the grade-level criteria as described above to be eligible for promotion.

Appeal Process

Parents of students recommended for retention may appeal to the District Administrator or designee. Such appeals should be filed in writing no later than five (5) days after receiving the official letter of retention. The appeal petition must include reasons why the parent/guardian believes the student should be promoted. The District Administrator or designee shall respond with a decision in writing fifteen (15) days after receipt of the appeal.

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Book	Policy Manual
Section	2000 Program
Title	Copy of STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION
Code	po2416
Status	First Reading
Adopted	October 17, 2016
Last Revised	March 15, 2021

2416 - **STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION**

The Board of Education respects the privacy rights of parents and their children.

Parents/guardians may request a change in or exemption to their child's participation in certain District educational programs or activities in accordance with State and Federal laws. These laws also grant parents/guardians the right to inspect certain materials that are part of the District's curriculum or other activities.

A. The parent/guardian of a student may, upon request, opt their child out of participation in:

1. Instruction in human growth and development;
2. Instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body);
3. Any State-mandated achievement examinations in grades 4, 8 and 10, and in any other grades authorized by the School Board and allowed by the Wisconsin Department of Public Instruction.

B. The District shall provide to the parent/guardian of each affected student, or to the adult or emancipated student, advance notice of the District's intent to engage any of the following activities (including notice of the scheduled or approximate date of the activity), and the parent/guardian/adult student shall have, at a minimum, the right to opt out of participation in each such activity:

1. Any activity involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or otherwise providing that information to others for that purpose.
2. Any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student, or of other students; except that this paragraph shall not be interpreted to apply to any examination or screening that is required or expressly authorized by State law.
3. Any survey that contains or reveals information concerning any of the following **must be reviewed and approved by the Board at least two months prior to administration**:
 - a. political affiliations or beliefs of the student or the student's parent/guardian;
 - b. mental or psychological problems of the student or the student's family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating or demeaning behavior;

- e. critical appraisals of other individuals with whom students have close family relationships;
- f. legally recognized privileged or analogous relationships such as those of lawyers, physicals and ministers;
- g. religious practices, affiliations or beliefs of the student or student's parent/guardian; or
- h. income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

If the District intends to require students to participate in any survey, analysis or evaluation that would reveal information concerning any of the eight (8) protected-information categories above, and if the activity in questions is funded in whole or in part by any program of the U.S. Department of Education, then the District shall first obtain the affirmative, written consent of a parent/guardian for the student's participation (or, for an adult student, the advance, affirmative consent of the adult student) **as found in the online registration section of the student information system (Skyward).**

District staff shall take additional precautions to protect student privacy when engaging in any of the above-mentioned activities in accordance with established procedures.

C. Upon request to the District, the parent/guardian of a student may inspect:

1. Any instrument used in the collection of personal information from students for the purpose of marketing, or otherwise providing that information to others for that purpose.
2. Any survey the District intends to administer or distribute to students that contains or that would reveal information in any of the eight (8) protected-information categories listed within this policy, above.
3. Any survey created by a third party (regardless of content) before the survey is administered or distributed by a school to a student.
4. Any instructional materials (exclusive of tests or assessments) used as part of the educational curriculum for the student, which shall be interpreted to include, for example, a. the curriculum and instructional materials used in any human growth and development instructional program; and b. the instructional materials used in connection with any survey, analysis or evaluation (including any research or experimentation program or project designed to explore new or unproven teaching methods) that is funded in whole or in part by any U.S. Department of Education program.

Parents/guardians shall make any of the above requests regarding inspection of materials or student participation in certain activities in writing to the applicable building principal or designee. Other parent/guardian requests dealing with student participation in other curricular, instructional or programmatic activities that are not expressly identified in this policy may be made in the same manner. All requests will be judged individually and shall be based upon any applicable State or Federal requirements or guidelines. The principal or designee shall respond to such requests in a timely manner.

When whose parents request that their student not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose).

The District Administrator is directed to provide notice of the substantive content of this policy directly to parents of students enrolled in the District at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above is scheduled or expected to be scheduled.

The notice shall provide the following:

- A. Notice of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:
 1. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose)

2. the administration of any survey by a third party that contains one or more of the items described in A through H above

B. The opportunity for the parents to opt their child(ren) out of participation in any survey involving any of the items above.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

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Legal

20 U.S.C. 1232g, 20 U.S.C. 1232h

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Book	Administrative Guideline Manual
Section	2000 Program
Title	Copy of PROCEDURES FOR INSPECTION OF SURVEYS, ADMINISTERED OR DISTRIBUTED TO STUDENTS
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Adopted	April 23, 2018

2416 - PROCEDURES FOR INSPECTION OF SURVEYS, ADMINISTERED OR DISTRIBUTED TO STUDENTS

This guideline describes the procedure for parents to use when requesting a survey created by a third party or a survey containing any one (1) or more of the following items:

- A. political affiliation(s) or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents;
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The parent should **provide the following information in writing complete Form 2416 F1 submit it** to the principal: **parent name, parent address, the name of the school their child attends, and the name of the survey they wish to inspect.** Upon receipt of **a written request Form 2416 F1**, the principal will arrange for the parent to inspect the survey within five (5) days.

Where written consent is not required prior to administering or distributing the survey, the parent shall submit any objections to having their child participate in the survey to the principal within three (3) days of inspecting the survey. **The parent may also submit any concerns or complaints about the survey as provided under Policy 9130 and AG 9130A.**

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Book	Policy Manual
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Title	Copy of PERSONAL COMMUNICATION DEVICES
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Status	First Reading
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5136 - PERSONAL COMMUNICATION DEVICES

"Personal communication devices" ("PCDs") as used in this policy are defined in Bylaw 0100.

Students may use PCDs before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after-school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

~~**THowever,**~~ technology **not issued by the District,** including, but not limited to, PCDs ~~**intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers)**~~ will **not** be permitted **in the classroom for safety and security reasons,** ~~**as approved by the classroom teacher or the building principal.**~~

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

During after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent by an authorized adult is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until a parent picks it up, and may be directed to delete the audio and/or picture/video file while the parent is present. If the violation involves potentially illegal activity, the confiscated PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents during the school day.

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T.C. 4/25/22

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Section	5000 Students
Title	Copy of STUDENT FUNDRAISING
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5830 - **STUDENT FUNDRAISING**

The Board acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy, "student fundraising" shall include the solicitation and collection of money from students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities.

Student-Led Fundraising for School-Related Organizations

All Student-led fundraisers must be approved by the Board. A club or organization must submit the online Fundraising Request Form two (2) months prior to the start of the sale to allow adequate time for approval. The Board will permit student fundraising by students in school, on school property, or at any school-sponsored event only when the profit is to be used for school purposes or for an activity connected with the schools. The Board requires that fundraisers by student clubs and organizations that involve the sale to students of food and/or beverage items that will be consumed on campus, the food and/or beverages items to be sold comply with the current USDA Dietary Guidelines for Americans and the Smart Snack Rules. Each student organization shall be permitted two (2) fundraising exceptions per school year where foods and beverages not allowable under the Smart Snack Rules can be sold. If approved, fundraisers that involve the sale to students of food items or beverages to be consumed on District property shall not compete directly with the sale of reimbursable meals. Each exempt fund-raiser cannot be longer than two (2) consecutive weeks.

Fundraising by approved school organizations, whose funds are managed by the District, may be permitted in school by the Principal.

Funds raised by any student organization, club or class shall be processed through the appropriate financial accounting system and in accordance with the District's student activity funds management policy and procedures.

Fundraising off school grounds may be permitted by the **Principal**~~District Administrator~~.

All crowdfunding activities are subject to AG 6605.

Fundraising by students on behalf of school-related organizations **such as, but not limited to, booster clubs, PTO, or FFA Alumni**, whose funds are not managed by the District may be permitted on school grounds by the District Administrator. If the fundraising activity involves students under age twelve (12) such students' parents must provide written permission for the student to participate in the fundraising activity. Any student under nine (9) years of age, or each group containing one (1) or more students under nine (9) years of age, must be physically accompanied by a parent or a person at least sixteen (16) years of age.

All other fundraising shall be done in accordance with Board Policy 9700.

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