

School District of Manawa

Board of Education Meeting Agenda **REVISED**

January 30, 2023



Google Meet joining info

Video call link: <https://meet.google.com/wor-ujif-fyh>

Or dial: (US) +1 929-299-3092 PIN: 470 725 187#

1. Call to Order – President Reiersen – **5:00 p.m.** – MES Boardroom, 800 Beech Street
Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)
2. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c), Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility; To Deliberate or Negotiate The Purchase Of Public Properties, the Investment of District Funds, or the Conduct of Other Board Business Whenever Competitive or Bargaining Reasons Require a Closed Session; (19.85(1)(e) Consider Financial, Medical, Social, or Personal Histories or Disciplinary Data Of Specific Persons, Preliminary Consideration of Specific Personnel Problems, or the Investigation of Charges Against Specific Persons Except Where Par. (b) Applies Which, If Discussed in Public, Would Be Likely To Have a Substantial Adverse Effect Upon the Reputation of Any Person Referred to In Such Histories or Data, or Involved in Such Problems or Investigations; (19.85(1)(f))
Regarding:
1) Potential Supplier Contract 2) Administrator Evaluation
3. Reconvene in Open Session at **6:00 p.m.**
4. Pledge of Allegiance
5. Roll Call
6. Verify Publication of Meeting
7. District Showcase:
 - a. Quiz Bowl Team - Coach Patrick Collins
 - b. Introduction of New Staff
8. Presentations:
 - a. III.D. Student ALICE Implementation Update
 - b. III.A. Student Discipline Data
 - c. II.D. Audit Review from previous year - Bond Rating as applicable
 - d. ~~Be. Child and Adolescent Mental Health – Dr. Carey Sorenson~~
9. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
10. Consent Agenda
 - a. Approve Minutes of December 19, 2022; January 9, 2023 Board Meetings

- b. Treasurer's Report: Approve Expenditures & Receipts
 - c. Donations:
 - i. Families In Education to Post Prom - \$6,851.82.
 - ii. Title I Books for Children \$120 - Melanie Oppor
 - iii. Urgent Needs Fund \$120 - Melanie Oppor
 - d. Accept Resignation of Athletic Director
11. Any Item Removed from Consent Agenda
- a.
 - b.
12. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
13. Correspondence: None this month.
14. District Administrator's Report:
- a. Student Council Representative - Emma Riske
 - b. Legislative Update
 - c. Monthly Enrollment Update
 - d. WIAA Competitive Balance
 - e. Curriculum Director
 - f. District Vacancy Update
 - g. Policy Technical Changes as Presented
 - i. Policies
 - ii. Administrative Guidelines
15. School Operations Reports:
- a. ES Principal / Special Education Director: Highlights - Included in Board Packet
 - b. MS / HS Principal: Highlights - Included in Board Packet
16. Business Related Reports:
- a. Highlights - Included in Board Packet
 - b. Kobussen Transportation Report
17. Director's Reports:
- a. District Reading Specialist: Highlights - Included in Board Packet
 - b. Technology Director: Highlights - Included in Board Packet
18. Board Comments:
- a.
 - b.
19. Committee Reports:
- a. Curriculum Committee (Hollman)
 - i. Consider Endorsement of Financial Literacy Proposal as Presented
 - ii. Consider Endorsement of Little Wolf High School Course of Study Guide as Presented

- iii. Consider Endorsing the Adoption of StudySync for Grades 6-8 English Language Arts as Presented.
- iv. Consider Endorsing Change to Grade 6-12 Special Education Swimming Field Trip from Monthly to Weekly Outings as Presented.
- v. Consider Endorsing the Inspire Waupaca County Program to Xello at an Annual Fee of \$2,000 per Year. [Inspire Wisconsin - Waupaca County Connects](#)
- vi. Begin Review of Curriculum Timelines and Processes (Information / Action)
- b. Finance Committee (Jepson) No meeting held in January.
- c. Buildings & Grounds (Griffin) No meeting held in January.
- d. Policy and Human Resources (Reierson)
 - i. Discuss Students Being Excused From Instruction to Take Behind the Wheel Driving Instruction with a Private Company
 - ii. Consider Endorsing Revised PO5830 - Student Fundraising to Include Donations as Presented
 - iii. Consider Endorsing Revised Fundraising Form to Include Donations as Presented
 - iv. Support Staff concerns (10/10/22 meeting) - Special Ed paraprofessional coverage
 - v. Discuss Development of an Employment Orientation Process
 - vi. Discuss Alternative Policy-Administrative Guideline Development Options
 - vii. Confirmation of Required Website Information is Complete
 - viii. Confirmation of Required Posting and Notices are Complete
 - ix. 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.
 - x. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators

20. Unfinished Business: None This Month.

21. New Business:

- a. Consider Approval of the Adoption of StudySync for Grades 6-8 English Language Arts with the 3 Year Digital & Print Subscription as Presented
- b. Consider Approval to Change the Grade 6-12 Special Education Swimming Field Trip from Monthly to Weekly Outings as Presented
- c. Consider Approval of Revised Job Descriptions as Presented
 - i. District and Business Administrator
 - ii. Accounts Receivable Clerk
 - iii. Accounts Payable and Payroll Clerk
 - iv. District Reading Specialist and Curriculum Director

- d. Consider Approval of Superintendent Search Firm as Presented
 - e. Consider Approval of Open Enrollment Available Space as Presented
 - f. Consider Approval of 2023-24 School Year Calendar as Presented
 - g. Consider Approval of Overnight Field Trip for the High School Wisconsin Association of School Councils State Conference in Green Bay on April 23-24, 2023 as Presented
 - h. Consider Approval of Revised PO2431 - Interscholastic Athletics as Presented
 - i. Consider Approval of Revised AG2431 - Interscholastic Athletics as Presented
 - j. Consider Approval of Timber Rattler Varsity Baseball Experience/Potential Fundraiser as Presented
 - k. Review Status of Board Approved Projects as Presented
22. Next Meeting Dates:
- a. February 9, 2023 - Buildings and Grounds Committee Meeting - 5:00 p.m. - MES Board Room
 - b. February 13, 2023 - Policy and Human Resource Committee Meeting - 5:00 p.m. - MES Board Room
 - c. February 15, 2023 - Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
 - d. February 27, 2023 - Regular Board of Education Meeting - 6:00 p.m. - MES Board Room
 - e. Finance Committee Meeting - Set next meeting date.
23. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c), Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility; To Deliberate or Negotiate The Purchase Of Public Properties, the Investment of District Funds, or the Conduct of Other Board Business Whenever Competitive or Bargaining Reasons Require a Closed Session; (19.85(1)(e)) Consider Financial, Medical, Social, or Personal Histories or Disciplinary Data Of Specific Persons, Preliminary Consideration of Specific Personnel Problems, or the Investigation of Charges Against Specific Persons Except Where Par. (b) Applies Which, If Discussed in Public, Would Be Likely To Have a Substantial Adverse Effect Upon the Reputation of Any Person Referred to In Such Histories or Data, or Involved in Such Problems or Investigations; (19.85(1)(f))
Regarding:
1) Potential Supplier Contract 2) Administrator Evaluation
24. Board May Act on Items Discussed in Closed Session
25. 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 accommodations including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.

This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public hearing. There may be a time for public comment during the meeting as indicated in the agenda.

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:

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

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



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

To: Dr. Melanie Oppor, Manawa Board of Education
Fr: Brad Johnson
Date: 1/3/2023
Re: Brad Johnson Resignation

Today, I am taking the time to inform you all of my decision to resign as the Athletic and Activities Director at the School District of Manawa after one and a half years at the position.

I will continue in the role of educator and coach in the district but I no longer wish to be AD for a multitude of reasons. Mainly, the unrealistic expectations, the failed relationships with other leadership within the district, the lack of training and clearly laid out expectations, and the mandatory time requirement outside of school hours.

Sincerely,

Brad Johnson

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

Minutes of December 19, 2022 School District of Manawa Board of Education Meeting

1. Meeting Called to Order at 7:01 pm.
2. Pledge of Allegiance
3. Roll Call: Reierson, Griffin, Hollman, Jepson, Fietzer, Riske. Krueger
4. Publication of meeting - Dr. Oppor Verified
5. District Showcase:
 - a. Artsonia Artists of the Week (early November) - Art Teachers Mrs. Zabler and Mrs. Bortle
 - i. Keither Jepson
 - ii. Caiden Penkalski
 - BOE Members congratulated Keither and Caiden and applauded their art teachers who guided their artistic talents.
6. Presentations:
 - a. Crime Stoppers - Nick Traeger
 - Hollman asked about the size of the Civilian Board
 - The representative explained that the reports are anonymous, being assigned a number with no identifying information.
 - Riske asked if it was similar to the “Stop It” app that we currently use?
 - Mrs. Michelle Johnson asked if the apps for “Crime Stoppers” and “Stop It” could be linked together somehow?
7. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
8. Consent Agenda
 - a. Approve Minutes of October 17, 2022 & November 30, 2022 Board Meetings
 - b. Treasurer’s Report: Approve Expenditures & Receipts
 - c. Donations:
 - i. Waupaca County Farm Bureau Donation: \$210.00 to Manawa FFA for the Dairy Agstravaganza 2022/11/11
 - ii. Manawa Athletic Booster Club Donation: \$2,445.38 to Manawa School District for Fitness Center Plyo Box Set.
 - iii. Appleton Parade Committee: \$200.00 to Little Wolf HS Marching Band.
 - iv. Sacred Heart Catholic Church Donation: \$200.00 to Fund 21
 - Mrs. Carmen O’Brien - Donation going to Urgent Care, not Fund 21.
 - d. Endorse an Additional Start College Now Request as Presented
 - e. Endorse Secondary Special Education Paraprofessional as Presented
9. Any Item Removed from Consent Agenda: None.
10. Public Comments: None.

11. Correspondence:

- a. Premier Correspondence

12. District Administrator's Report:

- a. Student Council Representative: No Representative. Dr. Oppor relayed information from Student Council Meeting:
 - i. There were concerns about the Middle School/High School parking lot:
 - 1. Visitor parking spots are not clearly marked.
 - 2. Traffic flow, specifically at the end of the day.
 - a. Can the parent pick up area be moved?
 - 3. One way signage needs to be added.
 - ii. Students would like to teach peers about Hallway etiquette.
 - iii. Students would like for a second microwave to be added to the Commons
 - iv. There is excitement about the Commons furniture and they asked about the Collective Area.
- b. Legislative Update
- c. Monthly Enrollment Update
- d. WIAA Balance (Proposed procedure for establishing divisions for tournament play)
- e. Curriculum Director
- f. District Vacancy Update
- g. Policy Technical Changes as Presented: Push to January meeting due to changing the pronouns to nouns.
 - i. Policies
 - ii. Administrative Guidelines

13. School Operations Reports:

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

14. Business Related Reports:

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

15. Director's Reports:

- a. District Reading Specialist: Highlights - Included in Board Packet
- b. Technology Director: Highlights - Included in Board Packet

16. Board Comments:

- a. Jepson added that Mrs. Timm is a huge asset and is appreciated. Mrs. Timm's name was missed during the last meeting when the coaching staff/personnel were mentioned in appreciation.

17. Committee Reports:

- a. Curriculum Committee (Hollman)

- i. Consider Endorsement of the LWHS 2023-24 Course of Study Guide
 - ii. Consider Endorsement of the Evaluation and Recommendation Report Format for Club and Organizations as Presented Found at: [Co-Curricular Club Evaluation Plan](#)
 - iii. Consider Endorsing K-5 Math Curriculum as Presented
 - iv. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators
- b. Finance Committee (Jepson)
 - i. Budget Development, Communication, and Tracking
 - ii. Fund 46 CD Investment
 - iii. Salary Comparisons for Administrators, Educators, and Support Staff
 - iv. Top 6 Projects as Discussed at Recent Buildings & Grounds Meeting
 - v. Monthly Financial Summary
- c. Buildings & Grounds (Griffin)
 - i. Review Project Options
 - 1. Discuss Available Finances
 - 2. Set Criteria for Prioritizing Projects
 - 3. Apply Criteria
 - 4. Establish Prioritization Ranking
 - 5. Other
 - ii. MES Playground Structure Proposal as Presented
 - 1. Removal of damaged/unsafe equipment
 - 2. Excavation pricing
 - 3. Wood chip price
 - 4. Other
 - iii. Review MacNeil Environmental Report
 - iv. Review Won Door Inspection Report
 - v. Update on Hoffman Projects
 - 1. Site Lighting for MS/HS West Parking Lot (Northland Electric) - Completed
 - 2. Auto Operator on Atrium Door - Completed
 - 3. Ag Animal Room Exhaust (Push button on/off versus HVAC Programming - Trane)
 - vi. Discuss School Security Improvement or Enhancement
 - vii. Covering over rubberized track where athletes walk or the lawnmower drives - Completed
- d. Policy and Human Resources (Reierson) November 25, 2022 Meeting and December 8, 2022 Meeting
 - i. Update on Possible Roles and Responsibilities of a Potential School Resource Officer
 - 1. School Perceptions Survey - Bill Foster (virtual)
 - 2. Visit with St. Paul Personnel
 - 3. Policy
 - 4. Job Description

5. Other
 - ii. Consider Endorsement of Adding a Third Section of Grade 5 Under a Limited Term Contract for a Grade 5 Teacher Position for Second Semester of the 2022-23 School Year as Presented
 - iii. Consider Endorsement of Ad Hoc Districtwide Safety Committee Advisory Recommendations
 - iv. Consider Endorsement of a Reconfiguration Proposal of the Activities Director and Athletic Director for the 2022-23 School Year as Presented
 1. Job Descriptions
 2. Policy
 3. AD Full-time Year Round Position to Include Super Sub. and Maintenance Duties
 4. Other
 - v. Consider Endorsement of Revised Policy 5460 - Graduation Requirements
 - vi. Discuss Development of an Employment Orientation Process
 - vii. Create a Donations Policy
 - viii. Discuss Alternative Policy-Administrative Guideline Development Options
 - 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.
 - xii. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators
 - xiii. Update on School Resource Officer
 - a. Visit with St. Paul Principal
 - b. Next Steps
 - xiv. Consider Endorsement of a Reconfiguration Proposal of the Activities Director and Athletic Director for the 2022-23 School Year as Presented
 1. Job Descriptions
 2. Policy
 3. AD Full-time Year Round Position to Include Super Sub. and Maintenance Duties
 4. Other
 - xv. Support Staff concerns (10/10/22 meeting) - Special Ed paraprofessional coverage
 - xvi. Discuss Development of an Employment Orientation Process
 - xvii. Create a Donations Policy
 - xviii. Discuss Alternative Policy-Administrative Guideline Development Options
 - xix. Confirmation of Required Website Information is Complete
 - xx. Confirmation of Required Posting and Notices are Complete

- xxi. 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.
- xxii. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators

18. Unfinished Business:

- a. Consider Approval of the Investment of \$350,000.00 in ADM CD's as Presented.
Motion by: Fietzer, Hollman
Motion carried.
- b. Review School Counselor Mentor Report for November as Presented
- Verbal overview: November and December reports will be combined.
- c. Consider Approval of NEOLA Update Volume 31, No. 2 Updates as Presented
Motion by: Riske, Krueger
Motion carried.
- d. Consider Approval of Revised PO2416 - Student Privacy and Parental Access to Information as Presented
Motion by: Griffin, Krueger
Motion carried.
- e. Consider Approval of Revised AG2416 - Procedures for Inspection of Survey, Administered or Distributed to Students as Presented
Motion by: Griffin, Hollman
Motion carried.
- f. Consider Approval of Revised PO5136 - Personal Communication Devices as Presented
Motion by: Griffin, Fietzer
Motion carried.
- g. Consider Approval of Revised PO5830 - Student Fundraising as Presented
Motion by: Krueger, Jepson
Motion carried.

19. New Business:

- a. Consider Acceptance of District Administrator - Dr. Melanie J. Oppor Retirement as Presented
Motion by: Griffin, Krueger
Motion carried.
- b. Consider Acceptance of the Business Manager - Carmen O'Brien Resignation as Presented
Motion by: Fietzer, Griffin
Motion carried.
- c. Review Status of Board Approved Projects as Presented
Dr. Oppor conducted a brief review and answered Board Member questions.
- d. Consider Endorsement of the LWHS 2023-24 Course of Study Guide as Presented
 - Do we have the space (yes), supervision (?) and technology (yes) to do this?
 - Assessment of the Spanish course provided by ERVING needs to be conducted.
 - Table for changes.

Motion by: Riske, Krueger

Motion carried.

- e. Consider Endorsing K-5 Math Curriculum as Presented

- Reierson added that it has to have financial literacy from K-12.

Motion by: Krueger, Hollman

Motion carried.

- f. Consider Endorsing the NWECS/ERVING Collaborative Distance Learning Initiative Grant as Presented

Motion by: Krueger, Riske

Motion carried.

- g. Consider Appointment of Ad Hoc Wellness Committee Membership as Presented.

- Starts in January. Add Mrs. Krueger to committee.

As revised - Motion by: Jepson, Hollman

Motion carried.

- h. Consider Approval of Ad Hoc Districtwide Safety Committee Advisory Recommendations

- Jepson asked about how this information will get to our staff?

Motion by: Griffin, Jepson

Motion carried.

- i. Consider Approval of Option B Reconfiguration Proposal of the Activities Director and Athletic Director for the 2022-23 School Year as Presented

- Discussion by Fietzer and Jepson to look at/review allocation of time by the end of the school year.

Motion by: Fietzer, Hollman

Motion carried.

- j. Consider Approval of Compensation at the Teacher C2 Rate for the AD Full-time Year Round Position to Include Super Sub. and Athletic Field/Gymnasium Maintenance Duties

Motion by: Jepson, Fietzer

Motion carried.

- k. **First Reading** of or Approval of Revised PO2431 - Interscholastic Athletics as Presented

- l. **First Reading** of or Approval of Revised AG2431 - Interscholastic Athletics as Presented

- m. Consider Approval of Athletic Director/Super Sub. Recommendation as Presented

- Starts 2nd Semester

Motion by: Krueger, Riske

Motion carried.

20. Next Meeting Dates:

a. December 19, 2022 Board of Education Meeting – 7:00 p.m. – MES Board Room

b. January 9, 2023 **Special Board Meeting** - 6:00 p.m. - MES Board Room

c. January 10, 2023 Policy & Human Resources Committee Meeting – 5:00 p.m.
– MES Board Room

- d. January 11, 2023 Curriculum Committee Meeting – 5:00 p.m. – MES Board Room
- e. January 16, 2023 Buildings & Grounds Meeting – 5:00 p.m. - MES Board Room
- f. January 23, 2023 Board of Education Meeting – 6:00 p.m. – MES Board Room
 - The start of having the Board of Education Meetings on the fourth Monday of the month.
 - January 18-20, 2023 the State Education Convention will be held in Milwaukee.

President Reiersen asked for adjournment into closed session for the agenda items listed below.

Motion by: Krueger, Jepson

Motion carried.

Adjourn: 9:35 pm

- 21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c) and (f), Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Administrator Contracts 2) Investigation of Student Report
- 22. Board May Act on Items Discussed in Closed Session
- 23. Adjourn

Minutes Taken by: TaraLa Jackson

January 09, 2023 School District of Manawa
Special Board of Education Meeting Minutes

1. Call to Order – President Reiersen – **6:00 p.m.** – MES Board Room, 800 Beech Street Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)
2. Pledge of Allegiance
3. Roll Call: Reiersen, Griffin, Jepson, Fietzer, Riske, Krueger. Hollman-excused
4. Verify Publication of Meeting: Dr. Oppor verified
5. Public Comment (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda) Jessica of Dorthy Lane, Manawa - spoke in support of pursuit of agenda item 7a
6. Unfinished Business:
 - a. Consider Approval of the K-12 Financial Literacy Instructional Plan as Presented. Motion by Fietzer, Krueger
Motion carried. Reiersen, Griffin, Jepson, Fietzer, Riske, Krueger.
Hollman-excused
 - b. Consider Approval of the Little Wolf High School Course of Study Guide as Presented.
Motion: Krueger, Riske
Motion carried. Reiersen, Griffin, Jepson, Fietzer, Riske, Krueger.
Hollman-excused
7. New Business:
 - a. Consider Pursuit of Contract with Be. // Child and Adolescent Mental Health, LLC, for Counseling Services at the secondary schools for up to 2.5 Days per Week through the 2022-23 Second Semester.
Motion by Fietzer, Griffin
Motion carried. Reiersen, Griffin, Jepson, Fietzer, Riske, Krueger.
Hollman-excused
 - b. Consider Approval of Candidate for the 0.15 Limited-Term Substitute to Service Title I Students at St. Paul Lutheran as Presented.
Motion by Jepson, Krueger
Motion carried. Reiersen, Griffin, Jepson, Fietzer, Riske, Krueger.
Hollman-excused
 - c. Consider Approval of Increasing a Special Education Paraprofessional From 15 to 28 Hours per Week as Presented.
Motion by Fietzer, Riske
Motion carried. Reiersen, Griffin, Jepson, Fietzer, Riske, Krueger.
Hollman-excused
 - d. Consider Appointment of a Temporary Board of Education Clerk.
Motion to appoint Stephanie Riske temporary Board Clerk until Mr. Hollman is physically able to return as Clerk or until the end of Mr. Hollman’s term.

Motion by Fietzer, Jepson
Motion carried. Reiersen, Griffin, Jepson, Fietzer, Riske, Krueger.
Hollman-excused

8. Next Meeting Dates:

~~a. January 9, 2023 Finance Committee Meeting – 6:00 p.m. – MES Board Room~~
January 9, 2023 Special Board of Education Meeting - 6:00 p.m. - MES Board Room

b. January 10, 2023 Policy & Human Resources Committee Meeting – 5:00 p.m.
– MES Board Room

c. January 11, 2023 Curriculum Committee Meeting – 5:00 p.m. – MES Board Room

d. ~~January 16,~~ February 9, 2023 Buildings & Grounds Meeting – 5:00 p.m. - MES Board Room

e. January 23, 2023 Board of Education Meeting – 6:00 p.m. – MES Board Room

Special note — Discuss changing the date of the Jan. 23, 2023 meeting. It appears that it falls on the Rock the Gym basketball night that creates a scheduling conflict for Board member parents.

Motion to move the Regular Board of Education meeting from Jan. 23, 2023 to January 30, 2023 - 6:00 p.m. - MES Board Room.

Motion by Fietzer, Krueger

Motion carried. Reiersen, Griffin, Jepson, Fietzer, Riske, Krueger.
Hollman-excused

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

Motion to adjourn to Closed Session by Griffin, Fietzer

Motion carried. Reiersen, Griffin, Jepson, Fietzer, Riske, Krueger.
Hollman-excused at 7:33 p.m.

10. Board May Act on Items Discussed in Closed Session

11. Adjourn

Motion by Krueger, Jepson

Motion carried. Reiersen, Griffin, Jepson, Fietzer, Riske, Krueger.
Hollman-excused at 9:00 p.m.

CREDIT CARD STATEMENT - December			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
Melanine Oppor									
12/1/22	Adobe Inc.	\$15.81	10	E	800	360	232100	0	Adobe Acrobat Pro software subscription - monthly
		TOTAL							
		\$15.81							
Dean Marzofka									
11/30/2022	Adobe Pro	\$239.88	10	E	800	360	295000	0	PDF reader editor one year access
12/1/2022	Mosyle	\$22.00	10	E	800	360	295000	0	Apple management software
12/08/2022	Adobe Pro	\$21.09	10	E	800	360	295000	0	PDF reader editor monthly
12/9/2023	Adobe Pro	\$13.70	10	E	800	360	295000	0	PDF reader editor monthly
		TOTAL							
		\$261.88							
MMS									
12/19/2022	Sam's Club	\$116.05	10	E	800	940	251000	0	Membership fee
		TOTAL							
		\$116.05							
LWHS									
12/6/2022	NCS GED Exam	\$6.99	10	E	400	943	179000	0	GED TEST
12/12/2023	NCS GED Exam	\$30.00	10	E	400	943	179000	0	GED TEST
		TOTAL							
		\$36.99							
District Office									
11/04/22	Holiday Inn Madison	\$82.00	10	E	800	942	251000	0	Wally Zastrow Leadership Academy
		TOTAL							
		\$82.00							
Danni Brauer									
12/8/2022	Ventris Learning	\$90.00	10	E	101	470	122000	0	UFLI Foundations Manual (Phonics/Phonemic Awareness Intervention Guide)
		TOTAL							
		\$90.00							

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Monthly Enrollment Count for SY2022-2023

Grade	1-May-22	3rd Fri SEPT	OCT	NOV	DEC	JAN	2nd Fri JAN	FEB	MAR	APR	MAY
EC / Speech .5	6	4	4	5	5	5					
4K .6	31	24	24	22	23	22					
Kdg	26	32	33	33	33	33					
1	32	26	25	25	25	23					
2	34	33	33	34	34	33					
3	25	37	37	37	37	37					
4	58	27	26	25	26	26					
5	32	62	62	61	62	62					
6	33	33	32	32	32	32					
7	51	32	33	34	32	34					
8	32	53	54	53	51	51					
9	50	43	42	42	42	42					
10	55	53	53	53	53	52					
11	57	59	60	60	60	59					
12	55	61	61	60	60	60					
Students Enrolled	577	579	579	576	575	571	0	0	0	0	0
Less OE IN (non-resident)	-28	-33	-31	-29	-31	-31					
Plus OE OUT (resident)	94	92	107	93	93	95					
Less Tuition Sharing	0	0	0	0	0	0					
Students in CESA Program	-1	0	0	0	0	0					
Total Resident Count	643	638	655	640	637	635	0	0	0	0	0

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

Note: January Open Enrollment numbers are tentative until after the 2nd Friday Count and Open Enrollment is verified with other districts.



Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of FMLA RECORDKEEPING REQUIREMENTS
Code	ag1630.01B
Status	BOE Approved - Ready for NEOLA
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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Last Modified by Melanie J Oppor on January 2, 2023



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	BOE Approved - Ready for NEOLA
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 Officecentral 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 Officecentral 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 Melanie J Oppor on January 2, 2023



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	BOE Approved - Ready for NEOLA
Adopted	February 28, 2022

4362.01 - **REPORTING THREATENING BEHAVIORS**

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

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Last Modified by Melanie J Oppor on January 2, 2023



Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of SUSPENSION AND EXPULSION
Code	ag5610
Status	BOE Approved - Ready for NEOLA
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 **their**

student'shis/her conduct (Form 5610 F2).

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

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 their student'shis/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 **theirhis/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 student's**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 **theirhis/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 **theirhis/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 Administrator**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 an his/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 Melanie J Oppor on January 2, 2023



Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of IMMUNIZATION OF STUDENTS IN SCHOOL
Code	ag5320
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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](https://www.dhs.wisconsin.gov/immunization/index.htm) 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](https://www.dhs.wisconsin.gov/immunization/index.htm) (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



Book	Administrative Guideline Manual
Section	Administrator Approved - TC/AG - Vol. 31, No. 2
Title	Copy of WEB CONTENT AND FUNCTIONALITY SPECIFICATIONS
Code	ag7540.02
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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 is of 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 **thes/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.

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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of CHANGE OF REGULAR MEETINGS
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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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Book	Policy Manual
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Title	Copy of PRESIDENT
Code	po0171.1
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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.

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Book	Policy Manual
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Title	Copy of HOMEWORK
Code	po2330
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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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Book	Policy Manual
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Title	Copy of DISTRICT-SPONSORED TRIPS
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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 Ppincipal, 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 ~~their~~the staff member's his/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.

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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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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of DISTRICT-SPONSORED CLUBS AND ACTIVITIES
Code	po2430
Status	BOE Approved - Ready for NEOLA
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.

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Revised 3/15/21

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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of GRIEVANCE PROCEDURE
Code	po3340
Status	BOE Approved - Ready for NEOLA
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 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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Legal

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Book	Policy Manual
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Title	Copy of JOB-RELATED EXPENSES
Code	po3440 - Statute Added
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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

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Book	Policy Manual
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Title	Copy of GRIEVANCE PROCEDURE
Code	po4340
Status	BOE Approved - Ready for NEOLA
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 **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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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
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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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Legal	2 C.F.R. 200.474
	5 U.S.C. 5701-11

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Book	Policy Manual
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Title	Copy of CARE OF STUDENTS WITH CHRONIC HEALTH CONDITIONS
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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.

T.C. 1/17/22

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Book	Policy Manual
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Code	po5461
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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**that the student are is 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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T.C. 11/16/20

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 P.I. 25

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Last Revised	January 17, 2022

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.

Revised 7/22/19

Revised 11/16/20

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Legal 111.321, Wis. Stats.
 120.12(20), Wis. Stats.
 20 U.S.C. 6081 et seq.
 20 U.S.C. 7182

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Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of CARE OF DISTRICT PROPERTY
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Adopted	June 20, 2016
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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 student's 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 student caused.

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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Legal 120.13, Wis. Stats.

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Book	Policy Manual
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Title	Copy of PAYROLL DEDUCTIONS
Code	po6520 - Statute Added
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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** **the employee** **wishes** 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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Legal

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
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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**to 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 **thehis/her** user name and password **assigned** to login into the Network. The user may not go beyond **his/her** authorized access.
- C. **thehis/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 [their](#) 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
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of STUDENT RECORDS
Code	po8330
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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 the adult student'shis/her** parents not be permitted access to personally identifiable information from **their adult student'shis/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 **theirhis/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.

Revised 11/21/16

Revised 7/17/17

Revised 12/18/17

Revised 7/22/19

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

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Book	Policy Manual
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Title	Copy of FOOD SERVICES
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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 **theirhis/her** account current.

A student who has exceeded the permissible negative balance amount in **theirhis/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 students/he** shall be provided a regular reimbursable meal that follows the USDA meal pattern, the cost of which shall continue to accrue to **theirhis/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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SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs

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

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

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

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

42 U.S.C. 1758

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

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

42 U.S.C., Chapter 13

Last Modified by Melanie J Oppor on January 2, 2023



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	BOE Approved - Ready for NEOLA
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.

Last Modified by Melanie J Oppor on January 2, 2023



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 31, No. 2
Title	Copy of PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Code	po9130
Status	BOE Approved - Ready for NEOLA
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 staff member's 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 **theirhis/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

Last Modified by Melanie J Oppor on January 2, 2023



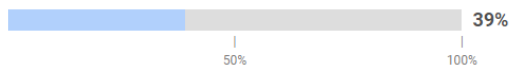
Students choosing to excel; realizing their strengths.

To: Board of Education
 From: Danni Brauer
 Date: 1/26/23
 Re: January Update

- This year the end of the semester meant more than just grading time and the halfway point of the school year, it was the time for MES to say goodbye to our 3 student teachers. Ms. Stadler, Ms. Charles, and Ms. Jacobson were wonderful additions to our staff. So much so that their leaving brought tears to many eyes. We are glad that Ms. Stadler is staying in the district at the middle school! Ms. Jacobson is teaching 4th grade in Green Lake and Ms. Charles is at Greenville Middle School. We wish them all well in their professional career.
- The winter iReady assessment window is now closed. All students K-5 have taking the assessment twice this school year. Growth information below.

Reading
 Kindergarten

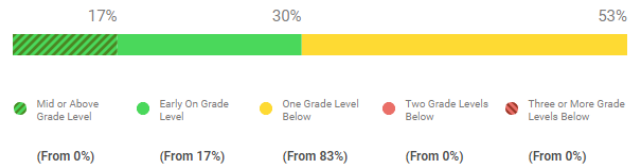
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 39%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

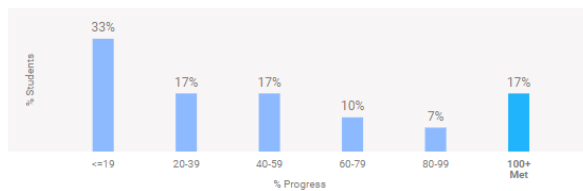
[Learn More About Growth](#)

Current Placement Distribution

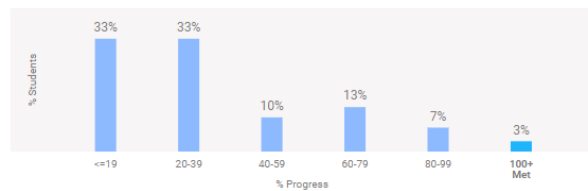


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®

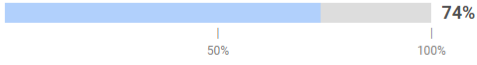




Students choosing to excel; realizing their strengths.

1st

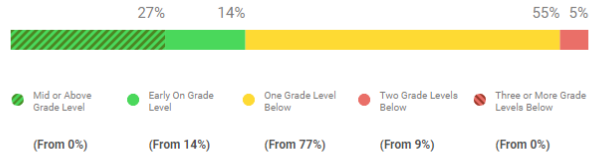
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 74%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

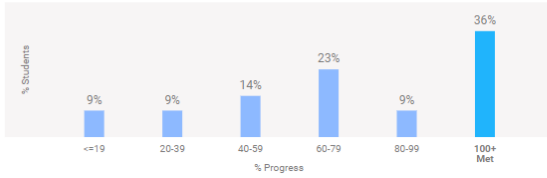
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Current Placement Distribution

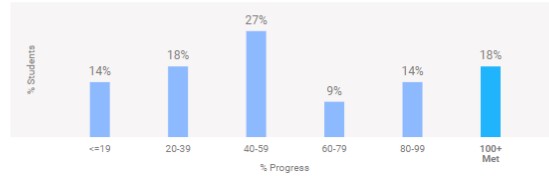


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth

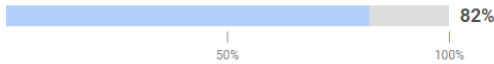


Distribution of Progress to Annual Stretch Growth®



2nd

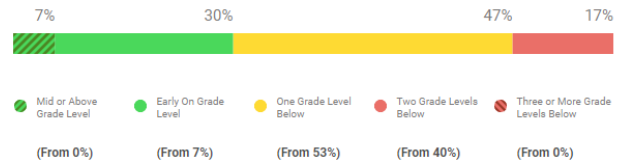
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 82%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

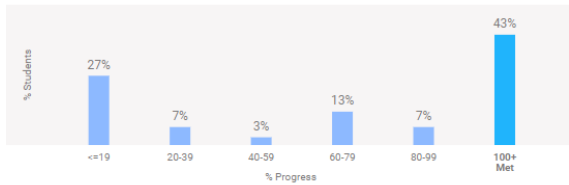
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Current Placement Distribution

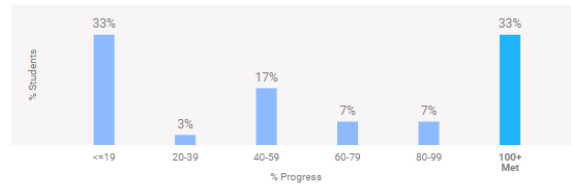


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®

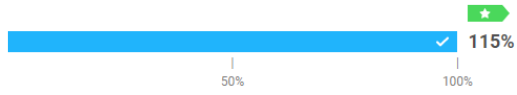




Students choosing to excel; realizing their strengths.

3rd

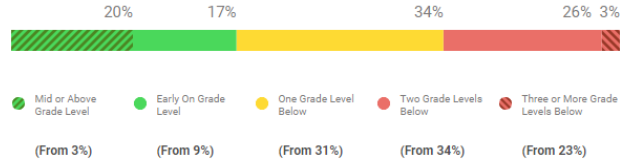
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 115%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

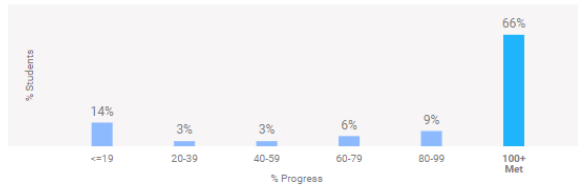
[Learn More About Growth](#)

Current Placement Distribution

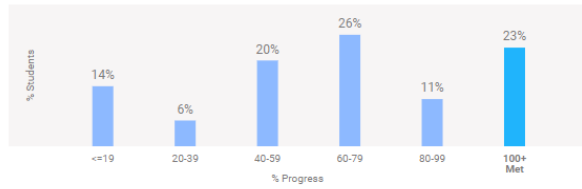


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth

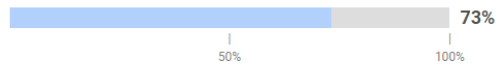


Distribution of Progress to Annual Stretch Growth@



4th

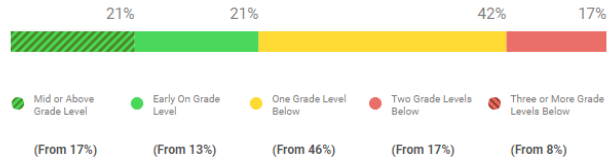
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 73%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

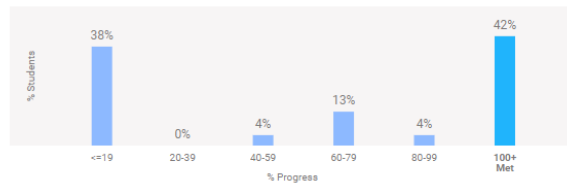
[Learn More About Growth](#)

Current Placement Distribution

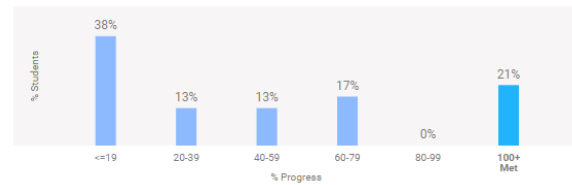


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth@

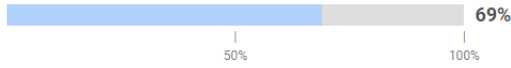


5th



Students choosing to excel; realizing their strengths.

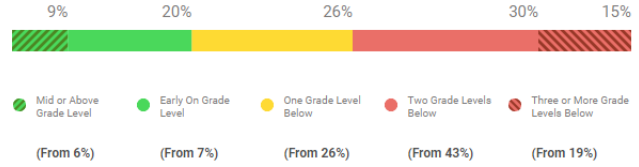
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

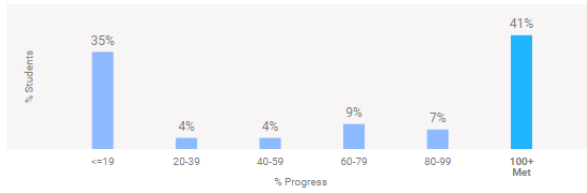
[Learn More About Growth](#)

Current Placement Distribution

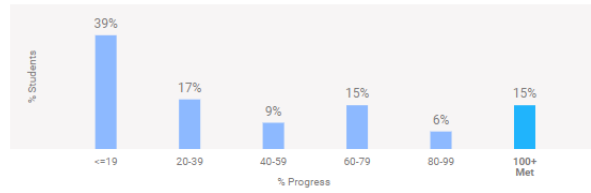


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth

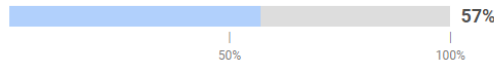


Distribution of Progress to Annual Stretch Growth®



Math Kindergarten

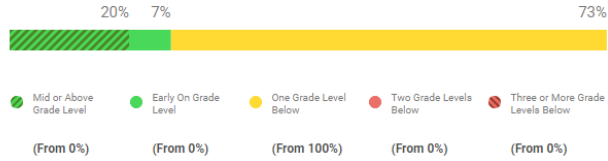
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 57%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

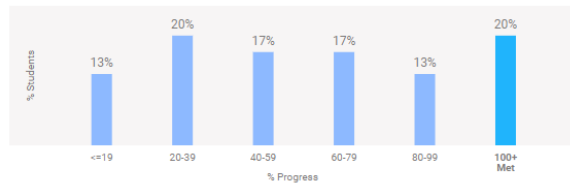
[Learn More About Growth](#)

Current Placement Distribution

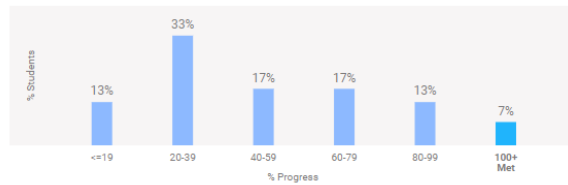


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®

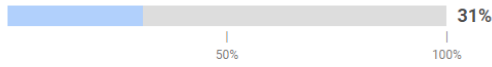




Students choosing to excel; realizing their strengths.

1st

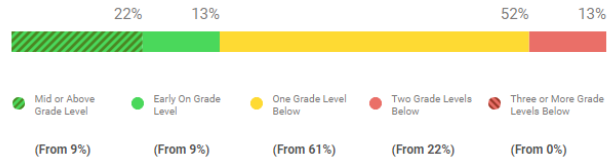
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 31%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

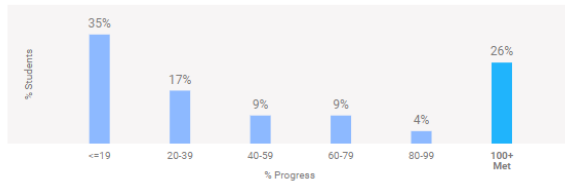
[Learn More About Growth](#)

Current Placement Distribution

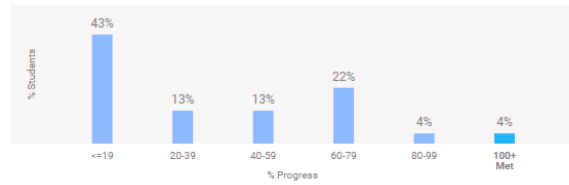


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth

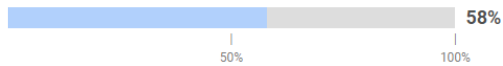


Distribution of Progress to Annual Stretch Growth®



2nd

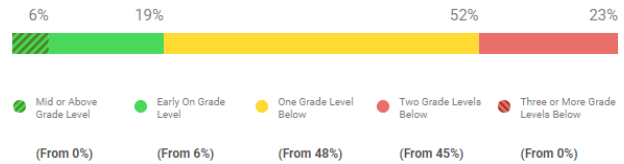
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 58%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

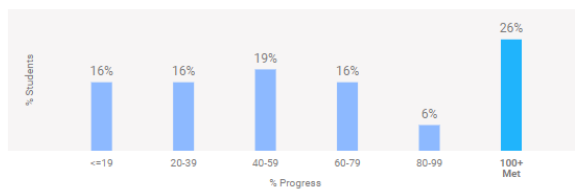
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Current Placement Distribution

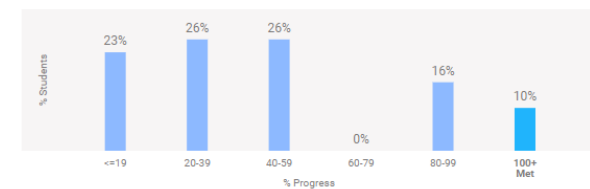


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Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®

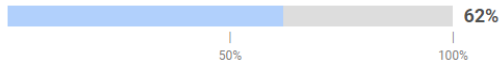




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3rd

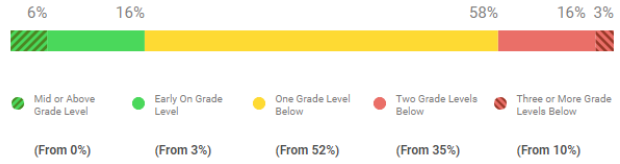
Progress to Annual Typical Growth (Median)



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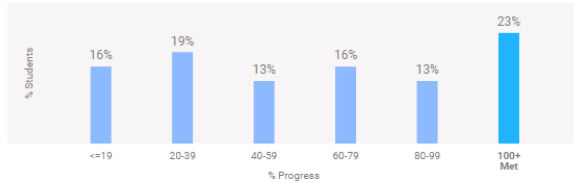
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Current Placement Distribution

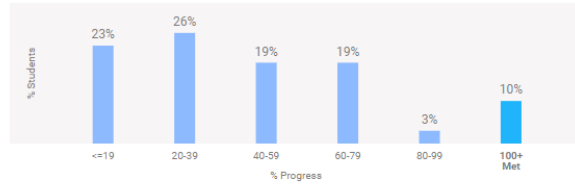


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth

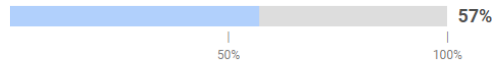


Distribution of Progress to Annual Stretch Growth®



4th

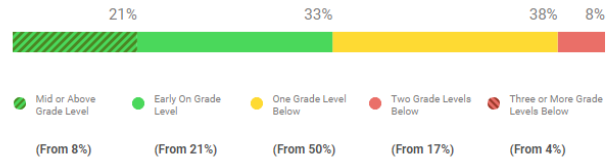
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 57%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

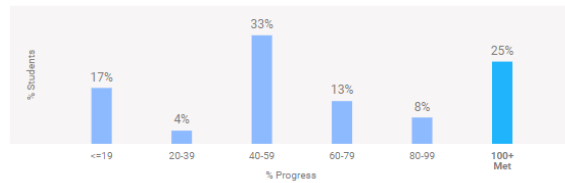
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Current Placement Distribution

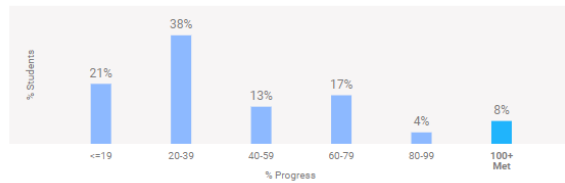


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



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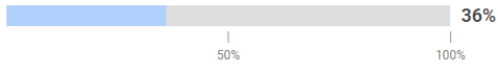




Students choosing to excel; realizing their strengths.

5th

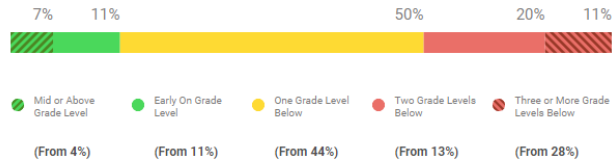
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 36%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

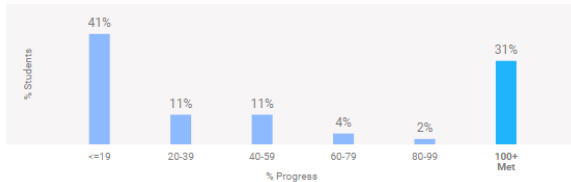
[Learn More About Growth](#)

Current Placement Distribution

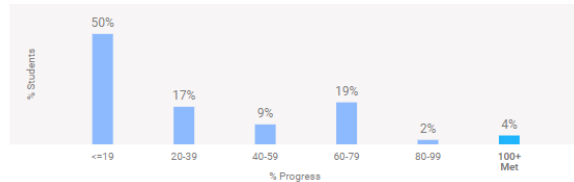


[The Mapping Between 5-Level and 3-Level Placements](#)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth®



- On our work day on the 23rd teachers went through a Poverty Simulation to help them experience and begin have some understanding of what our parent go through with making decisions for their family. It also shed some light on what are students are coming to school with. We had great discussions around the topic. We'd love to share the activity with you. The total activity takes around 15-20 minutes than then there should be time for discussion. Let me know if you would like to participate.
- Our work day also included reviewing new reading materials. This included all classroom teachers including special education. We met with a representative from the publisher of Wonders 2023. Mrs. Johnson has reached out to district who use these materials already to get their feedback on the program.
- The PTO has asked the Lion's Club for help with the playground. I went along as I have the most information on the topic.
- I included the Worksheet to Compute Days and Hours of Instruction Per Wisconsin Statue 121.02(1)(f) to show you that MES is in good standing with our required hours.



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: 01/30/2023
Re: Updates

Academic and Career Planning (ACP)/Individualized Learning Plan (ILP) Meetings

- In past years, the students at LWMHS had one collective class session with the guidance counselor and picked their courses themselves with parent consent.
- This year, as part of our focus on Academic and Career Planning (ACP), we are offering Individualized Learning Plans (ILP) and career counseling sessions to our students.
- Since we do not have a high school counselor on-site, we are working virtually with Zehra, the school counseling consultant, for these ILP/ACP sessions.
- In December, the current eighth-grade students had the ILP and career counseling sessions and picked classes for their coming freshman year.
- In January, every ninth-grade student and their parent have been invited to have the ILP/ACP meeting. During this personal academic/career advising session, the students also pick classes for their sophomore year. We already met with a considerable group of students and parents and heard very positive feedback from them.
- The plan is to have ILP and career counseling sessions for the incoming junior and senior students with their parents in February and March.

Academic and Career Planning (ACP)/Xello launch

- Xello (originally Career Cruising) is a college and career readiness software that helps students explore their interests and match them with compatible careers. It is an engaging platform that educates students on various possible careers, their scope, and potential, as well as the pathway to pursue them.

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School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

- LWMHS has a subscription with Xello since 2021, however, it has not been implemented in a systematic manner.
- With our continued focus on ACP, we will be launching regular Xello time in the second semester during homeroom time.
- Since we are starting in semester 2 and have to catch up with lessons scheduled for semester 1, students will be recommended to complete 1 lesson weekly or bi-weekly. Lessons range from 15-30 mins each.
- The Guidance consultant has recommended a series of sample lesson plans that have been compiled for DPI, which can be used immediately for semester 2 for Grades 6-12.
- This will provide a structured scope and sequence, and framework for the students and is aligned with the DPI guidelines for ACP.

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Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 1/24/2023
Re: Business Office Monthly Update - January

Thank you to the Board of Education for allowing me to attend the 2023 WASB State Education Convention. On Thursday, the keynote speaker reminded us all about how important trust was in our work. The speaker, David Horsager, was a speaker at the 2018 WASB State Education Convention and prompted the Board and the Administration to participate in a book study together at that time. So much has changed since then. There is only one member that remains on the Manawa Board of Education from that time and they will be leaving at the end of their term in April. There are three remaining administrators that participated in the book study, two of which will be leaving at the end of the school year. The message is the same and equally as important in 2023 as it was in 2018, "Trust can be either your most vulnerable weakness or your greatest asset." I sincerely hope the incoming leaders will take to heart the role trust plays in developing a strong school system.

The best session I attended was entitled *School Finance in Wisconsin: Where We Are Now, How We Got Here, What's Ahead*. The presenter was Anne Chapman, a research director from my professional organization, WASBO (WI Association of School Business Officials). It was fascinating to learn that in 2009-10, the revenue limit formula was adjusted to decouple it from the CPI (consumer price index), a measure of inflation. At that time, the state was dealing with the great recession and an economic downturn involving the housing market. The change was meant to be temporary, but the formula was never restored to tie the two together again. Move ahead to 2022-23 and it is apparent that revenue limits have not kept up with inflation. Had the formula not been altered, each school district in Wisconsin would receive \$3,235 more per pupil than it is currently receiving. For the SDM, that would equate to over \$2.2 million dollars in additional funding. Think about what that would mean in the ability to attract and retain staff or to invest in new curriculum or to maintain buildings. Instead, school boards need to choose between these needs at the expense to the education of our students. Often the only option has been for the community to take matters into their own hands and pass an operational referendum that will continue the level of education expected by the stakeholders. The SDM has not had to do this, yet, but it will only be a matter of time unless changes are made.

Kobussen Buses Ltd.

Family Pride in Every Ride

January 12, 2023
December Transportation Report
Prepared For: School District of Manawa

SDM Board of Education,

In the month of November, we had 14 days of school with two snow days and 18 extracurricular activities.

At the end of December was Natasha's last day with Kobussen. Since then, we have promoted Alicia Stiebs as our new Dispatcher. She has been driving for nearly eight years and has a good knowledge of the Manawa area. We also welcome Cynthia Spatz back as she is back driving a bus route.

Our routing system upgrade is going over well. I have participated in Transfinder University training on the new Routefinder Plus, and have more training scheduled for January. I am currently having the drivers go over the new reports from Routefinder Plus, and so far, they are coming out accurate. It was going to be a question if any data got altered during the switchover.

As we get ready to gear up for spring sports, we continue to search for drivers that would like to join our team! Starting wages are \$16/hr. for trips and \$20/hr. for routes. Anyone interested can apply online at www.kobussen.com.

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



Mrs. Michelle Johnson
District Reading Specialist

Jan 17, 2022

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: 1/3/2022

Re: District Literacy Highlights

MES Instructional Literacy/Cycles:

Purpose:

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

Student Centered Coaching Core Practices:

Figure 1.3 from pages 10-11 of *The Essential Guide for Student-Centered Coaching* highlights the Core Practices for Student-Centered Coaching:

Core Practice	Purpose
Utilize Coaching Cycles	Coaching cycles create the conditions for a coach to make a lasting impact. If coaches work with teachers on an informal, or-one-shot, basis, then the results of coaching will be diminished.
Set Standards-Based goals	We frame coaching around student learning by





	setting standards based goals for coaching but it also helps us ensure that we are setting high expectations for all students.
Unpack the goal into learning targets	Student-friendly learning targets increase instructional clarity. They serve as a success criteria for the coaching cycle and provide a mechanism for formative assessment by the teacher and self-assessment.
Co-Plan with student evidence	Student evidence is used to drive decision-making when planning lessons. This aligns with our belief that coaching is built on a foundation of formative assessment.
Co-Teach using effective instructional practices	Rather than modeling or observing, we advocate for coaches and teachers to build partnerships while working together in the classroom. This includes using a variety of coaching moves that increase teacher metacognition and transfer of practice.
Measure the impact on student and teacher learning	It is our obligation to collect data to demonstrate how teachers and students are growing across coaching cycles. Using the Results-Based Coaching Tool (Rbct) provides a way to clearly articulate our impact.
Partner with the school leader	Without a solid principal and coach partnership, the coach will not be able to make the desired impact. Clearly defining roles, separating coaching from evaluation, and creating systems for principal and coach collaboration build a culture for coaching.

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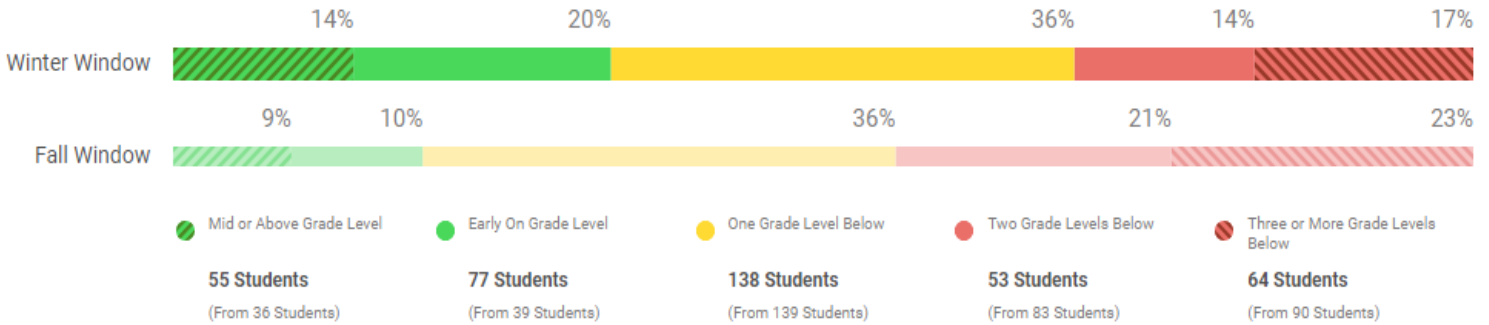
KPI Literacy Data:

iReady Winter (2023) Diagnostic Results Comparative to Fall (2022)

Districtwide Fall to Winter Comparison

Overall Placement

Students Assessed/Total: **387/543**

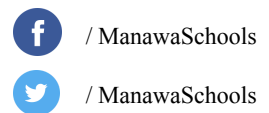


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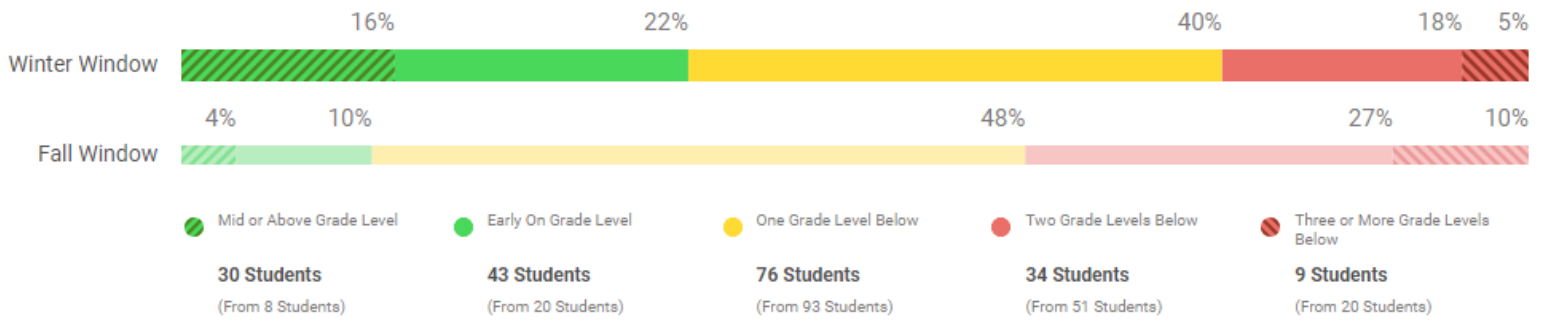
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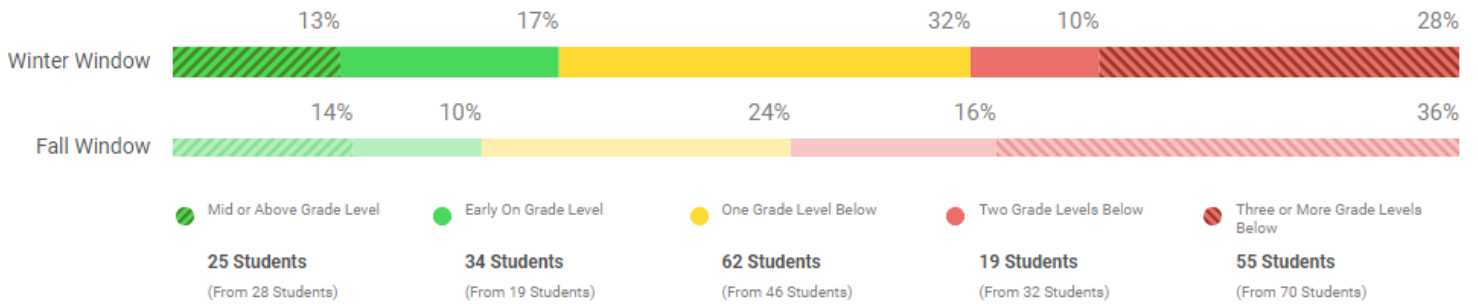




Manawa Elementary Literacy Fall and Winter Diagnostic Comparison-



Manawa Middle/Little Wolf:



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Analysis of Preliminary iReady Diagnostic Results:

When reviewing the data, overall, the district has shown a healthy amount of growth overall. Growth on iReady is an indicator of projected growth on the state assessments of Forward, PreACT, and the ACT. Through research based explicit instruction and engaging resources at the universal level, targeted intervention through both small group instruction within class, as well as further instruction in literacy resource courses, students demonstrate confidence and success towards their stretch end of the year goals. The addition of Special Assignment teachers has supported both in class and Wolftime small group instruction.

Overall, students had the most growth in their comprehension in both literary and informational text. For the second semester, our team will continue to expand these skills as well as robust instruction of building vocabulary.

MES: Tier II and Tier III Literacy Intervention

Throughout the first semester the collective efforts of classroom educators providing targeted universal instruction, instructional coaching, the addition of Special Assignment teachers, have successfully implemented support to students identified as needing Tier II/III intervention. Out of the students provided small group or one/one instruction both within classroom and during Wolftime,

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students showed healthy growth on their iReady Winter assessment. The MES BLC teams are brainstorming solutions to better scaffold the 33% of students who did not show enough or decreased in their iReady scores. Test anxiety, goal setting, shifting the focused intervention are a few of the initial ideas.

Literacy Resource Courses Grades 6-9 (Tier II Support) Update:



Students have successfully reached determined set literacy goals through the targeted instruction and small groups, and have been recommended to exit the literacy resource course.

One student even decided that it was so helpful to him, that although he reached his goals, he elected to continue taking the course in the second semester. The Literacy Resource Team recently met and reviewed triangulated data of attendance, iReady growth, individual learning pathway instruction, and English classroom assessment achievement. These students were celebrated and parents were contacted.

Additional students were referred and invited to the literacy course based on various data and

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student need. With the additional ELA teacher, Ms. Danielle Stadler, our team expanded the capacity of student enrollment for grades 6-8 for the second semester.



89% of students referred to our literacy resource course have successfully shown healthy growth on their iReady Winter Diagnostic



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We Welcome Ms. Danielle Stadler to our Secondary ELA Team!



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Upcoming Family Event:

MES Family Literacy Night

Hibernation Celebration

Monday, February 20, 2023
4:30 - 6:00 pm
Manawa Elementary School

Pizza - Fireside Reads
Bake Off - Literacy
Activities - Prizes

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Upcoming Dates:

Jan. 23- Professional Development- Elementary explore and research curriculum resources to consider pilot, Secondary PLC- Assessments and Student Exemplars aligned to Literacy Commitments Gallery walks.

Feb.13th-Strengthening Secondary Literacy Conference in Oshkosh

Feb. 20th- Hibernation Celebration Family Night

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

Google Meet joining information
Video call link: <https://meet.google.com/csd-syvr-bqr>
Or dial: (US) +1 470-485-9508 PIN: 512 692 328#

Date: January 4, 2023

Time: 4:45 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: D. Brauer, Dr. El Manssouri, M. Johnson, K. Tohm, Dr. Oppor, S. Cordes, C.Fietzer, S. Riske

Meeting called to order at 4:48

Recorder: S. Riske

1. Consider Endorsement Financial Literacy Proposal as Presented
MES will bring the curriculum map back in February. Should be completed by year-end. Will make a quick reference where the Financial Literature standards are connected in the current curriculum.
Motion by Fietzer/Riske

MMS/LWHS spring of 22/23 grades 6-12 Financial Literature articulate will be completed. New course proposal for 22/23 for MMS 8th grade Financial Literature exploratory course to be implemented in 24/25 school year. Senior Financial Literature will have curriculum refines summer of 23 for the 24/25 school year.
Motion by Fietzer/Riske
2. Consider Endorsement of Little Wolf High School Course of Study Guide with corrections as Presented
Motion by Riske/Fietzer
3. Next Meeting Date: January 11, 2023 at 5:00 p.m.
4. Next Meeting Items:
 - a. Study Sync
 - b. PE Credits
5. Adjourn @ 5:48 Motion by Riske/Fietzer

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

Google Meet joining info

Video call link: <https://meet.google.com/kxi-iupf-iwn>

Or dial: (US) +1 219-706-2374 PIN: 579 011 236#

Date: January 11, 2023

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: M.Johnson, J.Krueger, C. Fietzer, D. Brauer, Dr.Oppor, S.Riske

Timer: Called to order 5pm

Recorder: Stephanie Riske

1. Consider Endorsing the Adoption of StudySync for Grades 6-8 English Language Arts with the 3 yr digital & Print subscription as Presented.
Motion by Riske/Fietzer Motion Carries
2. Consider Endorsing Change to Grade 6-12 Special Education Swimming Field Trip from Monthly to Weekly Outings as Presented.
Motion by Riske/Fietzer
3. Consider Endorsing the Inspire Waupaca County Program to Xello at an Annual Fee of \$2,000 per Year. [Inspire Wisconsin - Waupaca County Connects](#)
Tabled to discuss more information on implementation
4. Begin Review of Curriculum Timelines and Processes
Informational - creating shared drive with process
5. Curriculum Committee Planning Guide
Informational - Looking at updating science and social studies curriculum
6. Next Meeting Date Feb. 16th @ 5pm
Motion to adjourn Fietzer/Riske 5:54 pm

7. Next Meeting Items:
 - a. Continue Review of Curriculum Timelines and Processes
 - b.
8. Adjourn

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

Date: January 10, 2023

Time: 5:00 p.m.

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

In Attendance: Reierson, Riske, Krueger, Dr. Oppor

Timer/ Recorder: Reierson

1. Discuss Students Being Excused From Instruction to Take Behind the Wheel Driving Instruction with a Private Company (Information / Action)
NOTE - this is up to the parents. Time out of school for this activity counts as part of the 10 day absence rules.
2. Consider Endorsing Revised PO5830 - Student Fundraising to Include Donations as Presented (Information / Action)
Motion by: Riske, Krueger
Motion carried.
3. Consider Endorsing Revised Fundraising Form to Include Donations as Presented (Information / Action)
Motion by: Krueger, Riske
Motion carried.
4. Support Staff concerns (10/10/22 meeting) - Special Ed paraprofessional coverage (Information / Action)
NOTE - meeting requested by the P&HR committee of the Special Ed department, including the Director, to discuss the constraints, overtime, staffing needs, ect. has not yet occurred. Committee requests again that this meeting be held.
5. Discuss Development of an Employment Orientation Process (Information / Action)
NOTE Mrs. O'Brien is working on part of the process. Reierson and Krueger will meet to discuss how to handle the remainder of the Onboarding Project.
6. Discuss Alternative Policy-Administrative Guideline Development Options (Information / Action)
NOTE will look at in a couple of months
7. Confirmation of Required Website Information is Complete (Information)
No Action - but discussion on the need to get the District Website up-to-date. Multiple notations of old handbooks, forms, etc. present on the Website.
8. Confirmation of Required Posting and Notices are Complete (Information)
NOTE DPI scorecard information has not been updated as of Jan. 1st as required - old written overview is still on the Website.
Suggestion to send our school newsletter to our District State Representatives so that they can see what is occurring with us.

9. 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)
NOTE Formal testing has been completed and everything is OK. Paving the Way facility will now be an ongoing part of the MacNeil Environmental reviews.
10. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators (Information / Action)
NOTE Discussion on test scores, how are we measuring the effectiveness of the Resource teaching at the Middle & High School level, how many students are failing 2 or more classes as of Mid-term report, how are we determining at Mid-term/Semester those students who are at risk of not graduating, how are we determining which students need RtI so that students aren't slipping through the cracks.
11. Policy & Human Resources Committee Planning Guide (Information)
12. Set Next Meeting Date: **Monday, Feb. 13, 2023 @ 5:00 pm**
13. Next Meeting Items:
 - a. Update Job Description for Athletic Director and Secondary Principal as Needed Regarding Change from Athletic/Activities Director
 - b.
14. Adjourn
Motion by: Krueger, Riske
Motion carried at 6:28 pm



Students choosing to excel; realizing their strengths.

Jan 9, 2023

To: Dr. Melanie Oppor, Curriculum Committee

Fr: Michelle Johnson

Date: 1/9/2022

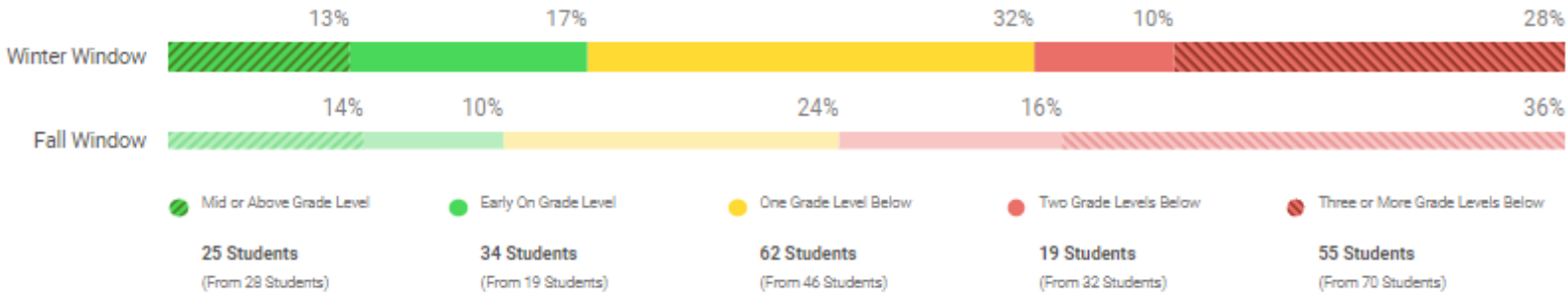
Re: Study Sync Adoption Recommendation for ELA grades 6-8

The purpose of this memo is a proposal to adopt an English Language Arts resource from StudySync for grades 6-8 at Manawa Middle School for the second semester of the 2022-2023 school year as well as the adoption over the next one to three years pending on the BOE decision. While triangulating data from Forward, iReady, and classroom achievement, the highest level of need for our students in literacy is vocabulary, comprehension in literature and comprehension of informational texts. Although the current resource, Lucy Calkins Units of Study for Reading and Writing provides beneficial mentor texts and lessons, Calkins resources do not meet current Science of Reading research proven best practices for our students today.

Update: iReady Data Fall to Winter Assessment Comparison:






Middle School Overall:

STUDENTS ASSESSED/ TOTAL: 173/330



Broken down by grade:

Grade 6	Winter Window	
	Fall Window	
Grade 7	Winter Window	
	Fall Window	
Grade 8	Winter Window	
	Fall Window	

					Students Assessed/Total
13%	10%	20%	23%	33%	30/35
10%	7%	23%	23%	37%	
13%	16%	38%	16%	19%	32/36
13%	13%	28%	13%	34%	
18%	28%	26%	2%	26%	50/55
16%	10%	24%	8%	42%	

Data Interpretation:

Overall, the data shows an increase of growth with literacy skills from Fall to Winter. The most growth is displayed in the eighth grade. When interpreting/analyzing data from in classroom assessments and growth in StudySync, it was shared that a variable linked to the 8th grade growth was not due to the Lucy Calkins resources, but in fact due to the smaller class sizes. This allowed for Mrs. Millard and our Spec. Ed team had to conference more with students one on one and the smaller class sizes did not have the higher levels of behavioral management. When reviewing the StudySync resources, both Mr. Johnson and Mrs. Millard agrees that the resources provide relevant and rigorous texts, embedded formative and summative assessments in all areas of literacy. Due to the new instructional routines such as developing complex

Teacher Testimonials:

Mr. Johnson- (6th Grade ELA)

From my experience, I think StudySync does a really nice job of hitting all the different skills that students need to become better readers and writers. It provides a database of quick mini lessons on these skills at the correct grade lexile level, while also providing the same skill

lessons with a lower lexile level if necessary. I also like how it relates the skills lessons to the texts that StudySync uses for that part of the unit. This allows students to practice these skills and relate it to the texts that they are currently interacting with. It also provides first read lessons and close read lessons of a text that get students to analyze the text at a deeper level. Students then complete a writing prompt about the reading. StudySync is also very adaptable, and also has many other skill lessons in its library (grammar, spelling, parts of speech, etc.). I recommend the adoption of the StudySync program.

Mrs. Dawn Millard- (7th ELA)

After using StudySync since the start of the school year, I am really impressed with how well the reading and writing components are integrated throughout the program. I did not feel the same when using Lucy Calkins, as there were separate reading and writing units that were taught at different times during the year. Another aspect that I really like about StudySync is that there is so much material available and it is so easy to access. The program does a great job of prioritizing the material and lessons so I can make sure that I am covering all of the targeted skills and standards in the given amount of class time that we have for daily instruction as well as throughout the school year. There are many extra lessons available to choose from as needed to cover reading, writing, and grammar skills. I find the grammar lessons really necessary as I felt that we were missing that component with Lucy Calkins. Along with the digital aspect of the program, the lessons can be taught when students don't have their Chromebooks, as well. The skills and extra lessons can be printed off and given using paper and pencil. No matter what format I am using when teaching with StudySync, the assignments are focused and scaffolding is available which makes differentiating easier and more streamlined. I also like the lesson plans which are written using a good mix of whole-group, small-group, and individualized instruction. I would like to recommend that we move forward with the adoption of StudySync.

Recommendation:

<u>Option 1</u>	1 Year Adoption for 6-8	<u>Reasoning</u> Due to the many variables, adopt StudySync for the rest of this year, and the 2023-2024 school year for grades 6-8. With a one year adoption, smaller class sizes with two sections, and a new ELA teacher, we can review the data again after the 2023-2023 school year.
<u>Option 2</u>	3 Year Adoption for grades 6-8	With research provided to support the close reading best practice instructional routine, the supported

		rigorous and engaging texts, we move forward with a 3 year adoption with the anticipation of projected growth.
--	--	--

Research:

Current research surrounding the Science of Reading has determined that explicit grammar instruction and summative/formative assessment development, as well as extended/supportive resources to close the gap, are needed to better support exponential student growth. StudySync provides foundational, thematic units fusing together both the joy and science of reading as well as support for our English Language Learners. When researching evidence-based best practice at the middle school level, StudySync encompasses these specific areas as well as explicit instruction in grammar. According to EdReports (2021), StudySync “materials meet the (rigorous) expectation of alignment to the Common Core English Language Arts standards. Texts included are engaging and appropriate for the grade level. The materials include instruction, practice, and authentic application of reading, writing, speaking and listening skills, and language work.” To review the full Edreport, visit the following link: <https://www.edreports.org/reports/overview/studysync-ela-2021>.

edReport Review:



StudySync ELA Curriculum Resource Highlights:

The following information are some pivotal StudySync highlights from the following publisher website: <https://www.studysync.com/products/ela>

- ★ Dr. Doug Fisher's Literacy Research Development in Collaboration with StudySync:(Video interview)
 - <https://www.studysync.com/products/ela>
 -
- ★ Rigor and Relevance for Students and Teachers
 - <https://www.studysync.com/products/ela>
 -
- ★ Integrated Reading and Writing
- ★ StudySync's unique blend of contemporary and classic literature comes together with
- ★ the program's rigorous reading routines to dynamically instruct students toward
- ★ mastery.
- ★ **Embedded Skills Lessons**
 - Skill lessons ensure students build foundational language and comprehension skills, as well as reading, writing, and research on inquiry skills everyday.
 -
- ★ **English Language Learners**
 - Resources are organized around a first read, a close read, and an associated skill lesson. ELL skill lessons emphasize explicit vocabulary instruction, language acquisition, and reading comprehension.
 -
- ★ **Writing Process**
 - Extended Writing Projects guide students through the process of writing multi-paragraph
 - essays in a variety of forms. Explicit writing instruction through a combination of Writing
 - Process and Skill lessons, guide students through the stages of Planning, Drafting,
 - Revising, Editing, and Publishing.
- ★ **Assessments**
 - Self, peer, and teacher evaluations are embedded in every unit lesson to provide teachers a wide variety of short and longer cycle formative assessment options. End-of-unit summative assessments combine progress monitoring tools and targeted lessons for re-teaching and remediation to meet the needs of all learners.

★ Technology

- StudySync Blast engages students with the most important issues in the world today. StudySync Blasts capture students' imaginations with short read/write assignments addressing real world topics. Whether the topic is the recent decline of the honeybee population, the impact of Brexit on the chocolate trade, or the relationship between social media and our social lives, Blasts provide a social learning experience that builds reading, writing and research skills on a platform mediated by teachers.

Throughout the pilot process, StudySync was embedded in both 6th and 7th grade under the instruction of Mr. Johnson and Mrs. Millard while 8th grade continued to utilize Lucy Calkins in the other for comparison purposes. Coaching, professional development and training within StudySync supported the pilot process throughout first semester.

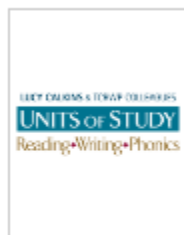
Common Sense Education Reviews:

Learning rating



“Superb ELA resource features engaging activities, stellar support.”

Previous/Current Resources Overview: Units of Study Calkins



2018
Units of Study

PUBLISHER
Heinemann

ALIGNMENT ⓘ

Does Not Meet Expectations

USABILITY ⓘ

Not Rated

Forbes article: **[“Problems with Lucy Calkins’ Curriculum Go Beyond Reading-To Writing”](https://www.forbes.com/sites/nataliewexler/2021/11/21/problems-with-lucy-calkins-curriculum-go-beyond-reading-to-writing/?sh=542509ea50c9)**
<https://www.forbes.com/sites/nataliewexler/2021/11/21/problems-with-lucy-calkins-curriculum-go-beyond-reading-to-writing/?sh=542509ea50c9>

Sold a Story Podcast:

<https://features.apmreports.org/sold-a-story/>



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Manawa School District
800 BEECH ST
MANAWA, WI 54949-8664
ACCOUNT NUMBER: 465709

SUBSCRIPTION/DIGITAL CONTACT:

Michelle Johnson
mjohanson@manawaschools.org
(920)596 2238

CONTACT:

Michelle Johnson
mjohanson@manawaschools.org
(920)596 2238

SALES REP INFORMATION:

Judy Fitzpatrick
judy.fitzpatrick@mheducation.com
614-849-2688

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Grade 6	\$4,163.94	(\$787.14)	\$3,376.80
Grade 7	\$2,651.94	(\$787.14)	\$1,864.80
Grade 8	\$2,651.94	(\$787.14)	\$1,864.80
PRODUCT TOTAL*	\$9,467.82	(\$2,361.42)	\$7,106.40
ESTIMATED S&H**			\$567.95
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$7,674.35

* Price firm for 45 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Grade 6					
STUDYSYNC CORE ELA GRADE 6 STD UNITIZED (PRINT AND DIGITAL) STUDENT 1YEAR BUNDLE	978-0-07-703570-9	67	\$50.40	\$0.00	\$3,376.80
STUDYSYNC GRADE 6 TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-07-700855-0	3	\$51.51	\$154.53	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 1	978-1-94-973923-7	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 2	978-1-94-973930-5	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA GRADE 6 UNIT POSTER SET	978-1-97-012663-1	3	\$27.03	\$81.09	*Free Materials
Grade 6 Subtotal:				\$787.14	\$3,376.80

Grade 7					
STUDYSYNC CORE ELA GRADE 7 STD UNITIZED (PRINT AND DIGITAL) STUDENT 1YEAR BUNDLE	978-0-07-703640-9	37	\$50.40	\$0.00	\$1,864.80
STUDYSYNC GRADE 7 TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-07-700859-8	3	\$51.51	\$154.53	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 1	978-1-94-973924-4	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 2	978-1-94-973931-2	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA GRADE 7 UNIT POSTER SET	978-1-97-012664-8	3	\$27.03	\$81.09	*Free Materials
Grade 7 Subtotal:				\$787.14	\$1,864.80

Grade 8					
STUDYSYNC CORE ELA GRADE 8 STD UNITIZED (PRINT AND DIGITAL) STUDENT 1YEAR BUNDLE	978-0-07-703644-7	37	\$50.40	\$0.00	\$1,864.80
STUDYSYNC GRADE 8 TEACHER ONLINE 1 YEAR SUBSCRIPTION	978-0-07-700861-1	3	\$51.51	\$154.53	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 1	978-1-94-973925-1	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 2	978-1-94-973932-9	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA GRADE 8 UNIT POSTER SET	978-1-97-012665-5	3	\$27.03	\$81.09	*Free Materials
Grade 8 Subtotal:				\$787.14	\$1,864.80

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ESTIMATED TAX**	\$0.00
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Judy Fitzpatrick
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614-849-2688

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Grade 6	\$7,132.38	(\$941.58)	\$6,190.80
Grade 7	\$4,360.38	(\$941.58)	\$3,418.80
Grade 8	\$4,360.38	(\$941.58)	\$3,418.80
PRODUCT TOTAL*	\$15,853.14	(\$2,824.74)	\$13,028.40
ESTIMATED S&H**			\$811.04
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$13,839.44

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Grade 6					
STUDYSYNC CORE ELA GR 6 STANDARD UNITIZED STUDENT BUNDLE 3 YR PRINT AND DIGITAL	978-0-07-907222-1	67	\$92.40	\$0.00	\$6,190.80
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 1	978-1-94-973923-7	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA GRADE 6 TEACHER EDITION VOLUME 2	978-1-94-973930-5	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA TEACHER ONLINE 3 YEAR SUBSCRIPTION GRADE 6	978-0-07-906954-2	3	\$102.99	\$308.97	*Free Materials
STUDYSYNC CORE ELA GRADE 6 UNIT POSTER SET	978-1-97-012663-1	3	\$27.03	\$81.09	*Free Materials
Grade 6 Subtotal:				\$941.58	\$6,190.80

Grade 7					
STUDYSYNC CORE ELA GR 7 STANDARD UNITIZED STUDENT BUNDLE 3 YR PRINT AND DIGITAL	978-0-07-907223-8	37	\$92.40	\$0.00	\$3,418.80
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 1	978-1-94-973924-4	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA GRADE 7 TEACHER EDITION VOLUME 2	978-1-94-973931-2	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA TEACHER ONLINE 3 YEAR SUBSCRIPTION GRADE 7	978-0-07-906955-9	3	\$102.99	\$308.97	*Free Materials
STUDYSYNC CORE ELA GRADE 7 UNIT POSTER SET	978-1-97-012664-8	3	\$27.03	\$81.09	*Free Materials
Grade 7 Subtotal:				\$941.58	\$3,418.80

Grade 8					
STUDYSYNC CORE ELA GR 8 STANDARD UNITIZED STUDENT BUNDLE 3 YR PRINT AND DIGITAL	978-0-07-907224-5	37	\$92.40	\$0.00	\$3,418.80
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 1	978-1-94-973925-1	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA GRADE 8 TEACHER EDITION VOLUME 2	978-1-94-973932-9	3	\$91.92	\$275.76	*Free Materials
STUDYSYNC CORE ELA TEACHER ONLINE 3 YEAR SUBSCRIPTION GRADE 8	978-0-07-906956-6	3	\$102.99	\$308.97	*Free Materials
STUDYSYNC CORE ELA GRADE 8 UNIT POSTER SET	978-1-97-012665-5	3	\$27.03	\$81.09	*Free Materials
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ESTIMATED SHIPPING & HANDLING**	\$811.04
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$13,839.44

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ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 01/17/2023

ACCOUNT NAME: Manawa School District

EXPIRATION DATE: 03/03/2023

QUOTE NUMBER: JFITZ-01172023024212-001

ACCOUNT #: 465709

PAGE #: 3

~~Monthly~~ **Weekly**

Beth Trice

School District of Manawa

Field Trip/Transportation Permit Form

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

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

Trip Name Swimming Trip Grade/Class 6-12 ID

Teacher/Coach (responsible for trip) Beth Trice Cell # 920.750.3247

Date(s) of trip 1 time per month for the 2022/23 school yr.
week (Tuesdays).

Destination and Address: Job Pool - Iola, WI

Itinerary of trip (attach sheets as necessary): Is this an overnight or water related trip? Yes No

Purpose of trip (include curriculum guide learner outcome or competency references):
Community instruction and life skill training for students with special needs.

No. of Students 6 No. of Teachers 2 No. of Chaperones _____ GROUP TOTAL 8

Departure time 9:00 am Return time 11 am Total hours 2.0 No. of Buses 0

Start (pick up) point _____ Return (drop off) point _____

Require wheel chair accessible bus No

FIELD TRIP COSTS (NO student participation fee can be required without prior Board of Education approval.)

Non-transportation costs (Planner completes for all field trips)

A. Total school-paid miscellaneous costs (admission, tickets, supplies, etc.)
FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

A. \$ 0

B. Per pupil student-paid miscellaneous costs

B. \$ 0

C. Lunch plans (check all that apply)

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

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

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

APPROVED [Signature] / [Signature] DATE 7/26/22
Principal

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

D. TRANSPORTATION: (Complete all that apply.)

School Van – Call LWHS/MMS to reserve van. Reservation completed by: Beth Trice

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

Private vehicle data submitted by: _____

Principal confirms submission of required documents to District Office: _____

Bussing costs (To be completed by Kobussen)

Total transportation charge: \$ 0

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

FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

Transportation paid by other organization name and address:

Transportation Request Directions

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

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

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



Job title:	<i>District and Business Administrator</i>
Reports to:	<i>School District of Manawa Board of Education</i>
FLSA Status:	<i>Exempt</i>
Management:	<i>Yes</i>
Date Last Reviewed:	<i>1.26.23</i>
Travel Required:	<i>10%</i>

Job purpose

Under the direction of the Board of Education, the District and Business Administrator is responsible for providing leadership and direction in developing and maintaining positive educational programs and services to its district residents in accordance with the policies and administrative guidelines established by the board, and the State of Wisconsin.

Additionally, this role is responsible for maintaining positive relationships with all staff of the district and providing direct reports with mentorship, and professional growth.

Duties and responsibilities

1. Shared Vision

The District and Business Administrator is an educational leader who promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. Functions include:

- A. Develop, implement, and promote a shared vision and mission;
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning;
- C. Create and implement plans to achieve goals;
- D. Promote continuous and sustainable improvement;
- E. Monitor and evaluate progress and revise plans.

2. Culture of Learning

The District and Business Administrator is an educational leader who promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Functions include:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations;

- B. Promote and ensure a comprehensive, rigorous, and district-wide coherent curricular program;
- C. Create a personalized and motivating learning environment for students;
- D. Use data to determine needs and oversee provision of quality professional development to meet district needs;
- E. Use data to monitor the assessment and accountability systems to assure student progress;
- F. Develop the instructional and leadership capacity of staff;
- G. Promote the use of the most effective and appropriate technologies to support teaching and learning;
- H. Monitor and evaluate the impact of the instructional program.

3. Leadership/Management

The District and Business Administrator is an education leader who promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Functions include:

- A. Manage district budget, facilities and staff, must be proficient in District Business Management and applicable filings as mandated by the State of Wisconsin and applicable tax codes;
- B. Monitor and evaluate the management and operational systems;
- C. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources;
- D. Promote and protect the welfare and safety of students and staff;
- E. Develop the capacity for distributed leadership;
- F. Ensure teacher and organizational time is focused to support quality instruction and student learning.

4. Family and Community

The District and Business Administrator is an educational leader who promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources. Functions include:

- A. Collect and analyze data and information pertinent to the educational environment;
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources;
- C. Build and sustain positive relationships with families and caregivers;
- D. Build and sustain productive relationships with community partners.

5. Ethics

The District and Business Administrator is an educational leader who promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Functions include:

- A. Conduct oneself in an ethical, fair, trustworthy and professional manner;

- B. Establish practices to promote personal, physical and emotional health;
- C. Demonstrate respect for diversity in students, staff and programs;
- D. Safeguard the values of democracy and equity;
- E. Consider and evaluate the potential moral and legal consequences of decision making;
- F. Promote social justice and ensure that individual student needs guide all aspects of schooling.

6. Societal Context

The District and Business Administrator is an educational leader who promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context. Functions include:

- A. Advocate for children, families, and caregivers;
- B. Serve as an articulate advocate to community and legislature for issues beneficial to improved teaching and learning;
- C. Provide leadership for defining the District and Business Administrator and board roles, mutual expectations, procedures for working together, and formulating appropriate district policies.
- D. Knows and supports the district school improvement plan and accurately reports progress on goals.
- E. Actively participates in school events including attending interscholastic sports as well as educational events at or in support of the district, which often are outside of district business hours.
- F. Supports the Board of Education through attending monthly meetings and committee meetings as requested.
- G. Other duties as assigned.

Education and Experience

Experience: Minimum of three years in an educational supervisory role.

Education: Master's degree or higher from an accredited university with a major in educational administration with noted experience in finance or business.

Preferred Experience: Licensed by the Wisconsin Department of Public Instruction as a Superintendent/District Administrator. 5+ years in a Superintendent role with proven district development. Experience with District Business management.

Supervision Responsibilities

Oversees, motivates, evaluates, and encourages excellence in education through direct leadership of:

- District Principals
- District Accounting and Payroll Personnel
- Special Education Director

- Athletic Director
- Technology Director
- Reading Director
- Curriculum Director
- District Administrative and HR Coordinator

Certifications

Must hold a valid driver's license and be able to drive to school locations and events.

Skills

Language: Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the District. Ability to read and write English. Reading, writing, hearing, listening, and speaking effectively with the ability to analyze data.

Mathematical: Ability to calculate and provide strategic metrics as well as follow all applicable General Accounting Practices.

Reasoning Ability: Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to work with problems involving a few concrete variables in standardized situations.

Physical Demands

Activity	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands and arms			X	
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk or hear				X
Taste or smell	X			

Lifting: This position may occasionally be required to lift up to 25lbs.

Vision: Requires close vision, distant vision, and depth perception.

Work Environment

Environmental Conditions	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

Noise: The noise level typical for the work environment of this job is moderate.

In addition to the essential duties and responsibilities listed above, all positions are also responsible for:

- Performing all work related tasks in a manner that is in compliance with all Federal, State, District policies and administrative guidelines and local standards and regulations.
- Adhering to District policies, procedures, and directives regarding safety and standards of workplace behavior in completing job duties and assignments.

Notice

All requirements are subject to modification to reasonably accommodate individuals with disabilities. Requirements are representative of minimum levels of knowledge, skills, and experience required. To perform this job successfully, the worker must possess the abilities and aptitudes to perform each duty proficiently.

This document in and of itself does not create an employment contract, implied or otherwise. The District retains the discretion to add duties or change the duties of this position at any time.

It is the policy of the School District of Manawa to provide equal employment opportunity to all individuals regardless of their race, color, religion, sex, age, national origin, creed, sexual orientation, gender identity, disability, veteran status or any other characteristic protected by state or federal law.

Approved by:	
Date approved:	
I understand my responsibilities.	
Date Signed:	



Job title:	<i>Accounts Receivable Clerk</i>
Reports to:	<i>District and Business Administrator</i>
FLSA Status:	<i>Non-Exempt</i>
Management:	<i>No</i>
Date Last Reviewed:	<i>1.26.23</i>
Travel Required:	<i>0%</i>

Job purpose

Under the direction of the District and Business Manager the Accounts Receivable Clerk is responsible for execution of accounting practices as directed, in accordance with the policies and administrative guidelines established by the board, and the State of Wisconsin.

Duties and responsibilities

- A. Prepare and submit all financial reports as required by state and federal agencies.
- B. Prepare all financial information and documentation for the district's annual audit and any additional audits.
- C. Assume responsibility for all financial aspects of the district-controlled scholarship funds and associated documentation.
- D. Assume responsibility for all financial aspects of district student tuition or 66.30 consortium agreements.
- E. Financial records keeping.
- F. Maintain inventory of fixed assets.
- G. Reconcile all District accounts monthly.
- H. Record e-Funds online payments for fee tracking and food service payments.
- I. Record cash receipts in Skyward,
- J. Record journal entries monthly.
- K. Record all end-of-year account receivables/expenditures.
- L. Record and maintain records of donations and grant money.
- M. Collect money for NSF checks
- N. Request and open/close staff credit cards.
- O. Maintain credit card entry and reconciliation in Skyward.
- P. Maintain and report on all Wufar requirements.
- Q. Other duties as assigned.

Education and Experience

Experience: None

Education: High School Diploma or equivalent.

Preferred Experience: 2+ years general accounting or Accounts Receivable. Experience with accounting practices in a school setting.

Supervision Responsibilities

None

Certifications

None

Skills

Language: Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the District. Ability to read and write English. Reading, writing, hearing, listening, and speaking effectively with the ability to analyze data.

Mathematical: Ability to calculate and provide strategic metrics as well as follow all applicable General Accounting Practices.

Reasoning Ability: Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to work with problems involving a few concrete variables in standardized situations.

Physical Demands

Activity	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands and arms			X	

Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk or hear				X
Taste or smell	X			

Lifting: This position may occasionally be required to lift up to 25lbs.

Vision: Requires close vision, distant vision, and depth perception.

Work Environment

Environmental Conditions	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

Noise: The noise level typical for the work environment of this job is moderate.

In addition to the essential duties and responsibilities listed above, all positions are also responsible for:

- Performing all work related tasks in a manner that is in compliance with all Federal, State, District policies and administrative guidelines and local standards and regulations.
- Adhering to District policies, procedures, and directives regarding safety and standards of workplace behavior in completing job duties and assignments.

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Approved by:	
Date approved:	
I understand my responsibilities.	
Date Signed:	



Job title:	<i>Accounts Payable and Payroll Clerk</i>
Reports to:	<i>District and Business Administrator</i>
FLSA Status:	<i>Non-Exempt</i>
Management:	<i>No</i>
Date Last Reviewed:	<i>1.26.23</i>
Travel Required:	<i>0%</i>

Job purpose

Under the direction of the District and Business Manager the Accounts Payable and Payroll Clerk is responsible for execution of accounting practices as directed, in accordance with the policies and administrative guidelines established by the board, and the State of Wisconsin.

Duties and responsibilities

Payroll

- A. Payroll including set up of new employees as hired.
- B. Summer payroll payables
- C. End of year payroll documents, W 2's and 1099's
- D. Substitute tracking system – verify & import file to payroll
- E. Garnishments - process through payroll
- F. WI Retirement: process annual report, enroll and terminate employees, determine new employee eligibility
- G. Retirees – monthly online file to collect money, letters sent each fall with new amount, send letters to retirees when benefit ends
- H. Rehired Annuitant Forms with WRS (Wisconsin Retirement System)
- I. Official and sport worker checks.
- J. Timecard verification with applicable leaders.

Accounts Payable

- A. Maintain pay schedule for the fiscal year.
- B. Process applicable W-9 paperwork.
- C. Wire transfers.
- D. Trip billing.
- E. Pay all district invoices.
- F. Employee expense processing.
- G. Employee conference registrations payments.
- H. Refund money for fees paid that should be waived due to Free/Reduced families.

- I. Scholarships – update spreadsheet with new recipients, collect and deposit money, issue checks.
- J. Filing annual documents.
- K. Back-up District Administrative Assistant when absent.
- L. Other duties as assigned.

Education and Experience

Experience: None

Education: High School Diploma or equivalent.

Preferred Experience: 2+ years general accounting or Accounts Payable or Payroll. Experience with accounting practices in a school setting.

Supervision Responsibilities

None

Certifications

None

Skills

Language: Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the District. Ability to read and write English. Reading, writing, hearing, listening, and speaking effectively with the ability to analyze data.

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Physical Demands

Activity	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	

Walk			X	
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands and arms			X	
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk or hear				X
Taste or smell	X			

Lifting: This position may occasionally be required to lift up to 25lbs.

Vision: Requires close vision, distant vision, and depth perception.

Work Environment

Environmental Conditions	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

Noise: The noise level typical for the work environment of this job is moderate.

In addition to the essential duties and responsibilities listed above, all positions are also responsible for:

- Performing all work related tasks in a manner that is in compliance with all Federal, State, District policies and administrative guidelines and local standards and regulations.
- Adhering to District policies, procedures, and directives regarding safety and standards of workplace behavior in completing job duties and assignments.

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Approved by:	
Date approved:	
I understand my responsibilities.	
Date Signed:	



Job title:	<i>District Reading and Curriculum Director</i>
Reports to:	<i>District and Business Administrator</i>
FLSA Status:	<i>Exempt</i>
Management:	<i>Yes</i>
Date Last Reviewed:	<i>1.26.23</i>
Travel Required:	<i>10%</i>

Job purpose

Under the direction of the District and Business Administrator, the District Reading and Curriculum Director is responsible for providing leadership and direction in developing and maintaining positive educational programs and services to its district residents in accordance with the policies and administrative guidelines established by the board, and the State of Wisconsin.

Additionally, this role is responsible for maintaining positive relationships with all staff of the district and providing direct reports with mentorship, and professional growth.

Duties and responsibilities

1. Program Direction

- A. Manage, train, and articulate all literacy programs for the School District of Manawa, including Title I, II, III, and IV programs.
- B. Oversee English language and Gifted/Talented programs and services.
- C. Manage, train, recommend and execute Curriculum programs to the district.
- D. Provide support and evaluation for district Activities and clubs.

2. Educational Leadership

- A. Provide direct instruction in the areas of reading and writing for identified groups and individual students.
- B. Serve as part of the Building Consultation Team (BCT) in both schools to help identify, and assess students in need of reading remediation.
- C. Serve on the Pupil Services Team to develop and plan for programs that ensure quality instructional practices
- D. Work in collaboration with the BCT to research and purchase intervention materials appropriate for students' needs.
- E. Collect, review, and share reading and writing data to ensure goals are being met.

- F. Serve as an instructional coach to include: co-teaching, collaboration, facilitation of instructional strategies, modeling, observing, and providing feedback.
 - G. Provide curriculum support and training for all teachers and continuous staff development that supports district initiatives.
 - H. Model and coach instructional methods in a variety of settings and provide instructional support.
 - I. Collaborate with and coach teachers on using classroom data to plan instruction.
 - J. Plan and provide training to ensure that all resources engaged in item development (item writers, editors and language experts) have feedback and information needed to ensure that all work meets its required standards.
 - K. Network with professional associations and organizations.
 - L. Develop and maintain an internship program.
 - M. Cross-train staff in areas including proficiency assessment, language education and program management, as requested.
 - N. Select, manage, and evaluate authors and reviewers.
 - O. Support the development of end-of-reading questions and study tools.
 - P. Serve as the project manager of an AP and ACT College and Career Readiness Standards (CCRS)-aligned academic program
 - Q. Serve as an expert in the AP Program and evolving AP-aligned content landscape (English, Math, Science, and History and potentially other courses, including AP Computer Science and AP Capstone).
3. District Leadership
- A. Conduct a coaching cycle complete with observations and feedback to teachers on effectiveness of literacy instruction.
 - B. Find appropriate supplemental resources for teachers.
 - C. Participate in parent conferences and provide instructional suggestions.
 - D. Remain grounded in content standards and objectives in order to facilitate meaningful instruction.
 - E. Serve on the administrative leadership team and work in collaboration with administrators on various district initiatives and goals.
 - F. Collaborate with district administrator to keep Title I and ESSA plans up to date.
 - G. Communicate to the district's private school partner.
 - H. Communicate and document all Title I regulations.
 - I. Coordinate Title I parent engagement activities.
 - J. Other duties as assigned.

Education and Experience

Experience: Minimum of three years in an educational setting.

Education: Administrative Reading Licensure, and Director of Instruction Licensure

Preferred Experience: 3+ years' experience in curriculum design, evaluation, development, instructional coaching, administration experience preferred 5+ years in a Reading Specialist.

Supervision Responsibilities

- Private School Title I Reading Teacher
- District Interventionists

Certifications

- Must hold a valid driver's license.
- Administrative Reading Licensure.
- Director of Instruction Licensure.

Skills

Language: Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the District. Ability to read and write English. Reading, writing, hearing, listening, and speaking effectively with the ability to analyze data.

Mathematical: Ability to calculate and provide strategic metric.

Reasoning Ability: Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to work with problems involving a few concrete variables in standardized situations.

Physical Demands

Activity	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle or feel			X	
Reach with hands and arms			X	
Climb or balance	X			

Sit, kneel, crouch, or crawl	X			
Talk or hear				X
Taste or smell	X			

Lifting: This position may occasionally be required to lift up to 25lbs.

Vision: Requires close vision, distant vision, and depth perception.

Work Environment

Environmental Conditions	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

Noise: The noise level typical for the work environment of this job is moderate.

In addition to the essential duties and responsibilities listed above, all positions are also responsible for:

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Approved by:	
Date approved:	
I understand my responsibilities.	
Date Signed:	

School District Of Manawa
Open Enrollment for 2023-24
Maximum Class Size Definitions & Available Space

This chart shows the "maximum class size" definitions for annual revision and adoption by the School District of Manawa for Open Enrollment as per NEOLA Policy 5113. Available spaces for Open Enrollment (OE) applicants are based upon the approved class sizes.

Half of the excess capacity per grade level is reserved for children who move into the district and the remaining half is available for OE. One seat will be made available in each grade level.

GRADE OR PROGRAM	MAXIMUM CLASS SIZE & PROJECTED SECTIONS & GRADE SIZES	PROJECTED ENROLLMENT 2023-24	AVAILABLE OE SPACES 2023-24
Manawa Elementary School (16 Sections in 2022-23)			
Early Childhood Spec. Ed.	6 Students x 2 Section = 12	12	1
4K (4 Yr. Old Pre-K)	20 Students x 2 Section = 40	29	5
5K	25 Students x 2 Section = 50	25	12
Grade 1	25 Students x 2 Section = 50	33	8
Grade 2	25 Students x 1 Sections = 25	25	1
Grade 3	25 Students x 2 Sections = 50	34	8
Grade 4	25 Students x 2 Sections = 50	34	8
Grade 5	25 Students x 1 Sections = 25	26	0
Cross. Cat. Spec. Ed.	12, 26	12, 24.6	0
Cross. Cat. Spec. Ed.	15, 26	12, 20.8	2
Manawa Middle School			
Grade 6	27 Students x 2 = 54	62	1
Grade 7	27 Students x 2 = 54	32	11
Grade 8	27 Students x 2 = 54	34	10
Cross. Cat. Spec. Ed.	18, 26	17, 24.1	1
Little Wolf High School			
Grade 9	27 Students x 2.5 = 67.5	68 (includes 15 St. Paul Students - original count was 53)	1
Grade 10	27 Students x 2.5 = 67.5	42	12
Grade 11	27 Students x 2.5 = 67.5	53	7
Grade 12	27 Students x 2 = 54	60	1
Cross. Cat. Spec. Ed.	18, 26	18, 22	1
District			
6-12+ IDS Spec. Ed.	12, 26	13, 25.5	0
FT Speech/Language	Average Caseloads Range from 40 to 50 clients	48	
PT Speech/Language	Average Caseloads Range for 6 hours/week from 12 to 15 clients	14	
All Other Therapy Services	Contracted Services - not required by law to increase for OE		

4K and 5K are an estimate as families have not yet enrolled students in the program for next school year. Estimates are based on the third Friday count in September. There is no intent to recommend a reduction in 5K sections at this time.

Special Education Considerations The first calculation is a new formula created by a workgroup of Updated 12-4-2022

4/23-4/24

Approved 4/25/23

School District of Manawa Field Trip/Transportation Permit Form

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

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

Trip Name WASC State Conference Grade/Class HS
Teacher/Coach (responsible for trip) Mary Eck Cell # 920-407-2114
Date(s) of trip 4/23 to 4/24

Destination and Address: Lambeau Field + Radisson Hotel

Itinerary of trip (attach sheets as necessary): **Is this an overnight or water related trip?** yes no
* We will be spending the day at Lambeau on Sunday then go to the Radisson for Sunday night + Monday

Purpose of trip (include curriculum guide learner outcome or competency references):
* State Conference for the Student Council

No. of Students unknown No. of Teachers _____ No. of Chaperones 1 GROUP TOTAL unknown at the time.
Departure time 9am Return time 2:00pm Total hours overnight No. of Buses 1
Start (pick up) point LWHS Return (drop off) point _____
Require wheel chair accessible bus _____

FIELD TRIP COSTS (NO student participation fee can be required without prior Board of Education approval.)

Non-transportation costs (Planner completes for all field trips)

A. Total school-paid miscellaneous costs (admission, tickets, supplies, etc.) A. \$ _____
FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

B. Per pupil student-paid miscellaneous costs B. \$ _____

- C. Lunch plans (check all that apply)
- Students will bring a sack lunch from home _____
 - Food service staff will prepare box lunches _____
 - Lunch will be purchased at site of field trip _____
 - Not applicable _____

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

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

APPROVED  DATE 4-23-23
Principal

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

D. TRANSPORTATION: (Complete all that apply.)

UNKNOWN AT THIS TIME
DEPENDS ON NUMBER OF STUDENTS

School Van – Call LWHS/MMS to reserve van. **Reservation completed by:** _____

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

Private vehicle data submitted by: _____

Principal confirms submission of required documents to District Office: _____

Bussing costs (To be completed by Kobussen)

Total transportation charge: \$ _____

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

FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

Transportation paid by other organization name and address:

Transportation Request Directions

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

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

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



Book	Policy Manual
Section	2000 Program
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	po2431
Status	Second Reading
Adopted	October 17, 2016
Last Revised	June 20, 2022

2431 - **INTERSCHOLASTIC ATHLETICS**

The Board recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible and in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

The Board recognizes that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of each participant with emphasis on the proper ideals of sportsmanship, ethical conduct and fair play. Athletics should encourage leadership, use of initiative and good judgment by the participants.

Interscholastic athletic programs provide opportunities for participants to develop positive school morale, practice hospitality and exercise the qualities of fair play and courtesy. The interscholastic athletic program is a part of the school curriculum, educational in purpose and conduct.

The athletic program affords opportunities for wholesome school-community relations under constructive conditions. It is the responsibility of school authorities to inform the community regarding the purposes of the program. The community should recognize that an athletic contest is an integral part of the school program because of its educational values. If interscholastic athletics cease to possess educational value, then these should cease to be school functions.

The Board encourages the full participation of elementary and middle school students in interscholastic athletic activities. For purposes of Board policy, "full participation" means fair and equal participation to the extent that the budget, facilities or type of activity allow.

The District shall maintain membership in the Wisconsin Interscholastic Athletic Association (WIAA) and the District's conference. The District shall abide by all WIAA and conference rules and regulations, and student athletes shall also be expected to abide by all eligibility rules and regulations.

The Athletic/Activities Director provides the following safeguards:

- A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a fully licensed physician and parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- B. Any student who is found to have a health condition that may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate.
- C. Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.
- D. Any student suspected of having a head injury or concussion shall be provided with safety protocols specified in Policy 5340 - Student Accidents/Illness/Concussion.

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

The Principal and Athletic/**Activities** Director **is** authorized to establish a set of behavior expectations for participants as well as the implementation of appropriate disciplinary procedures for those who violate sportsmanship expectations as found in the **LWHS Code of Student Conduct** **student** handbooks approved by the Board of Education.

To support the efforts to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

- A. adopt policies (upon recommendation of the administration) that reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;
- B. support and reward participants, coaches, school administrators, and fans who display good sportsmanship.

Revised 12/18/17

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Legal

120.12(23), Wis. Stats.

P.I. 9.03(1)(h), Wis. Adm. Code

Last Modified by Melanie J Oppor on January 27, 2023



Book	Administrative Guideline Manual
Section	2000 Program
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	ag2431
Status	Second Reading
Adopted	April 23, 2018

2431 - **INTERSCHOLASTIC ATHLETICS**

In order to maintain an effective program of interscholastic athletics, the District employs an athletic director and coaches who, in cooperation with the **district administrator** **high school principal**, are to fulfill the responsibilities described below.

Responsibilities

The **Athletic Director** **Senior High School Principal** shall:

- A. be held ultimately responsible in all matters pertaining to interscholastic athletic activities;
- B. fulfill all duties and responsibilities as they pertain to interscholastic athletics as prescribed by the Wisconsin Interscholastic Athletic Association (WIAA) and the Board of Education;
- C. keep a record available at all times regarding the latest up-to-date information on the eligibility of the current season sports squads including team managers.

The Director of Athletics shall:

- A. direct and coordinate all activities of the Department of Athletics and be directly responsible to the **district administrator** **principal**;
- B. together with the **district administrator** **principal**, approve all finalized athletic contest contracts;
- C. prepare the total athletic budget for the District and present it to the Business Manager for formal adoption;
- D. ascertain that all rules and regulations of the Wisconsin Interscholastic Athletic Association (WIAA) are upheld and enforced;

- E. strive to promote good public relations with the general public, news media, opponents' schools, civic organizations, and booster clubs;
- F. secure a team athletic trainer for attendance at football games and wrestling matches and arrange for ambulance service at football games;
- G. arrange for the transportation and meals of all District athletic teams;
- H. check the readiness of all facilities for teams and spectators prior to game time;
- I. coordinate the planning of such events as athletic assemblies, Parents Night, Homecoming, Banquets, Booster Club Activities, etc. and clear them with the high school principal;
- J. prepare all game contracts, specifying the date, time, and location;
- K. co-sign all game contracts with the principal and keep them on file electronically;
- L. make arrangements for physical examinations for candidates for athletic squads, after checking with the head coach;
- M. employ and pay all contest officials and personnel involved in operating the contest;
- N. issue all passes and complimentary tickets;
- O. regulate the use of the press box and the public address system;
- P. **arrange for** ~~set up~~ the playing of the National Anthem;
- Q. reconfirm the athletic contest, one week prior to the game date, with the visiting school and game officials;
- R. make arrangements for emergency medical care;
- S. be responsible for regulations concerning visiting scouts;
- T. arrange for the ordering and the presentation of letters and other athletic awards;
- U. handle all matters pertaining to radio/television broadcasts;
- V. arrange for reconditioning of athletic equipment;
- W.
- X. assign at least one (1) coach to ensure that all windows, doors, and gates are locked in any area that has been used;
- Y. prepare a detailed equipment and supply request and submit it to the athletic director and high school principal;
- Z. arrange for the presentation of team awards through the athletic director;
- AA. recommend teams that may be scheduled and officials to be employed;
- AB. enforce rules and regulations concerning conditioning of players and their health and safety;

AC. report injuries to the athletic director and high school principal .

Coaches should exercise great care in dealing with all injuries and particularly those that are of a serious nature. In all cases, the coach should assure that the injured athlete is receiving competent medical care. Following injuries of a serious or prolonged nature, the coach should secure the signed approval of the doctor and parent before the athlete is allowed to participate again in athletic activities.

The Assistant Coach (includes Varsity Assistants, Reserve, Freshman, and Junior High Coaches) shall:

- A. support the head coach in the conduct of his/her particular sport and the total athletic program;
- B. fulfill all responsibilities assigned by the head coach;
- C. be prepared to assume the responsibility of the head coach, if and when necessary.

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Last Modified by Melanie J Oppor on January 27, 2023



To: Dr. Oppor, Manawa Board of Education
Fr: Lance Litchfield, Brad Johnson
Date: 1/12/2023
Re: Varsity Baseball Timber Rattler Expenditure

The Manawa Varsity Baseball Team is slated to play a game against Shiocton on Saturday, April 29th at the Wisconsin Timber Rattler Stadium in the Fox Valley. The game will take place following the normally scheduled Timber Rattler game. The purpose of this memo is to request approval to use this opportunity as a potential fundraiser.

This event departs from the traditional fundraiser in that there is financial risk associated if the team does not sell enough tickets to the event.

Proposal: Sell public tickets for \$10 @ piece.

200 Public Tickets (minimum)	Sale Price of \$7.50 @ piece	\$1,500
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- Of the 200 tickets to be sold:
 - Any unsold ticket would be an added \$10 out of the profit.
 - Each additional ticket sold over 150 would add \$10 to the profit.

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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Students choosing to excel; realizing their strengths.

To: Board of Education
 From: Dr. Melanie J. Oppor and Carmen O'Brien
 Date: January 29, 2023
 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>
Football Complex Stair Removal		S & S Excavating plans to do the work. Originally, Mr. Schuelke wanted to do the work when there was no school in session. He has the approval to proceed as students are not outdoors in the back of the building during the winter. He will put it on his calendar as time allows.
Homecoming 2021-22 Restitution Cases	Three people have or are in the process of paying restitution to date.	Person 1 – closed Person 2 – closed Person 3 – closed Person 4 – case 22CM19, set for Plea & Sentencing on 01-06-23 at 9:00; no new information
School Resource Officer		a. Visit with St. Paul Principal - St. Paul Principal will discuss with their school Board. b. Next Steps - Survey the staff for their input on having an SRO. Board needs to define what role a potential SRO position will play in the District's Safety Plan. Dr. Oppor pursued educational and interactive opportunities that are available from the Waupaca County Sheriff's department. Sheriff Wilz said that there are no further services available beyond the K9 visits that are coordinated for the SDM.
MS/HS Commons Furniture	\$51,947.00	

		Tentatively scheduled to be delivered this week and set up by the end of the week.
MS/HS Picnic Tables	\$7,558.28	Mr. Pethke is working on assembling the tables so they will be ready when the weather is more inviting for outdoor use.
Food Service Combi Oven	\$30,012.15	The combi oven has been installed and is working well. Mrs. O'Brien reports there will be a slight discount on the price.
Districtwide Corridor Signs	\$1,826.43	Mr. Pethke finished installing the MS/HS signs. The MES signs will be installed soon. Mr. Pethke marked the spot for holes on Friday and will begin drilling installation holes on Monday. A final completion date is not known.
Food Service Vending Machines	\$13,975.00 + shipping per unit	Mrs. Suehs and Mrs. O'Brien are meeting with the new Skyward representative on Monday regard setting up the vending machines financial aspect.
Hiring		Grade 5 – Third section is posted; one applicant to date was interviewed and turned down the position. Title I Reading Teacher Limited Term Sub. posted – filled. Secondary Counselor – Position posted; one new applicant.
Policy and Administrative Guideline Changes	As approved.	At the PLC or staff meeting following the Board approval of revised Policies or Administrative Guidelines, the principals will share the information with staff.