

# School District of Manawa

Board of Education Meeting Agenda **Revised**

June 26, 2023



Google Meet joining information

Video call link: <https://meet.google.com/ndb-ztnh-spt>

Or dial: (US) +1 502-443-0440 PIN: 822 767 928#

1. Call to Order – President Reiersen – 6:00 p.m. – MES Boardroom, 800 Beech Street  
Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room,  
800 Beech Street & Virtual Components)
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. District Showcase:
  - a. Retirement Recognition
6. Presentations:
  - a. Engagement & Satisfaction
    - i. IV.C. Secondary Co-curriculars
7. Announcements:
  - a. Contributions to the District
  - b. Other Contributions
8. Consent Agenda
  - a. Approve Minutes of Regular Board of Education Meeting (May 22, 2023) and  
Special Board of Education Meetings (June 1, 2023 and June 20, 2023)
  - b. Treasurer’s Report: Approve Expenditures & Receipts
    - i. Cash Receipts
    - ii. Invoice Report
    - iii. Credit Card Report
  - c. Donations: None this month.
  - d. Consider Acceptance of Retirement of Elementary Special Assignment Teacher
  - e. Consider Acceptance of Retirement of Food Service Staff Member
  - f. Consider Approval of WIAA Membership as Presented
  - g. Consider Approval of Swimming Field Trip Request as Presented
  - h. Consider Approval of 1.0 FTE Technology Education Teacher as Presented
9. Any Item Removed from Consent Agenda
  - a.
  - b.
10. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below  
Agenda)

11. Correspondence: None this month.
12. District Administrator's Report:
  - a. Student Council Representative - None during the summer.
  - b. Legislative Update
  - c. Monthly Enrollment Update - not applicable
  - d. Curriculum Director
  - e. District Vacancy Update
  - f. Board Approved Projects Update
13. School Operations Reports:
  - a. ES Principal / Special Education Director: Highlights - Included in Board Packet
  - b. MS / HS Principal: Highlights - Included in Board Packet
14. Business Related Reports:
  - a. Highlights - Included in Board Packet
  - b. Kobussen Transportation Report
15. Director's Reports:
  - a. District Reading Specialist: Highlights - Included in Board Packet
  - b. Technology Director: Highlights - Included in Board Packet
16. Board Comments:
  - a.
  - b.
17. Committee Reports:
  - a. Curriculum Committee (Riske) - See Curriculum Committee Meeting Minutes from June 1, 2023.
  - b. Finance Committee (Jepson) - See Finance Committee Meeting Minutes from June 12, 2023.
  - c. Buildings and Grounds (Griffin) - See Buildings & Grounds Committee Meeting Minutes from May 30, 2023 and June 20, 2023.
  - d. Policy and Human Resources (Reierson) - See Policy and Human Resources Committee Meeting Minutes from June 21, 2023.
18. Unfinished Business:
  - a. Consider Approval of the Following NEOLA Policies from Volume 32, Number 1 and AG8453:
    - i. PO2210 - Curriculum Development
    - ii. PO5200 - Attendance
    - iii. PO5517 - Student Anti-Harassment
    - iv. PO8405 - Environmental Health and Safety Program
    - v. PO8453 - Direct Contact Communicable Diseases
    - vi. AG8453 - Exposure Control Plan for Handling and Disposing of Body Fluids
    - vii. PO8600 - Transportation

- b. Consider Approval of NEOLA Policy Technical Changes as Presented
- c. Consider Approval of NEOLA Policy Revisions for:
  - i. PO0171.1 - President
  - ii. PO5780 - Adult Student-Parent Rights
  - iii. PO9130 - Public Requests Suggestions or Complaints

19. New Business:

- a. Consider Approval of a School Resource Officer (SRO) Position for the 2023-24 School Year Paid From Fund 80
- b. Consider Approval of Manawa Middle School Financial Literacy Course for 2023-24 School Year as Presented
- c. Consider Approval of Spanish Instructional Design as Presented
- d. Consider Approval of Food Service Meal and Milk Prices for the 2023-24 School Year as presented
- e. Consider Approval of Performance Good Service as the Prime Vendor for the 2023-24 School Year as Presented
- f. Consider Approval of Engelhardt as the Dairy Vendor for the 2023-24 School Year as Presented
- g. Consider Approval of District and Class Fees for the 2023-24 School Year as Presented
- h. Consider Approval to Transfer \$245,000.00 From the Fund 10 Fund Balance Into a 12-month Certificate of Deposit with American Deposit Management Company as Presented
- i. Consider Approval of Pahlow Masonry Tuckpointing Quote as Presented
- j. Consider Approval of Revised 20-Year Maintenance Plan as Presented
- k. Consider Approval of SDM Truancy Plan as Presented
- l. Consider Approval of the Indoor Environmental Quality Plan as Presented
- m. First Reading of NEOLA Policy Revisions for:
  - i. PO2330 - Homework
  - ii. NEOLA 3000 Staff-Personnel Merging of All Staff-Related Policies as Presented
- n. Consider Approval of Updated School Records Retention Schedule as Presented
- o. Consider Approval of the Following 2023-24 Handbooks:
  - i. SDM Special Education Handbook
  - ii. SDM Gifted and Talented Plan
  - iii. SDM Title I Schoolwide Plan
  - iv. SDM Response to Intervention Plan
  - v. SDM Teacher Mentor Program Handbook
  - vi. SDM Salary and Stipend Guide
  - vii. SDM Section 504/ADA Prohibition Against Discrimination Based on Disability Plan
- p. Consider Approval to Delete the SDM Academic and Career Planning Handbook as an Independent Handbook and Incorporate it in the LWHS Course of Study Guide Annually

q. Consider District Owned Passenger Vehicle Repair or Replacement Plan

20. Next Meeting Dates:

- a. June 28, 2023 - Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
- b. July 18, 2023 - Finance Committee Meeting - 5:00 p.m. - MES Board Room
- c. July 24, 2023 - Regular Board of Education Meeting - 6:00 p.m. - MES Board Room
- d. July ??, 2023 - Buildings and Grounds Committee Meeting - TBD - MES Board Room
- e. July ??, 2023 - Policy and Human Resources Committee Meeting - TBD - MES Board Room

21. Closed Session - The Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c), Wis. Statutes, for the Purposes of: **(c)** Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility per Wisconsin Statute 19.85 (1) (c); **(f)** 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))

1) Staff Evaluation Process 2) Expulsion and Abeyance Agreements

22. Board May Act on Items Discussed in Closed Session

23. Adjourn

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

Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable 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.

© Neola 2020



**Students choosing to excel; realizing their strengths.**

To: Dr. Melanie Oppor

From: Michelle Johnson

Date: June 14th, 2024

Re: Co-Curricular & Extra-Curricular Participation Summary for 2022-23

The purpose of this table is to show unduplicated participation co-curricular/extra-curricular rates for Manawa Middle School and Little Wolf High School for the 2022-23 school year.

Michelle Johnson has a spreadsheet with specific student data so that more detailed analysis can be completed to find out why some students may choose not to participate in co-curricular/extra-curricular opportunities. Further, is there a reason to be concerned about students who choose not to participate in co-curricular/extra-curricular opportunities? Does non-participation reflect disengagement from school or some other underlying pattern of concern?

<i>Class of...</i>	<i>Enrollment</i>	<i>Participated</i>	<i>Did Not Participate</i>	<i>% Participation</i>	<i>% Non participation</i>	<i>Notes</i>
2023 -Senior	60	41	19	68%	32%	*Many seniors are enrolled in the school to work/YA program.
2024 -Junior	59	54	5	92%	8%	
2025 -Sophomore	52	45	7	87%	13%	
2026 -Freshman	41	31	10	76%	24%	

High School Total	212	170	41	80%	20%	
2027 – Gr. 8	51	35	16	69%	31%	
2028 – Gr. 7	33	26	7	78%	22%	
2029 – Gr. 6	32	18	14	56%	44%	
Middle School Total	116	88	27	76%	23%	





Minutes of May 22, 2023 School District of Manawa Board of Education Meeting

1. Call to Order – President Reiersen – 6:00 p.m. – MES Boardroom, 800 Beech Street  
Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room,  
800 Beech Street & Virtual Components)
2. Pledge of Allegiance
3. Roll Call : [All in attendance](#)
4. Verify Publication of Meeting
5. Filling Board Vacancy: Zone 5 - Town of Royalton / Mukwa
  - a. Applications/Interviews to Fill Board Vacancy by Board Appointment
    - i. Voting of the Board to Fill Board Vacancy
    - ii. Swearing in of the Appointee - [Mr. Shannon Hansen was sworn in and took his seat immediately on the Board of Education.](#)
6. Board Committee Appointments:
  - a. Policy & Human Resources Committee - [Mr. Hansen was appointed to this committee.](#)

[Motion to move the public comments to this point of the agenda was proposed and motioned by Mr. Griffin. Seconded by Mr. Fietzer. Motion carried.](#)

- [Chief Severson spoke about the RSO position.](#)
  - [Mr. Westfall spoke about the Fitness Center and the issues with broken equipment.](#)
7. District Showcase:
    - a. Introduction of New Staff
      - i. Mrs. Mikayla Frenche - Food Service Team Member
      - ii. Mrs. April Wagner - Elementary Special Education Paraprofessional
  8. Presentations:
    - a. Operations & Efficiencies - Mr. Marzofka
      - i. II.F. Technology Plan Update
    - b. Safety & Orderly Environment
      - i. III.D. Drills
      - ii. III.C. Suspensions/Expulsions
    - c. Engagement & Satisfaction
      - i. IV.C. Secondary Co-curriculars - [Mrs. Johnson requested to be able to move this to the June meeting.](#)
  9. Announcements:
    - a. Contributions to the District
    - b. Other Contributions
  10. Consent Agenda

- a. Approve Minutes of Regular Board Meeting April 24, 2023; May 10, 2023  
Special Board Meeting
  - b. Treasurer's Report: Approve Expenditures & Receipts
    - i. Cash Receipts
    - ii. Invoice Report
    - iii. Credit Card Report
  - c. Donations:
    - i. Manawa Area Chamber of Commerce: \$709.04 to Urgent Needs Fund
  - d. Consider Approval of Resignation of Food Service Team Member
  - e. Consider Approval of Resignation of Wrestling Head Coach
  - f. Consider Approval of Summer School Course and Staffing Proposal
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](#)
14. District Administrator's Report:
- a. Student Council Representative - [The Student Council shared a short written summary, read by Dr. Oppor, stated that Homecoming would be the 1st week in October, talked about the Teacher Appreciation Breakfast, and the graduating officers.](#)
  - b. Legislative Update - [Bill 115, Senate Bill 206](#)
  - c. Monthly Enrollment Update
  - d. Curriculum Director
  - e. District Vacancy Update - [Title I, Spanish Teacher, and Technical Education Teacher](#)
  - f. Board Approved Projects Update - [MES Playground equipment installment has been started, signage in progress, handbooks have been submitted for formatting, food vending machines are enroute..](#)
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. Griffin asked about the maintenance of the Fitness Center equipment and who does it. Dr. Oppor explained that there is maintenance and upkeep that is scheduled every six months and additional maintenance when there is a problem with the equipment.
- b. Fietzer wanted to know how the reporting process worked when someone had a problem with a machine or a different issue within the Fitness Center.
- c. Krueger suggested that a system be put in place using a QRF code, for example, to help with the logging of the complaints/issues and the solutions.
- d. Having a small Athletic Director report monthly was suggested.

19. Committee Reports: [Reminder that these are open to the general public.](#)

- a. Curriculum Committee (Riske) - See Curriculum Committee Meeting Minutes from 2023-05-01 - [a suggestion was made that the students be invited, Laude and Weighted System would be addressed.](#)
- b. Finance Committee (Jepson) - See Finance Committee Meeting Minutes from 2023-05-17
- c. Buildings and Grounds (Griffin) - See Buildings & Grounds Committee Meeting Minutes from 2023-04-18
- d. Policy and Human Resources (Reierson) - See Policy and Human Resources Committee Meeting Minutes from 2023-05-08 and 2023-05-18

20. Unfinished Business:

- a. Consider Approval of Adding Alternative Graduation Pathways to Policy 5460 - Graduation Requirements as Presented: [Motioned by Krueger. Seconded by Fietzer. Motion Carried.](#)

21. New Business:

- a. Consider Approval of Financial Literacy K-12 Scope and Sequence as Presented: [Motioned by Fietzer. Seconded by Riske. Motion Carried.](#)

[7:11 pm - Mrs. Krueger left the meeting.](#)

[7:14 pm - Mrs. Krueger returned to the meeting.](#)

- b. Consider Approval of Revised Curriculum Maps with Financial Literacy References as Follows:
  - i. Kindergarten Social Studies - Revised
  - ii. 1st Grade Social Studies - Revised
  - iii. 2nd Grade Social Studies - Revised
  - iv. 3rd Grade Social Studies - Revised
  - v. 4th Grade Social Studies - Revised
  - vi. 5th Grade Social Studies - Revised
  - vii. 2nd Grade Mathematics - Revised
  - viii. 4th Grade Mathematics - Revised
  - ix. 5th Grade English Language Arts - Revised

x. 2nd Grade Physical Education - Revised

xi. 5th Grade Physical Education - Revised

Motioned by Krueger. Seconded by Griffin. Motion Carried.

- c. Consider Approval of Furniture Purchase with Revised Quote from Marshfield (C, D, G, and E tables with appropriate height chairs) for the Little Wolf High School Collaboration Spaces as Presented Motioned by Riske. Seconded by Fietzer. Griffin abstained from voting due to not having enough knowledge on the topic. Motion Carried.
  - d. Consider Approval of Legal Depositories for the School District of Manawa as Presented Motioned by Fietzer. Seconded by Krueger. Motion Carried.
  - e. Consider Approval of Student Assurance Services for the School District of Manawa Student Accident Insurance as Presented Motioned by Fietzer. Seconded by Hansen. Motion Carried.
  - f. Consider Approval to Add Debate Judge Compensation to the Salary and Stipend Guide at \$100 Per Event as Presented Motioned by Riske. Seconded by Krueger. Motion Carried.
  - g. Consider Approval of Overnight Wisconsin FFA Convention from June 12 to June 15, 2003 in Madison as Presented Motioned by Griffin. Seconded by Fietzer. Motion Carried.
  - h. First Reading of the Following NEOLA Policies from Volume 32, Number 1 and AG8453:
    - i. PO2210 - Curriculum Development
    - ii. PO5200 - Attendance
    - iii. PO5517 - Student Anti-Harassment
    - iv. PO8405 - Environmental Health and Safety Program
    - v. PO8453 - Direct Contact Communicable Diseases
    - vi. AG8453 - Exposure Control Plan for Handling and Disposing of Body Fluids
    - vii. PO8600 - Transportation
  - i. Consider Approval of NEOLA Administrative Guidelines Volume 32, Number 1 as Presented Motioned by Riske. Seconded by Krueger. Motion Carried.
  - j. First Reading of NEOLA Policy Technical Changes as Presented
  - k. First Reading of NEOLA Policy Revisions for:
    - i. PO0171.1 - President
    - ii. PO5780 - Adult Student-Parent Rights
    - iii. PO9130 - Public Requests Suggestions or Complaints
22. Next Meeting Dates:
- a. May 30, 2023- Buildings and Grounds Committee Meeting - 5:00 p.m. - MES Board Room
  - b. June 1, 2023 - Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
  - c. June 7, 2023 - Eighth Grade Recognition - 2:15 p.m. - MS/HS Commons
  - d. June 7, 2023 - Board of Education and Administration Team Retreat - 5:00 p.m. - MES Board Room

- e. June 8, 2023 - Staff Appreciation at the Manawa Middle/Little Wolf High School Commons at 2:30 p.m.
  - f. June 12, 2023 - Finance Committee Meeting - 5:00 p.m. - MES Board Room
  - g. June 26, 2023 - Regular Board of Education Meeting - 6:00 p.m. - MES Board Room
  - h. June 21, 2023 – Policy and Human Resources Committee Meeting – 6:00 p.m. – MES Board Room (TBD)
23. Adjourn - Motioned by Griffin. Seconded by Fietzer. Motion Carried. Meeting adjourned at 7:51 p.m.

## Special Board of Education Meeting Minutes June 1, 2023

1. Call to Order – President Reiersen – 6:30 p.m.
2. Pledge of Allegiance
3. Roll Call: Reiersen, Griffin, Fietzer, Krueger, Hansen, Riske. Jepson excused.
4. Verify Publication of Meeting - Dr. Oppor verified
5. Public Comment (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda) - None
6. Unfinished Business: None
7. New Business:
  - a. Consider Approval of New Personnel
    - i. 1.0 FTE Elementary Education Teacher  
Motion by: Fietzer, Krueger  
Motion carried. Jepson excused.
  - b. Consider Acceptance of Resignation of St. Paul Lutheran Title I Teacher  
Motion by: Griffin, Riske  
Motion carried. Jepson excused.
  - c. Consider Approval of Graphic Sign Revised Design and Quote for MS-HS Directional Signage as Presented  
Motion by: Riske, Krueger  
Motion carried. Jepson excused.
8. Next Meeting Dates:
  - a. June 1, 2023 - Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
  - b. June 1, 2023 - Special Board of Education Meeting - 6:30 p.m. - MES Board Room
  - c. June 7, 2023 - Eighth Grade Recognition - 2:15 p.m. - MS/HS Commons
  - d. June 7, 2023 - Board of Education and Administration Team Retreat - 5:00 p.m. - MES Board Room
  - e. June 8, 2023 - Staff Recognition - 2:23 p.m. - MS/HS Commons
  - f. June 12, 2023 - Finance Committee Meeting - 5:00 p.m. - MES Board Room
  - g. June 14, 2023 - Buildings and Grounds Committee Meeting - 4:00 p.m. - MES Board Room
  - h. June 20, 2023 - Handbook Committee Meeting - 5:30 p.m. - MES Board Room
  - i. June 21, 2023 – Policy and Human Resources Committee Meeting – 6:00 p.m. – MES Board Room
  - j. June 26, 2023 - Regular Board of Education Meeting - 6:00 p.m. - MES Board Room
  - k. June 28, 2023 - Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
9. Adjourn  
Motion by: Griffin, Fietzer  
Motion carried at 6:59 p.m.. Jepson excused.

Name	Reference	Trans Date	Description	Post Date	Amount
		05/01/2023	PERSONAL PROPERTY AID - MAY 2023 DISTRIB	05/01/2023	6,810.44
			Totals for 16521		6,810.44
		05/01/2023	FOR THE 2022-23 RECIPIENT OF THE MASONIC	05/01/2023	1,000.00
			Totals for 16522		1,000.00
		05/01/2023	TIMBERRATTLER GAME TICKET MONEY	05/01/2023	1,680.00
			Totals for 16523		1,680.00
		05/01/2023	MES FOOD SERVICE FOR 4/24 TO 4/28	05/01/2023	834.20
			Totals for 16524		834.20
		05/01/2023	FITNESS CENTER MEMBERSHIPS	05/01/2023	240.00
			Totals for 16525		240.00
		05/01/2023	AP EXAM FEES	05/01/2023	388.00
			Totals for 16526		388.00
		05/01/2023	FOOD SERVICE DONATION	05/01/2023	100.00
			Totals for 16527		100.00
		05/01/2023	SCHOOL SPECIALTY REBATE FOR 2022	05/01/2023	86.16
			Totals for 16528		86.16
		05/01/2023	MEDICAID PAYMENT	05/01/2023	4,815.12
			Totals for 16529		4,815.12
		05/01/2023	MS TRACK MEET PAYMENT	05/01/2023	50.00
			Totals for 16530		50.00
		05/22/2023	BREAKFAST AID	05/22/2023	4,606.97
			Totals for 14256		4,606.97
		05/22/2023	NATIONAL SCHOOL LUNCH AID	05/22/2023	13,297.82
			Totals for 14257		13,297.82
		05/22/2023	COMMODITY CHARGES	05/22/2023	-2,563.80
			Totals for 14258		-2,563.80
		05/23/2023	FOR CLUB SHAMROCK SHAKE EXPENSES	05/23/2023	179.28
			Totals for 16538		179.28
		05/23/2023	REIMBURSEMENT FOR FVTC DROPPED CLASS	05/23/2023	593.55
			Totals for 16539		593.55
		05/23/2023	LIONS CLUB SENIOR BANQUET PAYMENT	05/23/2023	728.21
			Totals for 16540		728.21
		05/23/2023	AP TEST PAYMENTS 97-291	05/23/2023	388.00
			Totals for 16541		388.00
		05/23/2023	BOOSTER CLUB REIMBURSEMENT TRACK UNVEILI	05/23/2023	32.00
			Totals for 16542		32.00
		05/23/2023	MARION MS TRACK MEET FEE	05/23/2023	50.00
			Totals for 16543		50.00
		05/23/2023	WABENO MS TRACK MEET FEE	05/23/2023	50.00
			Totals for 16544		50.00
		05/23/2023	REIMBURSEMENT FOR INVOICE PD BY CC	05/23/2023	199.00
			Totals for 16545		199.00
		05/23/2023	FFA DEPOSIT FOR MILK FOR BANQUET	05/23/2023	82.72
			Totals for 16546		82.72
		05/23/2023	VARSITY TRACK MEET PAYMENT MARION	05/23/2023	100.00
			Totals for 16547		100.00
		05/23/2023	OVERPAYMENT REIMBURSE FROM NTC	05/23/2023	8.00
			Totals for 16548		8.00
		05/23/2023	FITNESS CENTER PAYMENTS	05/23/2023	160.00
			Totals for 16549		160.00
		05/23/2023	MARION, BONDUEL, ST MARY CATHOLIC, AMHER	05/23/2023	200.00
			Totals for 16550		200.00
		05/23/2023	WOLF RIVER LUTHERAN, SHAWANO, WABENO HS	05/23/2023	300.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 16551		300.00
		05/23/2023	WIAA REIMBURSEMENT WRESTLING TRAVEL ALLO	05/23/2023	293.10
			Totals for 16552		293.10
		05/23/2023	DISTRICT STUDENT FEE	05/23/2023	80.00
			Totals for 16553		80.00
		05/23/2023	5.15 TO 5.19	05/23/2023	505.45
			Totals for 16554		505.45
		05/23/2023	5.01 TO 5.05	05/23/2023	540.00
			Totals for 16555		540.00
		05/23/2023	5.08 TO 5.12	05/23/2023	627.00
			Totals for 16556		627.00
		05/23/2023	COUNTRY DINNER SHOW SCHOLARSHIP PAYMENT	05/23/2023	500.00
			Totals for 16557		500.00
		05/23/2023	MANAWA CHAMBER URGENT NEEDS FUNDS DONATI	05/23/2023	709.04
			Totals for 16558		709.04
		05/23/2023	CLASS FEE COLLECTED	05/23/2023	10.00
			Totals for 16559		10.00
		05/23/2023	CLASS FEE COLLECTED	05/23/2023	10.00
			Totals for 16560		10.00
		05/23/2023	CLASS FEE COLLECTED	05/23/2023	10.00
			Totals for 16561		10.00
		05/23/2023	CLASS FEE COLLECTED	05/23/2023	20.00
			Totals for 16562		20.00
		05/23/2023	STAR AID PAYMENT NSL FUNDS	05/15/2023	1,336.14
			Totals for 16563		1,336.14
		05/23/2023	STAR AID PAYMENT NSL FUNDS	05/22/2023	2,721.03
			Totals for 16564		2,721.03
		05/23/2023	STAR AID PAYMENT NSL FUNDS	05/22/2023	2,063.80
			Totals for 16565		2,063.80
		05/23/2023	STAR AID PAYMENT NSL FUNDS	05/22/2023	3,549.84
			Totals for 16566		3,549.84
		05/23/2023	BANK FIRST DONATION	05/23/2023	250.00
			Totals for 16567		250.00
		05/31/2023	FOOD SERVICE DEPOSIT FOR 4/11 TO 5/9	05/31/2023	7,527.60
			Totals for 16569		7,527.60
		05/31/2023	Musical Ticket Sales 5.3.23	05/31/2023	1,223.00
			Totals for 16571		1,223.00
		05/31/2023	FOOD SERVICE DEPOSIT 5.12 TO 5.31	05/31/2023	4,232.05
			Totals for 16572		4,232.05
		05/31/2023	FOR CLUB STAKE SALES 3.17 & 3.20	05/31/2023	352.00
			Totals for 16573		352.00
		05/31/2023	CLASS OF 2023 PROM TICKET SALES	05/31/2023	862.50
			Totals for 16574		862.50
		05/31/2023	CLASS OF 2024 PROM TICKET SALES	05/31/2023	862.50
			Totals for 16575		862.50
		05/31/2023	ART CLUB BAKE SALE	05/31/2023	476.00
			Totals for 16576		476.00
		05/31/2023	HS STUDENT COUNCIL MS TRACK MEET 5.9	05/31/2023	1,119.00
			Totals for 16577		1,119.00
		05/31/2023	MMS 3RD QUARTER HONOR LEVEL ACTIVITY CLA	05/31/2023	340.00
			Totals for 16578		340.00
		05/31/2023	MMS 3RD QUARTER HONOR LEVEL ACTIVITY CLA	05/31/2023	125.00
			Totals for 16579		125.00



Name	Reference	Trans Date	Description	Post Date	Amount
		05/31/2023	MMS 3RD QUARTER HONOR LEVEL ACTIVITY CLA	05/31/2023	240.00
			Totals for 16580		240.00
		05/31/2023	MUSCIAL PLANT SALES	05/31/2023	160.00
			Totals for 16581		160.00
		05/31/2023	HS STUDENT COUNCIL MS TRACK MEET 4.27	05/31/2023	787.00
			Totals for 16582		787.00
		05/31/2023	HS STUDENT COUNCIL MS TRACK MEET 5.16	05/31/2023	391.00
			Totals for 16583		391.00
		05/31/2023	POST PROM TICKET SALES 5.6	05/31/2023	155.00
			Totals for 16584		155.00
			Total for Cash Receipts		66,493.72

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	0.00	10,118.70	601.55	10,720.25
21	Special Revenue Trust Fund	0.00	10,059.04	0.00	10,059.04
27	SPECIAL EDUCATION FUND	0.00	4,815.12	199.00	5,014.12
50	FOOD SERVICE FUND	14,366.30	28,597.81	-2,563.80	40,400.31
80	COMMUNITY SERVICE FUND	0.00	300.00	0.00	300.00
***	Fund Summary Totals ***	14,366.30	53,890.67	-1,763.25	66,493.72

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

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84564	CEDAR SPRINGS GOLF C	JPAP05	05/19/2023	GOLF EVENT ON 4/18/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/COED GOLF	0	125.00
						Totals for 84564	125.00
84565	CLINTONVILLE PUBLIC	JPAP05	05/19/2023	TRACK INVITATIONAL FEE ON 4/15/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	250.00
						Totals for 84565	250.00
84566	DELTA DENTAL-VISION	JPAP05	05/19/2023	JUNE 2023 VISION INSURANCE	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	545.26
						Totals for 84566	545.26
84573	SCHOOL DISTRICT OF B	JPAP05	05/19/2023	TRACK INVITATIONAL ON 5/18/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	150.00
						Totals for 84573	150.00
84574	SCHOOL DISTRICT OF M	JPAP05	05/19/2023	TRACK INVITATIONAL ON 4/24/2023	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	125.00
						Totals for 84574	125.00
84575	WEYAUWEGA-FREMONT SC	JPAP05	05/19/2023	MS TRACK MEET ON 4/24/2023	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	50.00
84575	WEYAUWEGA-FREMONT SC	JPAP05	05/19/2023	MS TRACK MEET ON 5/2/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	50.00
84575	WEYAUWEGA-FREMONT SC	JPAP05	05/19/2023	VARSITY TRACK MEET ON 5/8/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	100.00
						Totals for 84575	200.00
84576	SCHOOL DISTRICT OF W	JPAP05	05/19/2023	TRACK INVITATIONAL ON 5/4/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	250.00
						Totals for 84576	250.00
84577	SCHOOL DISTRICT OF A	JPAP05	05/19/2023	TRACK MEET ON 4/21/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	100.00
						Totals for 84577	100.00
84579	SILVER LAKE LANES	JPAP05	05/19/2023	ALL CONFERENCE SPRING BANQUET (4 COACHES)	GENERAL FUND/EMPLOYEE DUES AND FEES/GENERAL ATHLETICS	0	60.00
						Totals for 84579	60.00
84581	THEDACARE AT WORK	JPAP05	05/19/2023	DS RAPID 5 BUNDLED/TB QUESTIONNAIRE REVIEW/PHYSICAL FREE FROM COMM DISEASE - J. BENJAMIN	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	194.00
						Totals for 84581	194.00
84583	UWSP TRACK & FIELD	JPAP05	05/19/2023	INDOOR TRACK INVITATIONAL AL UWSP MULTI-ACTIVITY CENTER ON 3/31/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-ED TRACK	0	200.00
						Totals for 84583	200.00
84584	WCA GROUP HEALTH TRU	JPAP05	05/19/2023	JUNE 2023 HEALTH INSURANCE PREMIUMS	GENERAL FUND/WEA TRUST EFF 090115	0	88,874.18
						Totals for 84584	88,874.18
84587	AMAZON CAPITAL SERVI	JPAP05	05/26/2023	display mount,	GENERAL	8002300103	921.97

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/NON-CAPITAL TECHNOLOGY/ADMINISTRATIVE TECHNOLOGY SERV		
					Totals for	84587	921.97
84588	CESA 6-CONFERENCE RE	JPAP05	05/26/2023	SEL STUDENT EVALUATION (11 HOURS) - D. BRAUER	SPECIAL EDUCATION FUND/TRANSFER TO CESA/OTHER PUPIL SERVICES	0	1,718.75
					Totals for	84588	1,718.75
84589	COLLEGE BOARD	JPAP05	05/26/2023	AP EXAM INVOICES	GENERAL FUND/PUPIL DUES AND FEES/GUIDANCE-STUDENT \$	0	4,242.00
					Totals for	84589	4,242.00
84590	GFL ENVIRONMENTAL	JPAP05	05/26/2023	Garbage/Recycling Service	GENERAL FUND/CLEANING SERVICES/OPERATION	8002300024	1,602.33
					Totals for	84590	1,602.33
84592	JIM'S PLUMBING	JPAP05	05/26/2023	LABOR & MATERIAL TO REPLACE & INSTALL A WATER BUBBLER AT LWHS/MMS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,464.90
84592	JIM'S PLUMBING	JPAP05	05/26/2023	LABOR & MATERIAL TO REPLACE & INSTALL A WATER BUBBLER AT LWHS/MMS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,105.10
					Totals for	84592	2,570.00
84593	JOSTENS INC.	JPAP05	05/26/2023	CREDIT MEMO (15 OVERRUN COPIES)	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK FEE	0	-117.75
					Totals for	84593	-117.75
84594	MACGILL DISCOUNT MED	JPAP05	05/26/2023	THERMOMETER PROBE COVERS THAT WERE NOT RECEIVED FROM ANOTHER VENDOR	GENERAL FUND/GENERAL SUPPLIES/SCHOOL NURSE	8002300101	184.14
					Totals for	84594	184.14
84595	MANAWA QUALITY FOODS	JPAP05	05/26/2023	Food	SPECIAL EDUCATION FUND/FOOD/MULTI-CATEGORICAL	272300070	41.38
84595	MANAWA QUALITY FOODS	JPAP05	05/26/2023	Food	SPECIAL EDUCATION FUND/FOOD/EARLY CHILDHOOD	272300067	21.13
84595	MANAWA QUALITY FOODS	JPAP05	05/26/2023	Food	SPECIAL EDUCATION FUND/FOOD/EARLY CHILDHOOD	272300068	33.81
84595	MANAWA QUALITY FOODS	JPAP05	05/26/2023	Food	SPECIAL EDUCATION FUND/FOOD/EARLY CHILDHOOD	272300069	19.06
					Totals for	84595	115.38
84597	NASCO	JPAP05	05/26/2023	ZABLER - Art Supplies from NASCO Prices based on Quote #58011	GENERAL FUND/GENERAL SUPPLIES/ART	4000230238	393.65
					Totals for	84597	393.65
84598	RSCHOOLTODAY(DWC)	JPAP05	05/26/2023	RSchool - ACTIVITIES REGISTRATION	GENERAL FUND/TECH/SOFTWARE SERVIC/GENERAL	602300101	450.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84598	RSCHOOLTODAY(DWC)	JPAP05	05/26/2023	RSchool - INTEGRATION-3PI-CESA CMS4 SCHOOLS INTEGRATION	ATHLETICS GENERAL FUND/TECH/SOFTWARE SERVIC/GENERAL	602300101	75.00
84598	RSCHOOLTODAY(DWC)	JPAP05	05/26/2023	RSchool - INTEGRATION - STUDENT INFORMATION	ATHLETICS GENERAL FUND/TECH/SOFTWARE SERVIC/GENERAL ATHLETICS	602300101	180.00
						Totals for 84598	705.00
84600	SOLARUS	JPAP05	05/26/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	296.53
84600	SOLARUS	JPAP05	05/26/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	612.81
84600	SOLARUS	JPAP05	05/26/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	612.81
84600	SOLARUS	JPAP05	05/26/2023	SOLARUS MONTHLY BILL	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	8002300013	0.00
84600	SOLARUS	JPAP05	05/26/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	454.67
84600	SOLARUS	JPAP05	05/26/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	0.00
84600	SOLARUS	JPAP05	05/26/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	0.00
84600	SOLARUS	JPAP05	05/26/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	0.00
84600	SOLARUS	JPAP05	05/26/2023	SOLARUS MONTHLY BILL	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	8002300013	148.35
84600	SOLARUS	JPAP05	05/26/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	0.00
84600	SOLARUS	JPAP05	05/26/2023	RESIDENTIAL HIGH SPEED INTERNET - MO	GENERAL FUND/ON-LINE COMMUNICATIONS/OFFIC E OF SUPERINTENDENT	0	49.99
						Totals for 84600	2,175.16
84602	STANDARD INSURANCE C	JPAP05	05/26/2023	LIFE/STD & LTD PREMIUM	GENERAL FUND/LIFE	0	1,149.85

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84602	STANDARD INSURANCE C	JPAP05	05/26/2023	LIFE/STD & LTD PREMIUM	INSURANCE PAYABLE GENERAL FUND/LTD	0	936.29
84602	STANDARD INSURANCE C	JPAP05	05/26/2023	LIFE/STD & LTD PREMIUM	INS PAYABLE GENERAL FUND/STD	0	423.55
						Totals for 84602	2,509.69
84605	VONBRIESSEN & ROPER,	JPAP05	05/26/2023	LEGAL FEES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	93.87
84605	VONBRIESSEN & ROPER,	JPAP05	05/26/2023	LEGAL FEES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	1,386.50
						Totals for 84605	1,480.37
84607	WITTENBERG-BIRNAMWOO	JPAP05	05/26/2023	GOLF AT MAPLE HILLS ON 5/9/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/COED GOLF	0	135.00
						Totals for 84607	135.00
84608	AMAZON CAPITAL SERVI	JPAP06	06/01/2023	SHOP VAC BAGS	GENERAL FUND/GENERAL SUPPLIES/OPERATION	1012300113	20.87
						Totals for 84608	20.87
84609	AT&T	JPAP06	06/01/2023	AT&T Internet Bill	GENERAL FUND/ON-LINE COMMUNICATIONS/INSTR UCTION RELATED TECHNOLOGY	8002300023	651.48
						Totals for 84609	651.48
84610	AUTOMATED ENERGY SOL	JPAP06	06/01/2023	INVESTIGATE BUSINESS MANAGER'S OFFICE BEING COLD	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,294.25
						Totals for 84610	1,294.25
84611	CASH	JPAP06	06/01/2023	REIMBURSE DISTRICT OFFICE PETTY CASH	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	6.78
84611	CASH	JPAP06	06/01/2023	REIMBURSE DISTRICT OFFICE PETTY CASH	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	60.00
84611	CASH	JPAP06	06/01/2023	REIMBURSE DISTRICT OFFICE PETTY CASH	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	112.08
						Totals for 84611	178.86
84613	COLLINS, PATRICK	JPAP06	06/01/2023	CHECK TO PATRICK COLLINS TO CASH AND DISPERSE FOR ALLOWABLE MEALS AT STATE TRACK	GENERAL FUND/FOOD/CO-ED TRACK	0	1,274.00
						Totals for 84613	1,274.00
84614	FOLLETT CONTENT SOLU	JPAP06	06/01/2023	Final MS Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	2002300020	538.31
84614	FOLLETT CONTENT SOLU	JPAP06	06/01/2023	Final Book Order for Elementary	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1012300104	1,453.11
84614	FOLLETT CONTENT SOLU	JPAP06	06/01/2023	Final HS Book Order	GENERAL	4000230215	415.23

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/LIBRARY BOOKS/SCHOOL LIBRARY		
					Totals for 84614		2,406.65
84616	IRRIGATION SERVICES	JPAP06	06/01/2023	IRRIGATION SYSTEM START UP/2-HUNTER STAINLESS STEEL ADJUSTAVLE LARGE TURF SPRINKLERS HEADS/ 4-1' PVC EXTENSIONS/2-SMALL GREASE NUTS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	626.85
					Totals for 84616		626.85
84617	NASSCO INC	JPAP06	06/01/2023	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	2,364.34
84617	NASSCO INC	JPAP06	06/01/2023	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	233.12
84617	NASSCO INC	JPAP06	06/01/2023	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	175.87
					Totals for 84617		2,773.33
84618	PITNEY BOWES GLOBAL	JPAP06	06/01/2023	LEASE INVOICE = ACCOUNT #0016845095	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	176.19
84618	PITNEY BOWES GLOBAL	JPAP06	06/01/2023	LEASE INVOICE ACCOUNT #0016845094	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	176.19
					Totals for 84618		352.38
84619	SOLIANT	JPAP06	06/01/2023	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	626.40
84619	SOLIANT	JPAP06	06/01/2023	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	30.96
84619	SOLIANT	JPAP06	06/01/2023	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	62.64
					Totals for 84619		720.00
84620	US CELLULAR	JPAP06	06/01/2023	US Cellular PO	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300018	886.24
84620	US CELLULAR	JPAP06	06/01/2023	US Cellular PO	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300018	-32.70
					Totals for 84620		853.54
84622	WEYAUWEGA-FREMONT SC	JPAP06	06/01/2023	66.03 AGREEMENT FOR OCCUPATIONAL THERAPY SERVICES SERVICES FROM SEPT 2022 - JAN 2023 -COSTS SPLIT 60% WEYAUWEGA-FREMONT/40% MANAWA (JESSICA HANDRICH)	SPECIAL EDUCATION FUND/Payment to WI School District/OCCUPATIONA L THERAPY	0	10,699.49

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84622	WEYAUWEGA-FREMONT SC	JPAP06	06/01/2023	66.03 AGREEMENT FOR OCCUPATIONAL THERAPY SERVICES FROM SEPT 2022 - JAN 2023 -COSTS SPLIT 60% WEYAUWEGA-FREMONT/40% MANAWA (JESSICA HANDRICH)	SPECIAL EDUCATION FUND/Payment to WI School District/OCCUPATIONA L THERAPY	0	1,069.95
84622	WEYAUWEGA-FREMONT SC	JPAP06	06/01/2023	66.03 AGREEMENT FOR OCCUPATIONAL THERAPY SERVICES FROM SEPT 2022 - JAN 2023 -COSTS SPLIT 60% WEYAUWEGA-FREMONT/40% MANAWA (JESSICA HANDRICH)	SPECIAL EDUCATION FUND/Payment to WI School District/OCCUPATIONA L THERAPY	0	528.83
Totals for 84622							12,298.27
84623	GRAPHIC HOUSE	JPAP06	06/07/2023	25% DEPOSIT OF PROPOSAL #30420 - PER MO	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	1,288.60
84623	GRAPHIC HOUSE	JPAP06	06/07/2023	25% DEPOSIT OF PROPOSAL #30420 - PER MO	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	1,708.15
Totals for 84623							2,996.75
84624	AMAZON CAPITAL SERVI	JPAP06	06/09/2023	WALKIE TALKIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	1012300115	179.98
84624	AMAZON CAPITAL SERVI	JPAP06	06/09/2023	WALKIE TALKIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	1012300114	89.99
84624	AMAZON CAPITAL SERVI	JPAP06	06/09/2023	computer maint products	GENERAL FUND/NON-CAPITAL TECHNOLOGY/ADMINISTRATIVE TECHNOLOGY SERV	8002300104	635.51
84624	AMAZON CAPITAL SERVI	JPAP06	06/09/2023	computer maint products	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/ADMINISTRATIVE TECHNOLOGY SERV	8002300104	0.00
Totals for 84624							905.48
84625	AMERICAN WELDING & G	JPAP06	06/09/2023	ARGON/CO2 MIX	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	0	53.02
Totals for 84625							53.02
84626	CASH	JPAP06	06/09/2023	REIMBURSE MES PETTY CASH	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	24.14
Totals for 84626							24.14
84627	C.E.S.A. #5	JPAP06	06/09/2023	AEO7 WCAP ELEM	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SPECIAL ED TUITION-NON-OPEN	0	10,500.00
Totals for 84627							10,500.00
84628	CITY OF MANAWA	JPAP06	06/09/2023	SPRING 2023 SOFTBALL AND BASEBALL USE OF LINDSAY PARK	GENERAL FUND/RENTAL-EQUIPMENTS/VEHICLE/FACILITY AQUISITION/REMODELING	0	3,000.00



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 84628	3,000.00
84629	CLEAN WATER TESTING,	JPAP06	06/09/2023	COLIFORM BACTERIA TEST (WATER)	GENERAL FUND/PERSONAL SERVICES/SITE REPAIRS	0	30.00
						Totals for 84629	30.00
84630	DIVERSIFIED BENEFIT	JPAP06	06/09/2023	JUNE HRA ADMIN SERVICES	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	246.30
						Totals for 84630	246.30
84631	E O JOHNSON CO., INC	JPAP06	06/09/2023	Monthly Copy Bill	GENERAL FUND/PRINTING AND BINDING/CENTRAL SERVICES	8002300021	1,913.98
						Totals for 84631	1,913.98
84632	J.F. AHERN CO.	JPAP06	06/09/2023	AGREEMENT 41796 - FIRE EQUIPMENT INSPECTION - INSPECTIONS (PAES)	SPECIAL EDUCATION FUND/CLEANING SERVICES/OPERATION	0	60.50
						Totals for 84632	60.50
84633	JOSTENS INC.	JPAP06	06/09/2023	FINAL YEARBOOK PAYMENT - JOB # 00270 YEAR 2023	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK FEE	0	277.02
						Totals for 84633	277.02
84634	KOBUSSEN BUSES LTD	JPAP06	06/09/2023	MAY2023 BUS CHARGES	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRACTED FLEET	0	59,991.35
84634	KOBUSSEN BUSES LTD	JPAP06	06/09/2023	MAY2023 BUS CHARGES	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CO-CURRICULAR TRANS	0	6,523.51
84634	KOBUSSEN BUSES LTD	JPAP06	06/09/2023	MAY2023 BUS CHARGES	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS	0	617.41
84634	KOBUSSEN BUSES LTD	JPAP06	06/09/2023	MAY2023 BUS CHARGES	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS	0	803.33
84634	KOBUSSEN BUSES LTD	JPAP06	06/09/2023	MAY2023 BUS CHARGES	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIAL EDUCATION HDCP	0	9,182.35
84634	KOBUSSEN BUSES LTD	JPAP06	06/09/2023	MAY2023 BUS CHARGES	COMMUNITY SERVICE FUND/TRAVEL-CONTRACTED SERVICE/OTHER COMMUNITY SERVICES	0	690.30
84634	KOBUSSEN BUSES LTD	JPAP06	06/09/2023	MAY2023 BUS CHARGES	SPECIAL EDUCATION FUND/CONTRACTED	0	579.04

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					PUPIL TRANSPORTATIO/FIELD TRIPS		
					Totals for 84634		78,387.29
84635	LEE RECREATION LLC	JPAP06	06/09/2023	NU-3175 - NUCLEUS MODULAR STRUCTURE NUIN-3080 - NUCLEUS INTENSITY PLAYSTRUCTURE	GENERAL FUND/PURCHASE-REPLAC EMENT/FACILITY AQUISITION/REMODELIN G	0	105,546.00
					Totals for 84635		105,546.00
84636	MANAWA QUALITY FOODS	JPAP06	06/09/2023	Food Receipt	SPECIAL EDUCATION FUND/FOOD/EARLY CHILDHOOD	272300072	32.24
84636	MANAWA QUALITY FOODS	JPAP06	06/09/2023	Food Receipt	SPECIAL EDUCATION FUND/FOOD/EARLY CHILDHOOD	272300071	20.76
					Totals for 84636		53.00
84637	MASTER ELECTRICAL SE	JPAP06	06/09/2023	NEW RECEPTABLE BOX AT LWHX/MMS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	171.95
84637	MASTER ELECTRICAL SE	JPAP06	06/09/2023	NEW RECEPTABLE BOX AT LWHX/MMS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	129.71
					Totals for 84637		301.66
84638	MULTI MEDIA CHANNELS	JPAP06	06/09/2023	GRADUATION AD	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	58.00
					Totals for 84638		58.00
84639	NASSCO INC	JPAP06	06/09/2023	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	291.72
					Totals for 84639		291.72
84640	SOLIANT	JPAP06	06/09/2023	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	417.60
84640	SOLIANT	JPAP06	06/09/2023	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	20.64
84640	SOLIANT	JPAP06	06/09/2023	OT Services	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	272300022	41.76
					Totals for 84640		480.00
84641	SUMMIT COMMERCIAL FI	JPAP06	06/09/2023	PREVENTIVE MAINTENANCE ON FITNESS CENTER EQUIPMENT	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/INSTRUCTION AL EQUIPMENT	0	267.90
84641	SUMMIT COMMERCIAL FI	JPAP06	06/09/2023	PREVENTIVE MAINTENANCE ON FITNESS CENTER EQUIPMENT	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/INSTRUCTION AL EQUIPMENT	0	202.10
					Totals for 84641		470.00
84642	TAHIR, ZEHRA	JPAP06	06/09/2023	CONSULTING 5/16/23 - 5/22/23	GENERAL FUND/PERSONAL	0	376.25

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84642	TAHIR, ZEHRA	JPAP06	06/09/2023	CONSULTING 5/16/23 - 5/22/23	SERVICES/COUNSELING GENERAL FUND/PERSONAL	0	498.75
84642	TAHIR, ZEHRA	JPAP06	06/09/2023	CONSULTING 5/1/23 - 5/7/23	SERVICES/COUNSELING GENERAL FUND/PERSONAL	0	236.50
84642	TAHIR, ZEHRA	JPAP06	06/09/2023	CONSULTING 5/1/23 - 5/7/23	SERVICES/COUNSELING GENERAL FUND/PERSONAL	0	313.50
						Totals for 84642	1,425.00
84644	THEDACARE AT WORK	JPAP06	06/09/2023	DS RAPID 5 BUNDLED/TB QUESTIONNAIRE REVIEW/PHYSICAL FREE FROM COMM DISEASE - K ROSENAU	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	194.00
						Totals for 84644	194.00
84645	TROEDEL, BRITTNEY	JPAP06	06/09/2023	TRANSPORTATION ( BRANTLEY CANTERBURY) TO SCHOOL DISTRICT OF MANAWA MAY 2023	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED PARENT CONTRACT	0	343.08
						Totals for 84645	343.08
84646	TROPHIES & TREASURES	JPAP06	06/09/2023	8 X 10 FRIENDS OF EDUCATION PLAQUE - ENGRAVING 155 X .118 4 UPDATES	GENERAL FUND/GENERAL SUPPLIES/BOARD MEMBERS	0	65.40
						Totals for 84646	65.40
84647	UNIFIRST CORPORATION	JPAP06	06/09/2023	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	43.55
84647	UNIFIRST CORPORATION	JPAP06	06/09/2023	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	32.85
84647	UNIFIRST CORPORATION	JPAP06	06/09/2023	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	53.43
84647	UNIFIRST CORPORATION	JPAP06	06/09/2023	MATS & MOPS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	53.43
						Totals for 84647	183.26
84648	UNITED STATES TREASU	JPAP06	06/09/2023	QUARTERLY FEDERAL EXCISE TAX - APPLICABLE SELF-INSURED HEALTH PLANS (53 X \$2.79) FORM 720-V	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	147.87
						Totals for 84648	147.87
84649	WEX BANK - GLOBAL FL	JPAP06	06/09/2023	ALL OTHER FUEL	FOOD SERVICE FUND/FUEL-VEHICLE OPERATION/FOOD SERVICES	0	32.63
84649	WEX BANK - GLOBAL FL	JPAP06	06/09/2023	ALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE OPERATION/VEHICLE MAINT/NOT PUPIL TRANS	0	193.93
						Totals for 84649	226.56

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84650	WI DEPT OF JUSTICE	JPAP06	06/09/2023	BACKGROUND CHECKS - MAY 2023 (17 X 7)	GENERAL FUND/PERSONAL SERVICES/OTHER STAFF SERVICES	0	119.00
						Totals for 84650	119.00
84651	WINNECONNE COMMUNITY	JPAP06	06/09/2023	WERMC (WIS. EDUCATORS RISK MANAGEMENT COOPERATIVE - DUES - MINIMUM FEE	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	1,229.47
						Totals for 84651	1,229.47
84653	ENGELHARDT DAIRY OF	JPAP60	06/09/2023	MES DAIRY PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	161.00
84653	ENGELHARDT DAIRY OF	JPAP60	06/09/2023	MES DAIRY PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	272.65
84653	ENGELHARDT DAIRY OF	JPAP60	06/09/2023	MES DAIRY PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	915	334.10
84653	ENGELHARDT DAIRY OF	JPAP60	06/09/2023	MES DAIRY PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	193.20
84653	ENGELHARDT DAIRY OF	JPAP60	06/09/2023	CREDIT DAIRY PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	-58.17
84653	ENGELHARDT DAIRY OF	JPAP60	06/09/2023	LWHS DAIRY PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	125.85
84653	ENGELHARDT DAIRY OF	JPAP60	06/09/2023	LWHS DAIRY PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	126.70
84653	ENGELHARDT DAIRY OF	JPAP60	06/09/2023	LWHS DAIRY PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	140.90
84653	ENGELHARDT DAIRY OF	JPAP60	06/09/2023	LWHS DAIRY PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	64.40
						Totals for 84653	1,360.63
84654	PAN-O-GOLD BAKING	JPAP60	06/09/2023	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	105.35
84654	PAN-O-GOLD BAKING	JPAP60	06/09/2023	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	54.90
84654	PAN-O-GOLD BAKING	JPAP60	06/09/2023	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	67.55
						Totals for 84654	227.80
84655	PERFORMANCE FOODSERV	JPAP60	06/09/2023	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	38.28
84655	PERFORMANCE FOODSERV	JPAP60	06/09/2023	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,617.99
84655	PERFORMANCE FOODSERV	JPAP60	06/09/2023	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY	0	44.98

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84655	PERFORMANCE FOODSERV	JPAP60	06/09/2023	FOOD AND NON FOOD SUPPLIES	ROOM/FOOD SERVICES FOOD SERVICE	0	1,242.41
84655	PERFORMANCE FOODSERV	JPAP60	06/09/2023	BREAD PRODUCTS	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	36.00
84655	PERFORMANCE FOODSERV	JPAP60	06/09/2023	BREAD PRODUCTS	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	88.00
84655	PERFORMANCE FOODSERV	JPAP60	06/09/2023	FOOD AND NON FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	35.91
84655	PERFORMANCE FOODSERV	JPAP60	06/09/2023	FOOD AND NON FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	108.03
84655	PERFORMANCE FOODSERV	JPAP60	06/09/2023	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE	0	881.60
						Totals for 84655	4,093.20
84658	INDIANA STATE CENTRA	P9	06/15/2023	Payroll accrual	FUND/GARNISHMENT DEDUCTION GENERAL	0	50.00
						Totals for 84658	50.00
84659	ABRAHAMSON, CALEB	JPAP06	06/16/2023	2023 GRADUATION PHOTOGRAPHER	FUND/PERSONAL SERVICES/OFFICE OF THE PRINCIPAL GENERAL	0	250.00
						Totals for 84659	250.00
84661	AMAZON CAPITAL SERVI	JPAP06	06/16/2023	Book Order	FUND/LIBRARY BOOKS/SCHOOL LIBRARY GENERAL	4000230247	-5.99
84661	AMAZON CAPITAL SERVI	JPAP06	06/16/2023	Book Order	FUND/LIBRARY BOOKS/SCHOOL LIBRARY GENERAL	4000230247	105.31
84661	AMAZON CAPITAL SERVI	JPAP06	06/16/2023	ECK - Summer School - Rocketry Supplies	FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM GENERAL	8002300110	209.65
84661	AMAZON CAPITAL SERVI	JPAP06	06/16/2023	Office supplies and phone accessories.	FUND/CENTRAL SUPPLY ROOM/GENERAL ADMINISTRATION GENERAL	8002300107	261.83
84661	AMAZON CAPITAL SERVI	JPAP06	06/16/2023	Double AA batteries and Certificate Frames	FUND/CENTRAL SUPPLY ROOM/GENERAL ADMINISTRATION GENERAL	8002300108	88.71
84661	AMAZON CAPITAL SERVI	JPAP06	06/16/2023	GPPNKC Resistance Band, Pull Up Bands, Pull Up Assistance Bands, Workout Bands, Exercise Bands, Resistance Bands Set with Door Anchor, Working Out, Physical Therapy, Shape Body, Men and	FUND/NON-CAPITAL EQUIPMENT/PHYSICAL CURRICULUM GENERAL	4000230248	462.83

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				Women			
84661	AMAZON CAPITAL SERVI	JPAP06	06/16/2023	GPPNKC Resistance Band, Pull Up Bands, Pull Up Assistance Bands, Workout Bands, Exercise Bands, Resistance Bands Set with Door Anchor, Working Out, Physical Therapy, Shape Body, Men and Women	GENERAL FUND/NON-CAPITAL EQUIPMENT/PHYSICAL CURRICULUM	4000230248	613.51
						Totals for 84661	1,735.85
84662	ASSOCIATED TRUST CO.	JPAP06	06/16/2023	ANNUAL FEES - GENERAL OBLIGATION REFUNDING BONDS DATED MAY 22, 2019	REFERENDUM APPROVED DEBT SERVI/OTHER DEBT RETIREMENT/DEBT SERVICE RETIREMENT	0	475.00
						Totals for 84662	475.00
84663	AUGUST WINTER & SONS	JPAP06	06/16/2023	HVAC LEAK IN CEILING AT LWHS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,292.50
84663	AUGUST WINTER & SONS	JPAP06	06/16/2023	INVESTIGATE BURNING SMELL IN SCHOOL AT LWHS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,731.93
						Totals for 84663	3,024.43
84664	CENTURY LINK	JPAP06	06/16/2023	CenturyLink - Lumen monthly bill	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300022	73.02
						Totals for 84664	73.02
84665	CESA 6-CONFERENCE RE	JPAP06	06/16/2023	PHYSICAL THERAPY & PSYCHOLOGIST	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	0	3,135.00
84665	CESA 6-CONFERENCE RE	JPAP06	06/16/2023	PHYSICAL THERAPY & PSYCHOLOGIST	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SCHOOL PSYCHOLOGIST	0	1,276.80
84665	CESA 6-CONFERENCE RE	JPAP06	06/16/2023	PHYSICAL THERAPY & PSYCHOLOGIST	GENERAL FUND/TRANSFER TO CESA/SCHOOL PSYCHOLOGIST	0	243.20
						Totals for 84665	4,655.00
84666	FUNDERWHITE, JASON	JPAP06	06/16/2023	REIMBURSE FOOD SERVICE BALANCE DUE TO TRANSFERRING SCHOOLS	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	46.95
						Totals for 84666	46.95
84667	GREEN BOYZ INC	JPAP06	06/16/2023	MOWING & FERTILIZER	GENERAL FUND/CLEANING SERVICES/OPERATION	0	3,530.00
						Totals for 84667	3,530.00
84668	IRRIGATION SERVICES	JPAP06	06/16/2023	SERVICE AND PARTS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/SITE REPAIRS	0	458.75
						Totals for 84668	458.75
84669	JOSTENS INC.	JPAP06	06/16/2023	M LARSON DIPLOMA	GENERAL FUND/GENERAL	0	14.65

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SUPPLIES/MISC HIGH SCHOOL		
					Totals for	84669	14.65
84670	MID-AMERICAN RESEARC	JPAP06	06/16/2023	CUSTODIAL SUPPLIES	GENERAL	0	526.00
					FUND/GENERAL SUPPLIES/OPERATION		
					Totals for	84670	526.00
84671	MARSHFIELD BOOK & ST	JPAP06	06/16/2023	CLASSROOM DESKS (25)	GENERAL	1012300096	6,542.50
					FUND/NON-CAPITAL EQUIPMENT/EQUIPMENT		
84671	MARSHFIELD BOOK & ST	JPAP06	06/16/2023	CLASSROOM DESKS (25)	GENERAL	1012300097	6,542.50
					FUND/NON-CAPITAL EQUIPMENT/EQUIPMENT		
					Totals for	84671	13,085.00
84672	THE MASTER TEACHER I	JPAP06	06/16/2023	RETIREMENT GIFTS - VASE/MELANIE OPPOR - CUTTING BOARD - RUSS HOLLMAN	GENERAL	0	214.90
					FUND/GENERAL SUPPLIES/GENERAL ADMINISTRATION		
					Totals for	84672	214.90
84673	NASCO	JPAP06	06/16/2023	ZABLER - 18" H Stools Customer #8817592532996 Pricing Request 2304958	GENERAL	4000230237	0.00
					FUND/NON-CAPITAL EQUIPMENT/ART		
84673	NASCO	JPAP06	06/16/2023	ZABLER - Art Supplies from NASCO Prices based on Quote #58011	GENERAL	4000230238	15.30
					FUND/GENERAL SUPPLIES/ART		
					Totals for	84673	15.30
84674	NORTHEAST WI TECHNIC	JPAP06	06/16/2023	SPRING AMERICAN SIGN LANG - O. OGLE	GENERAL	0	94.38
					FUND/TRANSFER TO VTAE DISTRICTS/Gen Tuition-Non-Open Enrollmen		
					Totals for	84674	94.38
84675	SCHOOL DISTRICT OF C	JPAP06	06/16/2023	Pole Vault Standards	GENERAL	602300103	160.09
					FUND/NON-CAPITAL EQUIPMENT/CO-ED TRACK		
					Totals for	84675	160.09
84676	SCHOOL SPECIALTY LLC	JPAP06	06/16/2023	ZABLER - Art Supplies from School Specialty - Account #281015	GENERAL	4000230236	440.80
					FUND/GENERAL SUPPLIES/ART		
					Totals for	84676	440.80
84677	SCHUELKE, TIMOTHY	JPAP06	06/16/2023	MILEAGE TO DRIVE GOLF MEMBERS TO KOHLER & CRIVITZ	GENERAL	0	284.93
					FUND/EMPLOYEE TRAVEL/COED GOLF		
					Totals for	84677	284.93
84678	SOLIANT	JPAP06	06/16/2023	OT Services	SPECIAL EDUCATION	272300022	417.60
					FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY		
84678	SOLIANT	JPAP06	06/16/2023	OT Services	SPECIAL EDUCATION	272300022	20.64
					FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY		
84678	SOLIANT	JPAP06	06/16/2023	OT Services	SPECIAL EDUCATION	272300022	41.76
					FUND/PERSONAL SERVICES/OCCUPATIONA		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84678	SOLIANT	JPAP06	06/16/2023	OT Services	L THERAPY SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA	272300022	556.80
84678	SOLIANT	JPAP06	06/16/2023	OT Services	L THERAPY SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA	272300022	27.52
84678	SOLIANT	JPAP06	06/16/2023	OT Services	L THERAPY SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA	272300022	55.68
					Totals for 84678		1,120.00
84679	STEEL ANCHOR RANCH	JPAP06	06/16/2023	DECALS	GENERAL FUND/PERSONAL SERVICES/OPERATION	0	44.00
					Totals for 84679		44.00
84680	STERLING WATER-CHAIN	JPAP06	06/16/2023	SOLAR SALT	GENERAL FUND/CLEANING SERVICES/OPERATION	0	105.50
84680	STERLING WATER-CHAIN	JPAP06	06/16/2023	SOLAR SALT	GENERAL FUND/CLEANING SERVICES/OPERATION	0	105.73
84680	STERLING WATER-CHAIN	JPAP06	06/16/2023	SOLAR SALT	GENERAL FUND/CLEANING SERVICES/OPERATION	0	79.77
					Totals for 84680		291.00
84682	ULTRACOM WIRELESS CO	JPAP06	06/16/2023	SMARTPHONE UPGRADES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	499.25
					Totals for 84682		499.25
84684	ALLIANT ENERGY	JPAP06	06/23/2023	PAES LAB - GAS & ELECTRIC BILL	SPECIAL EDUCATION FUND/GAS FOR HEAT/BUILDINGS	272300011	19.34
84684	ALLIANT ENERGY	JPAP06	06/23/2023	PAES LAB - GAS & ELECTRIC BILL	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/BUILDINGS	272300011	67.61
84684	ALLIANT ENERGY	JPAP06	06/23/2023	ALLIANT - MMS/LWHS GAS	GENERAL FUND/GAS FOR HEAT/OPERATION	4000230071	576.78
84684	ALLIANT ENERGY	JPAP06	06/23/2023	ALLIANT - MMS/LWHS GAS	GENERAL FUND/GAS FOR HEAT/OPERATION	4000230071	435.12
84684	ALLIANT ENERGY	JPAP06	06/23/2023	MES GAS AND ELECTRIC BILL	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1012300037	6,318.67
84684	ALLIANT ENERGY	JPAP06	06/23/2023	MES GAS BILL	GENERAL FUND/GAS FOR HEAT/OPERATION	1012300037	922.18
84684	ALLIANT ENERGY	JPAP06	06/23/2023	ALLIANT BILLS - MMS/LWHS ELECTRIC	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4000230070	10.17
84684	ALLIANT ENERGY	JPAP06	06/23/2023	ALLIANT BILLS - MMS/LWHS ELECTRIC	GENERAL FUND/ELECTRICITY	4000230070	7.68



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
84684	ALLIANT ENERGY	JPAP06	06/23/2023	ALLIANT BILLS - MMS/LWHS ELECTRIC	OTHER THAN HEAT/OPERATION GENERAL FUND/ELECTRICITY	4000230070	6,169.90
84684	ALLIANT ENERGY	JPAP06	06/23/2023	ALLIANT BILLS - MMS/LWHS ELECTRIC	OTHER THAN HEAT/OPERATION GENERAL FUND/ELECTRICITY	4000230070	4,654.48
84684	ALLIANT ENERGY	JPAP06	06/23/2023	ALLIANT BILLS - MMS/LWHS ELECTRIC	OTHER THAN HEAT/OPERATION GENERAL FUND/ELECTRICITY	4000230070	18.68
84684	ALLIANT ENERGY	JPAP06	06/23/2023	ALLIANT BILLS - MMS/LWHS ELECTRIC	OTHER THAN HEAT/OPERATION GENERAL FUND/ELECTRICITY	4000230070	14.09
						Totals for 84684	19,214.70
84685	AMERICAN WELDING & G	JPAP06	06/23/2023	SERVICE CALL/DELIVERY CHARGE & FUEL SURCHARGE	GENERAL FUND/PERSONAL SERVICES/TECHNOLOGY EDUCATION	0	214.00
						Totals for 84685	214.00
84686	BUSCHKE, JAMES	JPAP06	06/23/2023	REIMBURSE FOOD SERVICE BALANCE - JUSTIN BUSCHKE	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	29.05
						Totals for 84686	29.05
84687	CESA 6-CONFERENCE RE	JPAP06	06/23/2023	LEGISLATIVE BREAKFAST 5/5/23 - M. OPPOR	GENERAL FUND/TRANSFER TO CESA/OFFICE OF SUPERINTENDENT	0	15.00
						Totals for 84687	15.00
84688	C.E.S.A. #8	JPAP06	06/23/2023	4TH QTR ERVING BILLING	GENERAL FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen	0	2,187.50
						Totals for 84688	2,187.50
84689	COMPLETE OFFICE OF W	JPAP06	06/23/2023	Census Paper	GENERAL FUND/CENTRAL SUPPLY ROOM/GENERAL ADMINISTRATION	8002300111	65.10
						Totals for 84689	65.10
84690	H2I GROUP, INC.	JPAP06	06/23/2023	WRIGHT - WEDAC Fab Lab Grant - GS-24 No Stand (CAMM-1 SERVO Vinyl Cutter)	GENERAL FUND/CAPITAL EQUIP ADDITION/TECHNOLOGY EDUCATION	602300050	1,820.00
						Totals for 84690	1,820.00
84692	JEPSON, GARY	JPAP06	06/23/2023	REIMBURSE FOOD SERVICE BALANCE - KEITHER JEPSON	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	21.20
						Totals for 84692	21.20
84693	JOHNSON, JOANNE	JPAP06	06/23/2023	REIMBURSE FOOD SERVICE BALANCE - CHARLIE JOHNSON	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	32.35

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for 84693		32.35
84694	LETTAU, BRIAN	JPAP06	06/23/2023	REIMBURSE FOOD SERVICE BALANCE - GAVIN LETTAU	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	22.60
					Totals for 84694		22.60
84695	LORGE, REBECCA	JPAP06	06/23/2023	REIMBURSE FOOD SERVICE BALANCE - ASHTON LORGE	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	14.65
					Totals for 84695		14.65
84696	MANAWA QUALITY FOODS	JPAP06	06/23/2023	CORDES - Supplies for Food Science, Plants, Animals & You, and Leadership	GENERAL FUND/FOOD/AGRICULTUR E	4000230249	122.02
					Totals for 84696		122.02
84697	THE MASTER TEACHER I	JPAP06	06/23/2023	Hansen Retirement Clock	GENERAL FUND/GENERAL SUPPLIES/GENERAL ADMINISTRATION	8002300109	122.95
					Totals for 84697		122.95
84698	NASSCO INC	JPAP06	06/23/2023	CUSTODIAL SUPPLIES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/OPERATION	0	213.18
					Totals for 84698		213.18
84699	SOLARUS	JPAP06	06/23/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	296.49
84699	SOLARUS	JPAP06	06/23/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	632.50
84699	SOLARUS	JPAP06	06/23/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	592.97
84699	SOLARUS	JPAP06	06/23/2023	SOLARUS MONTHLY BILL	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002300013	454.61
84699	SOLARUS	JPAP06	06/23/2023	SOLARUS MONTHLY BILL	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/PUBLIC INFORMATION	8002300013	148.36
					Totals for 84699		2,124.93
84700	TRINRUD, ERIC	JPAP06	06/23/2023	REIMBURSE FOOD SERVICE BALANCE - ALIVIA TRINRUD	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	31.15
					Totals for 84700		31.15
84701	VONBRIESSEN & ROPER,	JPAP06	06/23/2023	LEGAL SERVICES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	737.50
84701	VONBRIESSEN & ROPER,	JPAP06	06/23/2023	LEGAL SERVICES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	501.50
					Totals for 84701		1,239.00
84702	WCA GROUP HEALTH TRU	JPAP06	06/23/2023	HEALTH INSURANCE JULY 2023	GENERAL FUND/WEA TRUST EFF 090115	0	95,303.28

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 84702	95,303.28
84703	WILSON, MICHAEL	JPAP06	06/23/2023	REIMBURSE FOOD SERVICE BALANCE - BRIANNA WILSON	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	15.75
						Totals for 84703	15.75
202200267	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,957.85
202200267	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,464.86
202200267	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	403.42
202200267	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,957.85
202200267	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,464.86
202200267	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	403.42
						Totals for 202200267	21,652.26
202200281	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,778.16
202200281	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,400.75
202200281	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	366.41
202200281	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	8,778.16
202200281	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,400.75
202200281	WISCONSIN RETIREMENT	APR23W	05/31/2023	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	366.41
						Totals for 202200281	21,090.64
202200298	DIVERSIFIED BENEFIT	JPWI05	05/19/2023	HRA REIMBURSEMENT	GENERAL FUND/HEALTH INSURANCE	0	1,341.21
						Totals for 202200298	1,341.21
202200299	DELTA DENTAL OF WISC	JPWI05	05/17/2023	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	3,567.27
						Totals for 202200299	3,567.27
202200302	EMPLOYEE BENEFITS CO	JPWI05	05/18/2023	DEPENDENT CARD CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	131.57
						Totals for 202200302	131.57
202200303	EMPLOYEE BENEFITS CO	JPWI05	05/31/2023	BESTFLEX & HRA FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	884.91
						Totals for 202200303	884.91
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,012.88

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,302.32
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	414.46
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,873.96
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	304.59
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	96.93
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	574.00
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	84.24
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	25.00
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	8,509.75
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	881.66
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	151.87
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,873.96
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	304.59
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	96.93
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,012.88
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,302.32
202200304	INTERNAL REVENUE SER	P9	05/31/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	414.46
Totals for 202200304							34,236.80
202200305	WEA TAX SHELTERED AN	P9	05/31/2023	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202200305	WEA TAX SHELTERED AN	P9	05/31/2023	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	175.00
Totals for 202200305							275.00
202200306	WISCONSIN DEPT OF RE	P9	05/31/2023	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	115.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202200306	WISCONSIN DEPT OF RE	P9	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202200306	WISCONSIN DEPT OF RE	P9	05/31/2023	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	4,787.39
202200306	WISCONSIN DEPT OF RE	P9	05/31/2023	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	573.28
202200306	WISCONSIN DEPT OF RE	P9	05/31/2023	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	133.39
					Totals for 202200306		5,614.06
202200308	WEA MEMBER BENEFIT T	P9	05/31/2023	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202200308		40.00
202200309	EMPOWER RETIREMENT	P9	05/31/2023	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202200309		50.00
202200310	DELTA DENTAL OF WISC	JPWI05	05/24/2023	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,096.00
					Totals for 202200310		1,096.00
202200311	DIVERSIFIED BENEFIT	JPWI05	05/26/2023	HRA CLAIMS	GENERAL FUND/HEALTH INSURANCE	0	401.53
					Totals for 202200311		401.53
202200312	DELTA DENTAL OF WISC	JPWI06	05/31/2023	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,245.75
					Totals for 202200312		1,245.75
202200313	DELTA DENTAL OF WISC	JPWI06	06/07/2023	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,902.47
					Totals for 202200313		1,902.47
202200314	DIVERSIFIED BENEFIT	JPWI06	06/09/2023	HRA CLAIMS	GENERAL FUND/HEALTH INSURANCE	0	556.68
					Totals for 202200314		556.68
202200315	EMPLOYEE BENEFITS CO	JPWI06	06/08/2023	DEPENDENT CARE & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY20-21	0	310.07
					Totals for 202200315		310.07
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	10,276.10
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,340.36
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	416.34
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	265.98
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,403.24
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	313.48

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	FOOD SERVICE	0	97.37
					FUND/FICA (SOCIAL SECURITY)		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	COMMUNITY SERVICE	0	62.20
					FUND/FICA (SOCIAL SECURITY)		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	GENERAL	0	809.00
					FUND/FEDERAL INCOME TAX		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	SPECIAL EDUCATION	0	84.24
					FUND/FEDERAL INCOME TAX		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	FOOD SERVICE	0	25.00
					FUND/FEDERAL INCOME TAX		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	GENERAL	0	10,918.03
					FUND/FEDERAL INCOME TAX		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	SPECIAL EDUCATION	0	967.70
					FUND/FEDERAL INCOME TAX		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	FOOD SERVICE	0	149.04
					FUND/FEDERAL INCOME TAX		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	COMMUNITY SERVICE	0	358.97
					FUND/FEDERAL INCOME TAX		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,403.24
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	SPECIAL EDUCATION	0	313.48
					FUND/FICA (SOCIAL SECURITY)		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	FOOD SERVICE	0	97.37
					FUND/FICA (SOCIAL SECURITY)		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	COMMUNITY SERVICE	0	62.20
					FUND/FICA (SOCIAL SECURITY)		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	10,276.10
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	SPECIAL EDUCATION	0	1,340.36
					FUND/FICA (SOCIAL SECURITY)		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	FOOD SERVICE	0	416.34
					FUND/FICA (SOCIAL SECURITY)		
202200317	INTERNAL REVENUE SER	P9	06/15/2023	Payroll accrual	COMMUNITY SERVICE	0	265.98
					FUND/FICA (SOCIAL SECURITY)		
					Totals for 202200317		43,662.12
202200318	WEA TAX SHELTERED AN	P9	06/15/2023	Payroll accrual	GENERAL FUND/WEA	0	100.00
					TRUST - TSA/ROTH		
202200318	WEA TAX SHELTERED AN	P9	06/15/2023	Payroll accrual	GENERAL FUND/WEA	0	175.00
					TRUST - TSA/ROTH		
					Totals for 202200318		275.00
202200319	WISCONSIN DEPT OF RE	P9	06/15/2023	Payroll accrual	GENERAL FUND/STATE	0	305.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202200319	WISCONSIN DEPT OF RE	P9	06/15/2023	Payroll accrual	INCOME TAX SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202200319	WISCONSIN DEPT OF RE	P9	06/15/2023	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	5,837.90
202200319	WISCONSIN DEPT OF RE	P9	06/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	619.22
202200319	WISCONSIN DEPT OF RE	P9	06/15/2023	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	130.55
202200319	WISCONSIN DEPT OF RE	P9	06/15/2023	Payroll accrual	COMMUNITY SERVICE FUND/STATE INCOME TAX	0	182.68
					Totals for 202200319		7,080.35
202200321	WEA MEMBER BENEFIT T	P9	06/15/2023	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202200321		40.00
202200322	EMPOWER RETIREMENT	P9	06/15/2023	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202200322		50.00
222300254	BOLDIG, KREGG	JPAP05	05/16/2023	Varsity Baseball Official on 5/11/23 vs Wittenberg-Birnamwood	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	80.00
					Totals for 222300254		80.00
222300255	DRATH, RONALD	JPAP05	05/16/2023	Varsity Baseball Official on 5/15/23 vs Bonduel	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	80.00
					Totals for 222300255		80.00
222300256	NEUBERT, KENNETH	JPAP05	05/16/2023	Varsity Softball Official on 5/13/23 vs Weyauwega-Fremont	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	70.00
					Totals for 222300256		70.00
222300257	NILLISSEN, TERRY	JPAP05	05/16/2023	Varsity Baseball Official on 5/15/23 vs Bonduel	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	80.00
					Totals for 222300257		80.00
222300258	WAHLSTROM, WHITNEY	JPAP05	05/16/2023	MS Track Official on 5/9/23	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	100.00
					Totals for 222300258		100.00
222300259	WIRTH, TIMOTHY	JPAP05	05/16/2023	Varsity Softball Official on 5/13/23 vs Weyauwega-Fremont	GENERAL FUND/PERSONAL SERVICES/GIRLS SOFTBALL	0	70.00
					Totals for 222300259		70.00
222300260	DALLMAN, WILLIAM	JPAP05	05/17/2023	Varsity Baseball Official on 5/16/23 vs Shiocton	GENERAL FUND/PERSONAL SERVICES/BOYS	0	80.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					BASEBALL		
				Totals for		222300260	80.00
222300261	DRATH, RONALD	JPAP05	05/17/2023	VARSITY BASEBALL OFFICIAL ON 5/16/23 VS SHIOCTON	GENERAL	0	80.00
					FUND/PERSONAL SERVICES/BOYS BASEBALL		
				Totals for		222300261	80.00
222300262	KILAS, ROBERT	JPAP05	05/17/2023	TRACK OFFICIAL ON 5/16/23 VS MULTIPLE SCHOOLS	GENERAL	0	100.00
					FUND/PERSONAL SERVICES/CO-ED TRACK		
				Totals for		222300262	100.00
222300264	RODENCAL, DOUGLAS	JPAP05	05/17/2023	TRACK OFFICIAL ON 5/16/23 VS MULTIPLE SCHOOLS	GENERAL	0	100.00
					FUND/PERSONAL SERVICES/CO-ED TRACK		
				Totals for		222300264	100.00
222300271	ANDERSON, MEGAN	JPAP06	06/09/2023	SUPPLIES	SPECIAL EDUCATION	0	81.93
					FUND/FOOD/EARLY CHILDHOOD		
				Totals for		222300271	81.93
222300272	JOHNSON, MICHELLE	JPAP06	06/09/2023	CELEBRATION SUPPLIES	GENERAL	0	179.29
					FUND/NON-CAPITAL EQUIPMENT/OFFICE OF THE PRINCIPAL		
				Totals for		222300272	179.29
222300273	SEKA, JILL	JPAP06	06/09/2023	MILEAGE REIMBUSREMENT TO TRANSPORT A STUDENT - KD	SPECIAL EDUCATION	0	920.93
					FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED PARENT CONTRACT		
				Totals for		222300273	920.93
222300274	SITTER, KATHRYN	JPAP06	06/09/2023	MILEAGE REIMBURSEMENT TO TRANSPORT A STUDENT - KD	SPECIAL EDUCATION	0	111.70
					FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED PARENT CONTRACT		
				Totals for		222300274	111.70
222300275	ZIEMER, CORRIE	JPAP06	06/09/2023	STUDENT COUNCIL FIELD TRIP LUNCH	GENERAL	0	129.00
					FUND/FOOD/UNDIFFEREN TIATED CURRICULUM		
				Totals for		222300275	129.00
222300276	CORDES, SANDRA	JPAP06	06/16/2023	FINAL EXAM PROJECT SUPPLIES	GENERAL	0	249.14
					FUND/GENERAL SUPPLIES/AGRICULTURE		
				Totals for		222300276	249.14
222300277	JACKSON, TARALA	JPAP06	06/16/2023	MILEAGE TO TROPHIES AND TREASURES	GENERAL	0	47.16
					FUND/EMPLOYEE TRAVEL/BOARD MEMBERS		
				Totals for		222300277	47.16
222300278	O'BRIEN, CARMEN	JPAP06	06/16/2023	MILEAGE TO NASSCO FLOOR EVENT WITH CUSTODIANS IN ROTHSCHILD	GENERAL	0	81.22
					FUND/EMPLOYEE TRAVEL/OPERATION		



CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for	222300278	81.22
222300279	OPPOR, MELANIE	JPAP06	06/16/2023	MILEAGE REIMBUSEMENT (853 MILES)	GENERAL FUND/EMPLOYEE TRAVEL/OFFICE OF SUPERINTENDENT	0	558.72
					Totals for	222300279	558.72
222300280	SEKA, JILL	JPAP06	06/16/2023	MILEAGE REIMBUSREMENT TO TRANSPORT A STUDENT - KD	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED PARENT CONTRACT	0	273.79
					Totals for	222300280	273.79
					Totals for checks		651,244.02

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	311,025.41	0.00	268,795.39	579,820.80
27	SPECIAL EDUCATION FUND	15,473.06	0.00	43,354.18	58,827.24
39	REFERENDUM APPROVED DEBT SERVI	0.00	0.00	475.00	475.00
50	FOOD SERVICE FUND	4,418.41	0.00	5,714.26	10,132.67
80	COMMUNITY SERVICE FUND	1,198.01	0.00	790.30	1,988.31
***	Fund Summary Totals ***	332,114.89	0.00	319,129.13	651,244.02

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



From: Christine Hansen,  
Special Assignment Teacher

To: Dr. Melanie Oppor, District Administrator  
School District of Manawa  
800 Beech Street, Manawa, WI 54949

May 31, 2023

Dear Dr. Oppor,

It is with mixed emotions that I share my plans to retire after this school year, at the end of the school day on June 8, 2023. This year will complete 35 years of teaching in Manawa. I am honored to say that my entire teaching career has been at Manawa Elementary School in the School District of Manawa.

I want to take this opportunity to thank the Board of Education, administration, and colleagues for all the support, understanding, encouragement, and cooperation throughout my many years at MES. The job of teaching is far from easy, but the past five years have been a real challenge. Even though I will miss working with the students and staff, I feel this is the best time for me to retire. I have been very fortunate to have formed many positive relationships and friendships with students, staff, families, and community members over the years.

Feel free to contact me following my last day if needed. Please let me know if there is anything I need to do for you concerning my retirement. I wish you, the students, and staff all the best in the future. Manawa will always have a special place in my heart. I look forward to the next phase of my life and spending time with my family, traveling, and taking time to do many things that I have saved for "when I retire".

Sincerely,



Christine J. Hansen

June 1st 2023,

Please except this letter as notice of my retirement, employee of the School District of Manawa. support staff food service. My last day will be June 8 2023.

Sincerely,

Sharon Baldwin

A handwritten signature in cursive script that reads "Sharon Baldwin". The signature is written in dark ink and is positioned below the typed name.

## 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 Adaptive Swim Grade/Class 6-12 ID  
 Teacher/Coach (responsible for trip) Beth Trice Cell # 980.750.3247  
 Date(s) of trip 8/23/2024 to \_\_\_\_\_  
 School year - 1 time per week.  
 Destination and Address: Iola Swimming Pool  
 Itinerary of trip (attach sheets as necessary): **Is this an overnight or water related trip?**  yes  no  
Adaptive Swim @ Iola Pool one time weekly.

Purpose of trip (include curriculum guide learner outcome or competency references):  
Create and foster community engagement, money handling, social skills, and independence.

No. of Students 6 No. of Teachers 2 No. of Chaperones \_\_\_\_\_ GROUP TOTAL 8  
 Departure time 9a Return time 11a Total hours 2 No. of Buses 0  
 Start (pick up) point \_\_\_\_\_ 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.)  
 FD \_\_\_\_\_ LOC \_\_\_\_\_ OBJ \_\_\_\_\_ FUNCTION \_\_\_\_\_ PROJ \_\_\_\_\_

A. \$ \_\_\_\_\_ \$12 per wk.  
Cost paid from fund-raisers done by SPED dept  
 B. \$ \_\_\_\_\_

B. Per pupil student-paid miscellaneous costs \_\_\_\_\_  
 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 Michelle [Signature] Principal DATE 6/15/23

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

Speed Van Use.

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: NA \$ \_\_\_\_\_

**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"><li>• Valid Wisconsin driver's license. Driver must be at least 21 yrs. old.</li><li>• Certification of insurance for at least the minimum required by Wisconsin law.</li><li>• Vehicle inspection report from a certified auto dealership or service center.</li></ul>
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.	



**Students choosing to excel; realizing their strengths.**

**School District of Manawa- School Board Notification of New Hire**

**Position: Secondary Tech. Ed Teacher**

**School:Manawa Middle/Little Wolf High**

**FTE:1.0**

**# of Applicants: 2**

**# Interviewed: 2**

**Verbal Acceptance Date: 6/22/2023**

**Start Date: 2023-2024 School Year: August 17th, 2023 (Curriculum hours over the summer to plan with Mr. Koehler**

**Justification for Employee Selection** *(Please attach second page if additional space is needed for justification)*

The following are elements as to which I highly recommend Brad Butterfield for full time 1.0 FTE employment for our Tech. Education Teaching position at the secondary level:

- Presented a solid interview with work and real life experiences applicable to classroom instruction and design. For example, when working with school districts, he orchestrated the technology, machines and tools utilized at his place of employment to instruct and build school metals and automatic techniques for students to experience actual procedures and processes.
- Through various life and work experiences, such as working as a shift manager in Alliant Energy, Green Bay Metropolitan Sewerage District, Wisconsin Public Service, Marinette Marine Corporation, and as serving in the US Navy, Mr. Butterfield can demonstrate and build upon and expand upon various courses and skills offered.
- Mr. Butterfield's experience as a high school basketball coach is beneficial to support our students beyond the classroom.
- He is currently already taking courses through Cesa 7 to add to his licensure and expand his educational background.
- His drive and strengths are his ability to multitask, detail oriented, desire to be proactive, strong interpersonal and communication skills, and holding an engineering technology degree as well as a Masters in Business Administration from Pennsylvania State University.

Signature of principal/administrator:

\*\*\*\*\*

**For HR to complete:**

**Salary Offered:**

**Former Employee's Name if replacement:**

**Former Employee's Salary:**

**School Board Approval Date:**





**Students choosing to excel; realizing their strengths.**

To: Board of Education  
From: Danni Brauer  
Date: 6/13/23  
Re: June Update

---

- We had great weather for the PTO Fun Day. The students were well-behaved and volunteers heard several students say “This is the best day ever”. The afternoon included our last all-school assembly where we said goodbye to the 5th graders and Mrs. Hansen.
- Schedules for next year have been distributed to classroom teachers. The pieces that their schedule includes are specials (P.E., Art, Library, and Music), a 60-minute math block, a 60-minute reading block, lunch/recess, and wolftime.
- With help from the PTO, we have raised enough money to purchase the 2 Gaga Ball Pits that were on our playground wish list. I am working with people to get graphics for those businesses or groups that gave donations so we can have them on a panel of the pit.
- Ms. U and I attended a 2-day training on Restorative Practices. We are excited to begin to roll it out as it will fit in well with the processes that are already in place. What I am really excited about is that it is 80% proactive and 20% reactive. It focuses on creating community in the classrooms and throughout the school. Some of our teachers are already good at this but this will help our teachers who struggle with creating a strong classroom community.
- On June 1st MES had its first intruder evacuation drill. Chief Severson was present and every individual in the building participated. In the few weeks before the drill, I went to each classroom and showed the students where to go when evacuating and what to do when they go there. The drill went very smoothly with all students and staff doing what they had been trained to do. I realized things that need to be adjusted for next year to have the work of making sure everyone is present or got out of the building.
- On Monday, June 5th, Mr. Drankus and Ms. Nicki hosted a 4K graduation. Families were invited to a short ceremony.
- We are excited to have the new playground equipment installed in June or July. I am working with Faulks Brothers and Lee Recreation to get the work done.
- There is an interview for the Secondary Special Education Teacher position on June 13th.
- On June 1st the 4K went to Bay Beach for their last trip. This was their last family event as parents are invited to attend with their child. They rented a pavilion for lunch.



**Students choosing to excel; realizing their strengths.**

- On June 2nd the Student Council visited Bay Beach and the Wildlife Sanctuary for their end-of-the-year group activity. The group was busy all year planning our assemblies including game shows which quickly became a crowd favorite.



## School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Jun 15, 2023

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: June 15th, 2023

Re: Manawa Middle and Little Wolf High Highlights

### Update on Staffing

The first few weeks of summer have been busy with hiring needed positions. As a celebration, we had a candidate, Nick Brock, accept an offer for our Special Education teacher position, and we have two candidates interviewing for the Tech. Ed position. Those interviews will be completed prior to the Special BOE meeting on 6/20. Unfortunately, our Spanish teacher candidate elected to take a position closer to home for his family. We are still looking for a district reading teacher/instructional coach and a possible in person Spanish teacher.

### Celebrating Seniors!

Reflecting back a few weeks ago, we celebrate the graduating Class of 2023.

\*A special thank you to all who made the Senior Commencement/Graduation a success. A special thank you to the Senior Advisors, Mary Johnson, Mr. Deleski, Mr. EK, Ms. Wright, and our custodians for all of the preparation and hard work!

\*Photo props to Sandy Cordes!

---

#### School District of Manawa

800 Beech Street  
Manawa, WI 54949

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

#### Little Wolf High School Manawa Middle School


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


#### Manawa Elementary

800 Beech Street  
Manawa, WI 54949

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

#### ManawaSchools.org

 / ManawaSchools

 / ManawaSchools



---

**School District of Manawa**

800 Beech Street  
Manawa, WI 54949

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

**Little Wolf High School  
Manawa Middle School**

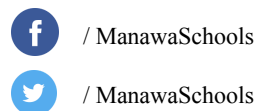
515 E. Fourth St  
Manawa, WI 54949  
Phone: (920) 596-2524  
Fax: (920) 596-2655

**Manawa Elementary**

800 Beech Street  
Manawa, WI 54949

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

**ManawaSchools.org**





**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**

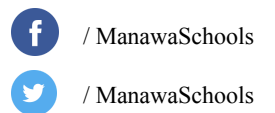
515 E. Fourth St  
Manawa, WI 54949  
Phone: (920) 596-2524  
Fax: (920) 596-2655

**Manawa Elementary**

800 Beech Street  
Manawa, WI 54949

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

**ManawaSchools.org**





End of the Year Celebrations:

As a way for students and staff to celebrate the end of the year, students engaged in various activities such as a kickball tournament, volleyball, spikeball, artistic creations, board games, and cooking ending with a picnic lunch.

---

**School District of Manawa**

800 Beech Street  
Manawa, WI 54949

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

**Little Wolf High School  
Manawa Middle School**

515 E. Fourth St  
Manawa, WI 54949


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


**Manawa Elementary**

800 Beech Street  
Manawa, WI 54949

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

**ManawaSchools.org**

 / ManawaSchools

 / ManawaSchools



---

**School District of Manawa**

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



### Out and About in the Classrooms:

#### FFA State Convention:

This past week, (although faced with some mechanical challenges with the school van) FFA members attended the State Convention. The results as of 6/15 were that they scored 5th place for agricultural literacy-Food for America. Well done, team, and thank you, Ms. Cordes for your phenomenal work with our students.

---

#### **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**

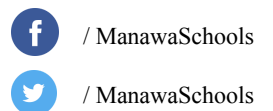
515 E. Fourth St  
Manawa, WI 54949  
Phone: (920) 596-2524  
Fax: (920) 596-2655

#### **Manawa Elementary**

800 Beech Street  
Manawa, WI 54949

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

#### **ManawaSchools.org**







•

**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**

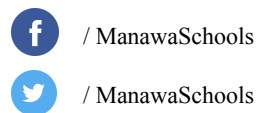
515 E. Fourth St  
Manawa, WI 54949  
Phone: (920) 596-2524  
Fax: (920) 596-2655

**Manawa Elementary**

800 Beech Street  
Manawa, WI 54949

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

**ManawaSchools.org**





---

**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



**Students choosing to excel; realizing their strengths.**

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 6/15/2023  
**Re:** Business Office Monthly Update - June

---

I met virtually with our auditor for a pre-audit at the end of May. Mr. Anderson did not see anything of note and we went through the items that he will need gathered.

I met virtually with the team from Kroll, the company that will prepare our fixed asset report for the audit. The person from Kroll will be on-site on June 19<sup>th</sup> and Kara Tohm and Dean Marzofka will get him started.

The custodial team and I went to a floor event hosted by Nassco, our main custodial supply vendor. We learned about some new products and equipment. We also had the pleasure of listening to Patrick E. McBride, a motivational speaker.

# *Kobussen Buses Ltd.*

*Family Pride in Every Ride*

June 13, 2023  
May 2023 Transportation Report  
Prepared For: School District of Manawa

To whom it may concern,

In May, we had 22 days of school and 24 extracurricular trips.

As we continue to near summer break, we are preparing for summer school and scheduling drivers appropriately. Alicia has been working with Kris to get a list of students that need transportation to provide our drivers with.

Once school lets out, that is when we start working shortened days in the office, but we continue to work on routing and reviewing routes. With our new routing system, it takes most of that manual time out of the picture and can find ways to improve routes automatically.

Coming up on June 28<sup>th</sup>, from 1 PM-6 PM is our annual open house. As I've said, we continue to look for drivers to join our Manawa team! This includes route drivers, substitute drivers, and especially extracurricular activities/trip drivers. This is a great opportunity for anyone looking for some extra money; coaches, family members of student athletes, or any community members looking to support their favorite team!

We offer paid training to help you get your CDL and we are still offering our \$1,500 sign-on bonus. Applications can be submitted online at [www.kobussen.com](http://www.kobussen.com).

If you have any questions or concerns, please contact me at any time.

Thank you,

*Jacob R. Elsner*

Jacob R. Elsner  
Terminal Manager  
Kobussen Buses Ltd.

**Contact Information:**  
(920) 389-1500 ext. 1701  
[Jacob.elsner@kobussen.com](mailto:Jacob.elsner@kobussen.com)



# School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Mrs. Michelle Johnson  
District Reading Specialist

Jun 15, 2023

To: Dr. Melanie Oppor, Manawa Board of Education

Fr: Michelle Johnson

Date: 6/15/23

Re: District Literacy Highlights

**Purpose:**

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

**KPI Data Updates and Celebrations:**

As we reflect upon the 2022-2023 school year, many initiatives, and instructional pivots were made to best support students' growth in literacy K-12. As an overview, here is a summary of key goals and action action steps throughout the year:

<u>Goal</u>	<u>Action Step</u>
MES- Build and expand on targeted/strategic small group instruction.	-Special assignment teachers were assigned to students based on data and need. -Students were regularly progressmonitored using EASYCBM, running records, iReady instructional learning paths as well as in class formative/summative assessment evaluations.

**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



<p>Expansion of foundational and phonemic literacy instruction aligned to Science of Reading and new research</p>	<ul style="list-style-type: none"> <li>*K-2 Really Great Reading expansion and continued mastery in instructional delivery.</li> <li>*Review of schedule to provide needed instructional time for foundational work.</li> <li>*UFLI introduced as an approved extension and intervention</li> <li>*Internal literacy audit- exploration of new curriculum shifting away from Lucy Calkins/Units of Study to the build of the pilot of Wonders and Into Reading (Grades 3-5)</li> </ul>
<p>Strengthening Secondary Literacy</p>	<ul style="list-style-type: none"> <li>*Literacy and Math resource course development</li> <li>*Content/buildingwide content/disciplinary literacy-PLC driven literacy commitments, aligned SLO goals and developed assessments</li> <li>*Professional Development with Instructional coaching in classes.</li> </ul>

**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



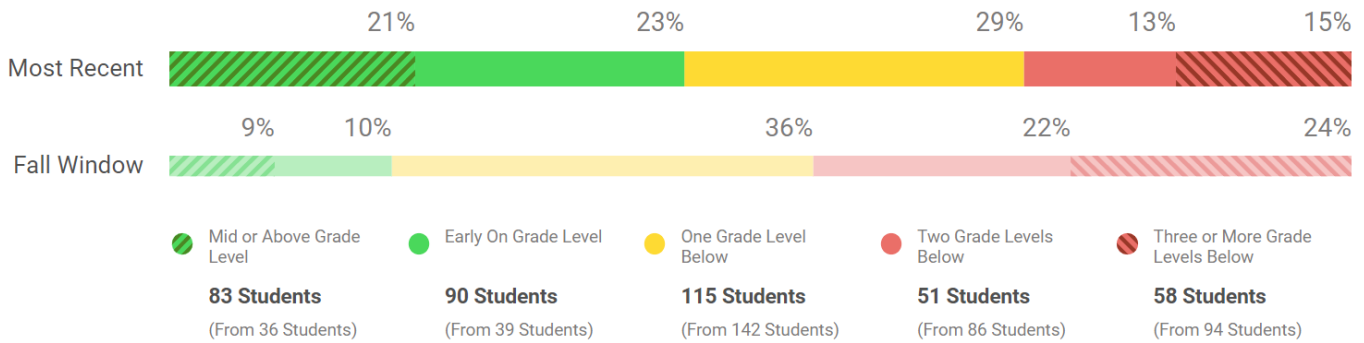
/ ManawaSchools



**iReady Data... Let this marinate like a fine steak...**

Fall to Spring- District Wide iReady Results Comparison:

**Literacy: District**



**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

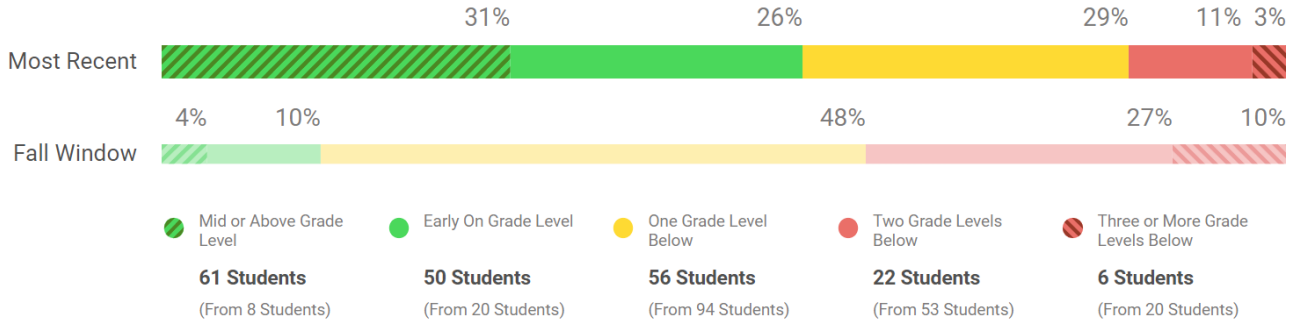
**ManawaSchools.org**

 / ManawaSchools

 / ManawaSchools



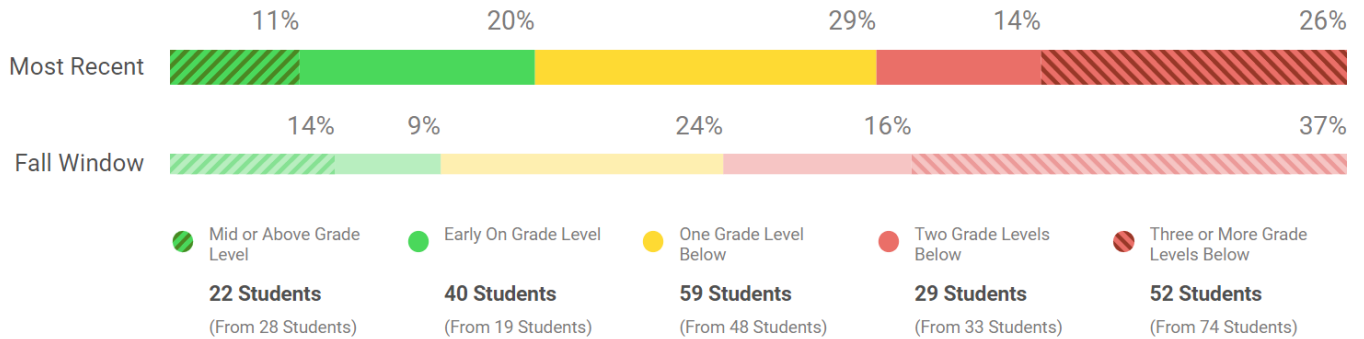
### Literacy: MES



### Literacy: Secondary

#### Overall Placement

Students Assessed/Total: 202/331



**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

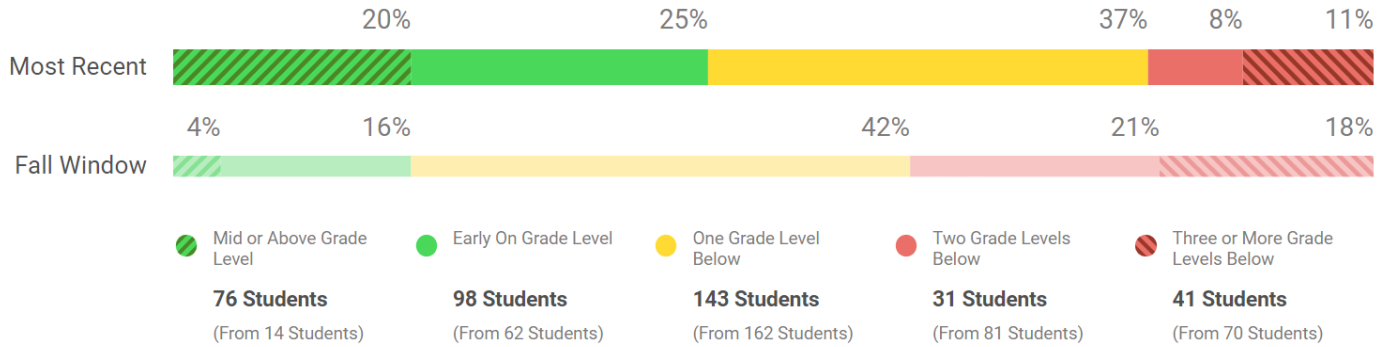


/ ManawaSchools

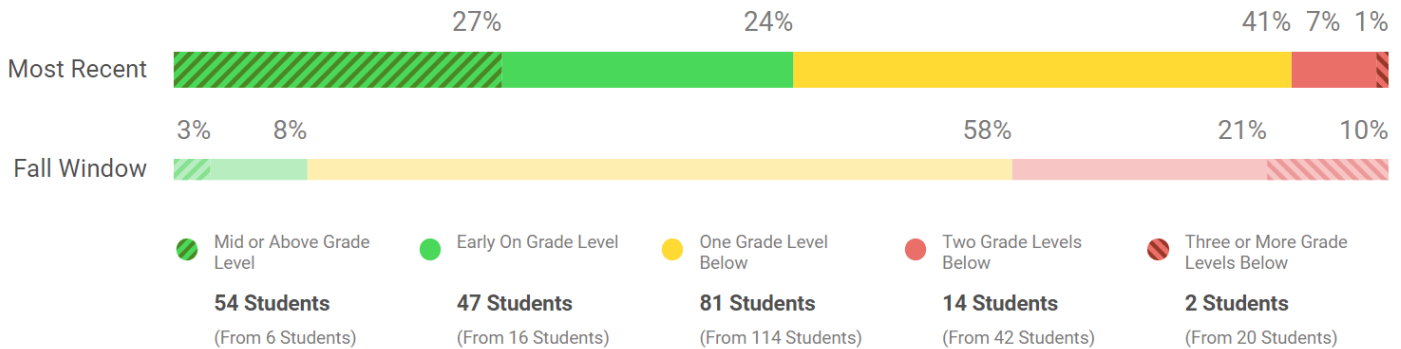




## Math: District Comparison



## Math: MES



### 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



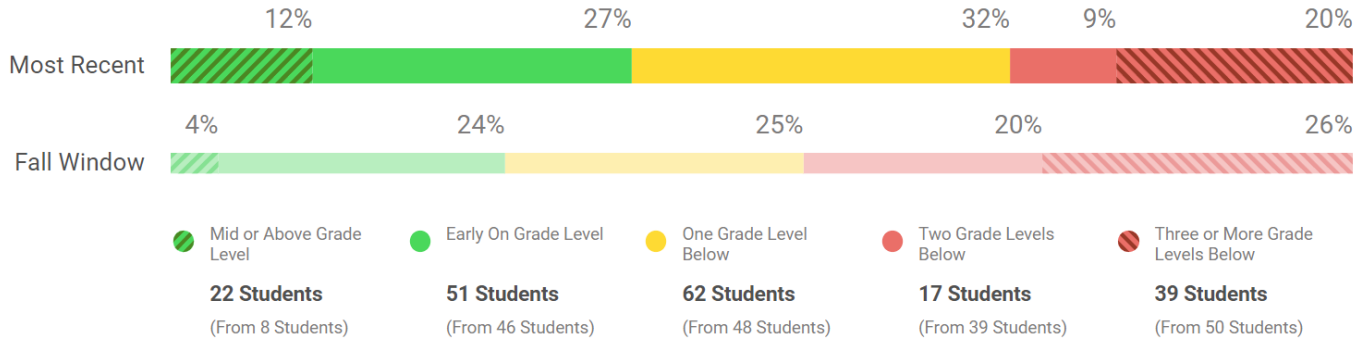
/ ManawaSchools



/ ManawaSchools



## Math: Secondary



**School District of Manawa**  
800 Beech Street  
Manawa, WI 54949

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

**Little Wolf High School  
Manawa Middle School**

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

**Manawa Elementary**

800 Beech Street  
Manawa, WI 54949

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

**ManawaSchools.org**



/ ManawaSchools



/ ManawaSchools

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

**Google Meet joining information  
Curriculum Committee Meeting**  
Video call link: <https://meet.google.com/aye-pxqr-ubq>  
Or dial: (US) +1 413-438-5164 PIN: 609 333 766#

**Date: June 1, 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: Riske (C), Fietzer, and Krueger**

**In Attendance:** Riske, Brauer, Johnson, O'Brien, Fietzer, Reiersen, Oppor, Tohm,

Timer/ Recorder: Riske

1. Consider Endorsement of the fusion of the Laude and Weighted Grade system to move onto Policy and Human Resource committee as Presented  
Motion by Fietzer  
Seconded by Krueger  
Motion Carried
2. MMS Financial Literacy Course for 2023-24 School Year as Presented  
Motion by Krueger  
Seconded by Fietzer  
Motion Carried
3. Discuss How the School Calendar Is Made  
Informational
4. Discuss Start and End Dates for School Year  
Informational
5. Consider Endorsement of Spanish Instructional Design  
Motion by Fietzer  
Seconded by Krueger  
Motion Carried
6. Next Meeting Date June 28th @5pm
7. Next Meeting Items:
  - a. Secondary Course Curriculum Maps Containing Financial Literacy Standards References as Presented
  - b. K-12 Social Studies Curriculum Maps (August)

8. Adjourn @ 6:11  
Motion by Fietzer  
Seconded by Krueger  
Motion Carried

**SCHOOL DISTRICT OF MANAWA  
FINANCE COMMITTEE MINUTES**

**Date: June 12, 2023**

**Time: 5:04 p.m.**

**MES Board Room  
800 Beech Street, Manawa**

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

**In Attendance:** Jepson, Reierson, Fietzer, Dr. Oppor, C. O'Brien, S. Hansen, K. Tohm, S. Riske

**Timer/Recorder: Reierson**

1. Consider Endorsement of Food Service Meal and Milk Prices for the 2023-24 School Year as presented (Information / Action)  
Motion by: Fietzer, Reierson  
Motion carried.
2. Consider Endorsement of Prime Vendor (Performance Good Service) for the 2023-24 School Year as presented (Information / Action)  
Motion by: Fietzer, Reierson  
Motion carried.
3. Consider Endorsement of Dairy Vendor (Engelhardt) for the 2023-24 School Year as presented (Information / Action)  
Motion by: Fietzer, Reierson  
Motion carried.
4. Consider Endorsement of Class and District Fees for the 2023-24 School Year as presented (Information / Action)  
Motion by: Reierson, Jepson  
Motion carried.
5. State Budget Update (Information)
6. 2022-23 Fund 46 Deposit (Information / Action)  
Motion to endorse moving \$245,000.00 into a 12 month CD with ADM.  
Motion by: Fietzer, Reierson  
Motion carried.
7. Monthly Financial Summary (Information)
8. Finance Committee Planning Guide (Information / Action)
9. Next Finance Committee Meeting Date: Tuesday, July 18, 2023 at 5:00 p.m. in MES Board Room
10. Next Finance Committee Items:
  1. Review the need to move more funds into Fund 46.
  - 2.
11. Adjourn  
Motion by: Fietzer, Jepson  
Motion carried at 7:29 p.m.

**SCHOOL DISTRICT OF MANAWA  
BUILDINGS & GROUNDS COMMITTEE MEETING MINUTES**

**Date: May 30, 2023**

**Time: 4:00 p.m.**

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

**Board Committee Members: Griffin (C), Jepson, and Riske**

**In Attendance:**

**Timer:** \_\_\_\_\_ **Recorder:** \_\_\_\_\_

1. Consider Endorsement of the MS/HS School Signage Quote as Presented (Information / Action)
  - a. Graphic House
  - b. Wayfinding Signage/Sign Elements
  - c. TLC Sign
2. Consider Endorsement of Tuck Pointing Proposal As Presented (Information / Action)
3. Consider Endorsement of MES Water Bottle Fillers (Information / Action)
4. Discuss/Consider Endorsement of Pole Vault Project (Information / Action)
5. Discuss Fitness Center Maintenance (Information / Action)
  - a. Summit Fitness (Company)
  - b. Annual Fitness Center Budget = \$8,000
    - i. Revenue = \$2,463
    - ii. Expenses as of May 24 = \$402.15
    - iii. Ending Balance as of May 24 = \$10,060.85
  - c. Annual Maintenance is Scheduled for June 1; Any Need Parts or Repairs Will Be Identified and Scheduled for Repair
6. Update on MS/HS Basement Clean-up Project (Information)
7. Update on the Purchase of Cage Storage Units (Information)
8. Discuss Vending Machines (Information)
  - a. Tentative shipping the week of May 30-June 2.
  - b. Locations as shown on the diagram in the packet.
  - c. Electrical outlets exit in placement locations.
  - d. Mr. Marzofka will pull CAT6 to the vending machines upon arrival.
  - e. Mrs. O'Brien is arranging training with Skyward. <https://youtu.be/PfyiZJv03-k>
  - f. Full implementation will be ready for fall 2023 Food Service.
9. Discuss Front Washout Around MS/HS Main Entrance Stairs (Information / Action)
10. Discuss Soffit Painting (Information / Action)
11. Discuss Concrete Slab in MS/HS Front Walkway (Information / Action)

12. Update on Dugout and Siding Projects (Information)
13. [Project Update](#) (Information / Action)
  - a. MES Playground Equipment and Fundraising
  - b. Curriculum Resource Materials
  - c. Construction of Storage Building
    - i. What size of building is desired?
    - ii. Where will the building be located?
    - iii. Will the building be all or partially environmentally controlled?
    - iv. What utilities will be needed? electricity, water, etc.
    - v. Other
  - d. MS/HS Library Carpet and MES Corridor Tile Repairs - Scheduled for end of June into July; will do carpet first.
14. Update on Replacement MES Gymnasium Scoreboards (Information)
15. Provide Update on the Fitness Center Atrium Lighting (Information)
16. Provide Update on the Manawa Athletic Complex Unuseable Stairs (Information)
17. Review Buildings and Grounds Budget Report (Information)
18. Set Next Meeting Date: \_\_\_\_\_
19. Next Meeting Items:
  - a. For summer 2024 - Sealcoat and stripe MES lots and driveways
  - b.
20. Adjourn

**SCHOOL DISTRICT OF MANAWA  
BUILDINGS & GROUNDS COMMITTEE MEETING MINUTES**

**Date: May 30, 2023**

**Time: 4:00 p.m.**

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

**Board Committee Members: Griffin (C), Jepson, and Riske**

**In Attendance: Pete Griffin, Kerri Jepson, Stephanie Riske, Craig Fietzer, A.D. Litchfield, Carmen O'Brien, Dr. Oppor, Mary Griffin, Kara Tohm**

**Timer/Recorder: Jepson/Riske**

1. MS/HS School Signage - Motion by Riske, second by Jepson to endorse directional signage by Graphic House. Motion carried.
2. Tuck Pointing - Winters Construction quote was reviewed/discussed. Motion by Jepson, second by Riske to table this topic until we receive further quotes for this work. Motion carried.
3. MES Water Bottle Filler - Motion by Riske. Second by Griffin to endorse installation by Jim's Plumbing.
4. Pole Vault Project - SDM has purchased a used pole vault pit from the Waupaca School District. SDM track coaches and A.D. are developing a field design to include pole vault.
5. Fitness Center Maintenance - Annual Maintenance is Scheduled for June 1. Any needed repairs/parts will be identified and scheduled for repair.
6. MS/HS Basement Clean-up Project is well under way with great cooperation from all stakeholders.
7. Cage Storage Units are being ordered to organize our athletic equipment in the MS/HS basement.
8. Construction of Storage Building - A.D. Litchfield presented a quote from R.A. Pinno and Sons Construction for a 30' x 48' storage building. The quote and potential location of a storage building were briefly discussed. No action was taken, as this topic requires further planning and additional quotes.
9. Next Meeting Date: 6-14-23 at 4:00 p.m.
10. Next Meeting Items:
  - For summer 2024 - Sealcoat and stripe MES lots and driveways
20. Motion to adjourn by Riske at 6:11 p.m. Second by Griffin. Motion carried.



**SCHOOL DISTRICT OF MANAWA  
BUILDINGS & GROUNDS COMMITTEE MEETING MINUTES**

**Date: June 20, 2023**

**Time: 4:00 p.m.**

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

**Board Committee Members: Griffin (C), Jepson, and Riske**

**In Attendance: Pete Griffin, Kerri Jepson, Stephanie Riske, Sondra Reiersen, Shannon Hansen, Craig Fietzer, Kara Tohm, Dr. Oppor**

**Timer/Recorder: Jepson**

1. Motion by Riske, second by Jepson to endorse Pahlow Masonry to complete tuckpointing, etc per their quote. Motion carried.
2. Tabled discussion on passenger van repair or replacement until 6-26-23 Regular BOE meeting pending inspection/repair estimate from Ford dealership in Madison, WI.
3. Tabled vote on MS/HS tackable art display boards as the current proposal violates fire code. Sent back to the Art Teachers, along with information on the fire codes, for them to revise their request for these display boards.
4. No new information was available regarding the pole vault project - no discussion.
5. Fitness Center maintenance
  - a. Repairs totaling approximately \$500 were completed by Summit Fitness on 6-20-23. Benches have yet to be reupholstered.
  - b. A.D. Litchfield is purchasing some new, lighter weight lifting bars.
  - c. A.D. Litchfield is looking for one additional piece of cardio equipment to purchase.
6. MS/HS Basement Clean-up is going well. Walls being painted on 6-21-23. Floor mats being removed by 6-23-23. Storage cages arriving soon.
7. Vending Machines are being delivered on 6-21.23.
  - a. Electrical and CAT6 outlets are in place.
  - b. Locations were discussed, as they will encourage eating/drinking in areas with new furniture and carpet. Students must keep these areas clean (clean up after themselves) and respect the new furnishings.
  - c. Mrs. O'Brien is arranging training with Skyward. <https://youtu.be/PfyiZJv03-k>
  - d. Full implementation will be ready for fall 2023 Food Service.
8. Front washout around MS/HS main entrance stairs
  - a. There is apparently no drainage system in place, nor was there a drainage plan by Hoffman when the office addition was built.
  - b. Dr. Oppor will discuss options with Green Boyz or ask them to refer us to an expert in this area.

9. Dr. Oppor will add the concrete slab in MS/HS front walkway, as well as other flatwork, to the SDM 20 year maintenance plan.
10. Dugout and Siding Projects at the fields used by the Manawa Youth Sports Association
  - a. 1 dugout is complete
  - b. 2nd dugout will be done during the '23-'24 school year
  - c. Siding on the concession stand/storage garage will be done during the '23-'24 school year
11. Project Updates
  - a. MES playground equipment - installation will begin the first week of July
  - b. Curriculum Resource Materials - nothing new
  - c. Construction of Storage Building - Work in progress. More information will be available upon A.D. Litchfield's return from vacation.
  - d. MS/HS library carpet installation began 6-20-23.
  - e. MES corridor tile repairs/installation will be done this summer.
  - f. Replacement MES gymnasium scoreboards are on order.
  - g. Fitness Center atrium lighting - nothing scheduled to address this issue.
  - h. Manawa Athletic Complex unuseable stairs - S&S Excavating will remove them this summer
  - i. Ahern Fire completed inspection of Paving the Way - no issues found. Dr. Oppor did not know the cost of the inspection.
12. Buildings and Grounds Budget Report was not available.
13. Next Meeting Date: TBD
14. Next Meeting Items:
  - a. Sealcoat and stripe MES lots and driveways
  - b. MS/HS Soffit Painting or Repair
  - c. MS/HS front sidewalk replacement and curb/gutter patch at both facilities as needed
  - a. Schedule Bus Contract Negotiations
19. Meeting adjourned at 5:18 p.m.

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

**Google Meet joining information**

Video call link: <https://meet.google.com/cij-hrsu-hrf>

Or dial: (US) +1 424-523-0671 PIN: 291 700 191#

**Date: June 21, 2023**

**Time: 6:00 p.m.**

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

**Board Committee Members: Reierson (C), Hansen, and Krueger**

**In Attendance: Jepson, Riske, Oppor, Tohm, John Stephens, Steve Elliios, Holly Neumann, Lacey Moreno, Jackson, Sieverson, Leschke, Johnson, Stephens, Starr, Fietzer, Mier**

**Timer:Krueger Recorder: Krueger**

**Reierson:** Review of committee activity. All Board members can come to the meetings and ask questions as needed with items on the agenda. Only the three committee members will vote on the committee items.

1. Consider Endorsement of moving the subject of a School Resource Officer (SRO) to the full Board for a vote. (Information/Action)

Motion: Krueger Second: Hansen

Discussion:

Reierson asked for questions- explained the process of the funds per a question from Hansen.

Krueger- No questions

Fietzer- No one in the community has talked to him about the SRO. How do we know if this is successful, what is the issue that we are trying to solve with an SRO? He does not know what that is.

Reierson- turn it over to Michelle for Craig's question.

Johnson- Question is what are we trying to solve by adding a SRO. #1 proactive and positive relationships with our staff, students and community members. We can use them for workshops, vaping safety, PD, etc.

Oftentimes they will be out at buildings during lunch making a connection with students.

Building safe relationships.

Middle school secondary levels, for attendance plans with alignment with policy, to prevent truancy, the officer when it gets to be a certain part in the plan, there are proactive measures, you can have a meeting, not meant to be threatening, but the whole team asking why, student, parent guidance, principal SRO. Team develops a plan. She thinks that is worthwhile. Has worked with SROs in the past, went to homes with parent permission etc. There is a safety plan that

would be put in place, where there is a pattern that students see bullying title IX issue, the plan is with the whole team etc. Different kinds of plans.

Some of the worry is the disciplinary at the school, the SRO would only get involved that the activity is illegal. All other disciplinary things go through the Dean and myself. We are very thorough with investigations, and we do use a lot of their time up. We are utilizing the officers, but we are taking them from the community.

Other districts the SRO is very positive, students come to them with questions etc, or as a staff. Involved with sporting events, positive presence. Intervention time supervision time.

Krueger- asked if there are any plans with st pauls and MES. - Reclarified scheduling

The bulk of the time would be at the public school. No schedules have been determined. In the past she has worked with one SRO between 5 buildings. Most of the time they would be at the high school. If we need him, we can handle that.

Riske- also mentioned the mental health benefit with Jeff Bortle as well. The officers would be doing the same things as if they weren't in the school, in regards to the disciplinary action part of it.

Reierson- Asked Fietzer if his question was answered. To clarify, there is not a problem to solve, this is just a tool in the tool box.

Johnson- They are more of a resource and a pro-active source.

Fietzer-Mr. Starr has made himself known that he is for it, he hasn't been contacted by anyone in the district or constituents have reached out to him.

Reierson- cautioned having mental health advice coming from the SRO. We have to be looking at the licensure and the training to do so. We are looking at a police officer that would be directed at the legal aspects of items. We could be opening ourselves up to some liability.

Jepson- Talking about mental health, for the last several years we have heard over and over that the uniformed officers may make it worse with mental health. Concerns with using a police officer in a mental health situation vs the other mental health professionals we have on hand.

Johnson- response to Mrs. Jepson, you are right. The idea of an officer being a mental health counselor, is not necessarily true. Not that we are going to have the officer sit in as a counselor, it is part of a team that is building relationships and creating a positive environment. Students that feel welcomed and safe is important to students. This role would be part of a comprehensive team.

Starr- What you are saying though, we are not trying to turn them into a mental health individual. I have been working with Jason to build a rapport, I was caught being good program, token program. The idea is to get out and be in the public and not be afraid of the uniform. We are trying to build that rapport, that they will go to the SRO, the idea is that they would not be afraid or intimidated by them. The hope is they can extinguish a problem before it gets too far.

Elliot- Michelle nailed it at the beginning of the conversation, a couple things I would like to add. As far as spreading the work across the schools, the High School and Middle school will have the most drama. Whether it is drugs etc. 99% of what we do in the middle school and high school is outreach. Elementary school reading books to kids, stranger danger, sitting in squad cars, etc. For a little kid in elementary school this could be positive. Security and presence is important, you want the public to know we are protecting the school. Getting kids to be able to trust the police and come to us for help. I work primarily in the middle schools, they come to us for advice or sharing of information. SRO program in New London is new. It has been 5 years and have seen good outcomes and also good prevention.

Jepson Clarity— Resident of the NL school district officer for 25 years.

Sieverson- I get called up in a reactionary response. Oftentimes we are in a holding pattern when I come up. There have been times where we have gotten together as a group to help address mental help. This is for the most part reactionary response. Our nearest response could be tied up and in the next county. Scheduling is hard, it is more fluid going from one thing to another.

Jepson- follow up for Johnson, confused by what you said. At the beginning of the conversations you said they would be involved in BCT's.

Johnson- I did not actually say that, but that is another benefit, this is where we.

Reierson- I need to stop you, we have to only involve officers when it is legal, I ran it past our legal.

Jepson- I am confused, are they only involved in a legal matter or not legal matter.

Sieverson- when they are saying getting involved it usually is a citation or etc. Confidentiality is the same, so we can share the same information. We have been in different situations, but not always taking legal action. There are a lot of times in a disciplinary meeting that the SRO is there, the school makes a decision, the education can come from the SRO. The last thing that we want is someone to take further and have a citation.

Reierson- We cannot give legal advice.

Sieverson- No we are not, we are explaining the consequences.

Johnson- Truancy is considered 5 or more unexcused absences, we go through so many levels before we bring an officer to that attendance meeting. If we do move towards truancy, we have to prove we have done all of the steps. With bullying, safety, those are legal things.

Jepson- Question for Sieverson- how many issues have we had in the last year that are actual legal situations have we had?

Sieverson- does not know specifically. There isn't a specific number. It is a few times a month. That there is a hallway full of students and parents, this is a multiple hour event. This can take half a day.

The vision with the SRO program, we hope not to have a lot of bigger situations.

Jepson- going back to Craigs original question, do we have any data? We have had 4 different SRO's over the years.

Sieverson- we don't have reliable information because it has been so long. Over the years it has been more productive, proactive, and numbers have gone down with departments that have SRO's. Getting with the school district trainer and doing things more consistent with the school's information. It is different with a SRO and a road officer. The bad videos are those that are from an inexperienced officer.

Tohm- Craig's question was benchmarking, how do we measure if it is working and not working, we can do attendance issues, truancy, discipline tracking. Vaping is an issue, so having someone in-house and parking lot coverage in the mornings and afternoons. There are a lot of students bringing up the concerns in the parking lot.

Sieverson- for tracking, each officer records it, and you can have the actual data and look at it from year to year.

Riske- one of the questions brought to me is what can it hurt to try it for a year. It is a one year thing, we have to vote on it annually to support this endeavor. How can it hurt to see if the program could impact our kids good or bad. Did we watch the video that the DBA is in with Appleton North and gave that perspective. I respect Dr. Oppor's opinion, but wanted to hear from him.

Jepson- I know we are short on time, in the board packet for the meeting, this is information from the past. Today Dr. Oppor you had sent us an email from, who did the information come from for the proposal for the cost.

Oppor- It was something that Seiverson came up with and I have copies available.

Sieverson- I wanted to give options, getting someone full time may be harder if this is a short term position.

Jepson- So this is better for the SRO for the future. 70% would be borne by the school district is the \$28k. Primary school day is where we need them, however we may want them here for a game etc., it is OT.

Sieversen- if it is someone retired(see info provided), we did put something in there to cover games, it will not be OT. We wouldn't stop having patrols come around.

Fietzer- Michelle Sieversen thank you, Kara I like the metrics. We are at the mercy of the constituents that need to vote on it. Please discuss it with me, we are going to have a vote coming up soon.

Reiersen- the way we are presenting this to the board is moving this to the full board to vote for. This does not define who we are moving forward. The full board will decide if we will move forward with the SRO or not. If we move forward with the SRO, we don't have to get someone from Manawa, we could solicit the county for someone as well. This is what Shiocton does. (per Jepson) If we are moving forward, who are we getting and what does that mean?

Riske- Is that the job of the new DBA?

Reiersen- as a board we have to approve a JD and the amount of hours. Yes, someone has to come back to us with information. The administration has to do the JD, hours etc, then comes back to us for approval.

Riske- for clarification we will vote on Monday.

Leschke- Graduate. Wega, our SRO is deputized by the Sheriff, because our SRO is so well received, our SRO will respond out in the county within the district. We are now in a softened uniform, less of a duty belt, relaxed more. Once you build the relationships great things happen. They can participate in the program.

Reiersen- It is 7pm so we need to come to a vote.

**Motion by Krueger**

**Second by Hansen to endorse.**

**In favor, motion carries.**

2. Consider Endorsement of SDM Truancy Plan as Presented (Information / Action)

**\*Notes from previous meeting** -There are questions as to consistency in wording from Policy to Plan and need to remove Winnebago County reference in Explanation of Responsibilities.....State Statutes section.

Hansen- Motion

Krueger- Second

Reiersen- Spelling and grammar errors Pg 4 section A Sheriff is spelt wrong. Grammar

Jepson- Truancy plan has to be based off of the county plan? I can't find anything for the county truancy meeting.

Oppor- there is a plan that ours is based out of. We met with Judge Nielson and have met here, representation from all of the districts in the county. Does not have dates.

Reiersen- We have no central location to look at .

Oppor- Driven by policy that we must follow.

Jepson- Where is the policy for the county?

Reiersen- This is a problem that we can't compare.

Oppor- to the best of my knowledge we did not walk away with forms, discussion based, it was determined that if we do it consistently we are going to keep doing. We all do pretty much the same thing?

Reiersen- Are there meeting minutes we can look at?

Oppor- Each section is following the policy.

Reierson- to ensure we have everything, for us to self audit it, we would need to go to the state statute every month to ensure that this matches that exactly.

Oppor- That is what NEOLA does for us with the attendance policy. The policy is the what, the plan is the how. In the years I have been here, what we have done with attendance. If it is not consistent, we notice it with the numbers. Michelle and Danni have formed positive relationships with families to actually follow the plan.

Johnson- She has been working with Waupaca admin, she wanted to learn, they are the seat of the truancy committee. They have been sharing how their policy aligns to theirs. They have shared their policies etc.

Jepson- Michelle do you have the actual plan.

Johnson- I have been going off of policy and the handbook and working directly with Waupaca.

Jackson- talked to both Police Chiefs that are here, and there is no county one. Police officers are taking what the district is using.

Reierson- we need to take out any reference to the Waupaca County plan. Pg 8 line 1 access, Pg 9 line 1- needs correcting Pg 10 line 1 Appendix A, says without valid, wording did not sound right. Pg 12 official needs an S Pg 15 add the student D2 Pg 16 Appendix D3, Juvenile, needs a comma. Pg 18 in Requirements needs to be addressed.

Reierson- we are supposed to be reviewing this on a schedule and we have not. Will the adjustments be ready for Monday's meeting?

Oppor- All likelihood yes.

Tohm- If this is voted on and approved, what is the plan to put it into place with the attendance officer. If we ask three different staff we will get three answers for how to do attendance.

Reierson-The Attendance officer is the administrator within the school. The policy lays this out this way.

Krueger- this is an administrative issue.

Motion Carries.

3. Consider Endorsement of the Indoor Environmental Quality Plan as Presented (Information / Action)

**\*Notes from previous meeting** -Multiple questions on origination date, what was revised in 2021, IEQ Coordinator wording, paint policy, etc. Plan needs to be cleaned up so that 'The School Board will approve and support the IEQ Management Plan.'

Motion: Krueger

Hansen: Second

Reierson- The footer needs to be adjusted.

Oppor- cannot get it off.

Jackson- We can look at it tomorrow.

Reierson- pg 3A under communication— We are saying we are going to inform, which way are we doing it.

Oppor- I believe that it is in the Wolf Pack for public viewing.

Reierson- I have not seen it there. Website is where we would like to see people going. We have to identify who gets the training, and what the training is. That is something that should go on a training matrix. We have the policies, we need to do the training as well. Pg 4 flooring – Carpet cleaning...Where do we keep records of this cleaning? That would be with the janitorial staff. We need to have the documentation in a centralized place.

Oppor- this is just done out of routine. Essentially we do this the entire time.

Reierson- Pg 5 link no longer exists and needs to be fixed. Form with Appendix A do we use this form?

Oppor- No, we have not had an approved IEQ before.

Reierson- Are we going to be able to find this form separately, are we pulling the whole plan.

Oppor- we can ask TaraLa to make a fillable PDF. And one from yesterday

Reierson- want to understand how we are going to use the form.

Jackson- Any forms that are on the staff page, she has printed options for them in the district office.

Motion Carries

4. Consider Endorsement of NEOLA Policy Revisions for: (Information / Action)
  - a. PO2330 - Homework - need to review AG2330 to ensure consistency between the documents.
  - b. NEOLA staff merging and deletion Policies as presented.

Policy 2330-

Reierson- Item H on AG- “Parents will be made aware of the academic guidelines”. Should we add this to the handbook where they can get the information?

Krueger agrees.

PO 3111-

Krueger- add back in Board of Education(Oppor real time changes)

PO3112- Reierson- Add the board of education Add per the student information system

PO3120- Reierson- Spelling error, applicant should add ‘s

Krueger- Add “Board of Education”

Jackson-Ensure JD’s have the required statement

PO3120A Can be combined with employment of staff

3120.01 Good

3120.04 Good

3120.06 Good

3120.07 Good

3120.08- Just plain staff not Professional Good

3120.10 Reierson add of Education Good

3121- Krueger add of Education Good

3122- Reierson- Compliance officers are not updated. Add Of education Good

3122.01 Krueger Add of Education Good

3122.02 Krueger add of EducationGood

3123- Reierson Add of Education Applicants and add ‘s compliance officer update Good

3124 Merge with 3124.01- Good

3125- Krueger add of Education

3130-Krueger- Can we make the verbiage the same for Support staff? Reierson to check with Mr. Macy to see why we have to do that. Good



3131 Add of Education- Check to make sure the How to Furlough is in the handbook.

Good

3121- Add of Education - Good

3139-Add of Education remove space- Good

3140- Add of Education also the delineation to deciding on whom decides not to rescind.-Good

3160- Changed to Add Education-Good

3161-Add of education- Good

3210-Good

3211- Add of Education Remove His/Her Good

3213-Add of Education- Good

Motion to move to 7

Motion- Hansen

Second- Krueger

Motion Carries

7.Approval Motion- Krueger

Second-Hansen

Motion Carries

3215-Add of Education- Good

3216-Add of Education- Good

3217-Add of Education-Good

3220- Add of Education-Good

3220.01 Merge with 3220- Good

3230-Add board of education members by conduct

Remove question mark in C- Good

3231-Add of Education-Good

3242- Add Education- Good

3243- Remove Professional and attain to attained- Good

3281-Good

3310- Make this all staff- Good

3340-Add of education- Good

3362- Add of Education- Update compliance officers- Good

3362.01-Add of Education-Good

3419-Good

3419.03- Add of Education- Good

3425-Add of Education-Good

3430-Add of Education- Good

3430.01- Add of Education - Double check FMLA compliance to HR Coordinator

position- Good

3430.05-Add of Education-Good

3431-Add of Education- Good

3440-Add of Education- Good

3531- Add of Education-Good

Motion to consider endorsement revision of policy 2330 homework and NEOLA staff merging policies

Motion:Krueger

Second: Hansen

Motion carries.

5. Discuss and propose a method to address Salary Advancement Points for Professional Educators who are part of the equity adjustment process. (Information / Action) Rierson asked Oppor about her ideas.
  - a. Oppor wherever they are at, I say we have them prorate points. If they got bumped to the top of the grouping, I would let them turn in what they have accumulated and just turn it in, and then they start fresh from where they are at. ie 40 per year is what we have gone within the past. When we launched this people were at various steps and then we just said do your 40 this year and then start fresh from there.
    - i. Over the next several years we may want to revisit this to make sure this is still relevant.
  - b. Reierson asked Oppor to write up her recommendations and put it into next month to have more discussion for July.

Oppor- if Ryan needs something in July he can call her.

6. Discuss Food Service Manager Job Responsibilities Assigned to Secondary Principal (Information / Action)
7. Consider Endorsement of Updated School Records Retention Schedule as Presented (Information / Action)
8. Discuss creating a Daycare area within the District buildings (Informational)
9. Discuss Orientation and On-Boarding Process (Information / Action)
10. Discuss compliance of Website based on July 2022 P&HR committee meeting notation  
->> *Special note regarding Handbook Annual Review: Handbooks will be posted to the School District of Manawa website following Board of Education approval of substantive language changes as presented. The Manawa Board of Education will be notified of the date that this handbook (or plan as appropriate) is converted to a version considered compatible for use by individuals with visual impairments or limited vision as per the Office of Civil Rights requirements and posted to the School District of Manawa website. This OCR compatible conversion may impact the appearance of the document (i.e. change in fonts, font sizes, paging in the table of contents, etc.) resulting in technical changes but no substantive changes will be made. Should a substantive change be required, the handbook (plan) will be brought back to the Board of Education for approval. Has our legal responsibility been approved?--- **UPDATE- Waiting for MCR to take us off the list— we should get an official document.***
11. Discuss defining Subject Matter Experts (SME's) to write Standard Operating Procedures (SOP's). Development of SOPs is important for supporting existing job duties and for supporting new employees who may be coming into new job duties.
12. Discuss and propose an update to the mileage and reimbursement process. (Information / Action)
13. Set Next Meeting Date - \_\_\_\_\_ – Waiting for Ryan to schedule\*
14. Next Meeting Items:
  - a. Consider Adding Policy Regarding Artificial Intelligence
  - b. Consider substitute pay and free lunch
  - c. Consider a transgender policy
  - d. Cover items not discussed from the June 21, 2023 meeting agenda
  - e. Other
15. Adjourn

Motion to adjourn Krueger

Second Hansen

Motion Carries at 9:17 pm



Book	Policy Manual
Section	For Board Review - Vol. 32, No. 1
Title	Copy of CURRICULUM DEVELOPMENT
Code	po2210
Status	Second Reading
Adopted	October 17, 2016
Last Revised	April 25, 2022

## 2210 - CURRICULUM DEVELOPMENT

The District's curriculum and instruction programs shall be developed to support the District's mission, to align with Board adopted academic standards, and in accordance with State legal requirements. The Board shall provide the resources to develop and implement the curriculum within the financial capabilities of the District.

Professional staff, under the direction and supervision of the District Administrator or designee, shall be delegated the responsibility for proposing and developing a written, sequential curriculum plan for the District. The plan shall include those subject areas and grade levels as required by State regulations. Each subject area plan shall specify objectives, course sequence, course content, resources, a student assessment process, and an allocation of instructional time. Each plan shall include a program evaluation method that provides that the components of the plan shall be monitored continuously.

Communication and coordination among grade level and subject area staff members shall be emphasized on a four-(4)-year-old-kindergarten-through-grade-12 basis whenever curriculum is developed or reviewed.

The Board directs that the curriculum shall be developed and evaluated by the District Administrator, and that curriculum plans and courses of study incorporated into the curriculum of this District:

- A. provides instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
- B. ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with and designed to achieve the District's philosophy and goals and ensure the possibility of their achievement;
- D. be consistent with 118.30, Wis. Stats., by incorporating State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- E. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- F. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- G. utilizes a variety of learning resources to accomplish the educational goals;
- H. encourages students to utilize guidance and counseling services in their academic and career planning;
- I. in the elementary grades, provides regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music;

- J. in grades 5 to 8, provides regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music;
- K. in grades 9 to 12, provides access to an educational program that enables students each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music;
- L. provides regular instruction in foreign language in grades 7 and 8;
- M. in one of grades 5 to 8 and in one of grades 10 to 12, provide students with the instruction on shaken baby syndrome and impacted babies described in 253.15 (5), Wis. Stats.;
- N. incorporates instruction in financial literacy into the curriculum in grades kindergarten to 12;
- O. at least once in grades 5 to 8 and at least once in grades 9 to 12, include instruction on the Holocaust and other genocides effective with the 2022-23 school year;
- P. provides that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades;
- Q. provides for multi-cultural education by including, at each level, courses or units that help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.

~~As the educational leader of this District, the District Administrator shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.~~

The District Administrator shall make progress reports to the Board periodically.

### **Innovative Instructional Design**

The District Administrator may ~~conduct such innovative programs~~ propose programming using innovative instructional design as are deemed to be beneficial or necessary to the continuing growth of the instructional program and to better ensure accomplishment of promote the District's educational goals. Each such innovative program intended to be part of the required hours of instruction must be consistent with Chapter 118 and appropriate State regulations and receive the approval of the Board State law and implemented consistent with the District's curriculum as approved by the Board.

### **Innovative Programs**

The District Administrator may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals. Each such innovative program must be consistent with Chapter 118 and appropriate State regulations and receive the approval of the Board.

The District Administrator shall report each such innovative program to the Board.

Unless the Board disapproves, the District Administrator may proceed to conduct the program.

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

The Board directs the District Administrator to pursue actively State and Federal aid in support of the District's innovative activities.

Revised 4/27/20

© Neola 2023

Legal 118.01, 118.24, 118.30, 121.01(1)(k), 121.02(1)(L), Wis. Stats.  
 PI 8.01 (f) , PI 8.001(6g)  
 PI 8.01(2)(L), PI 8.01(2)(K)

**Last Modified by Melanie Oppor on June 21, 2023**



Book	Policy Manual
Section	For Board Review - Vol. 32, No. 1
Title	Copy of ATTENDANCE
Code	po5200
Status	Second Reading
Adopted	June 20, 2016
Last Revised	April 25, 2022

## 5200 - **ATTENDANCE**

The Board of Education will enforce regular student attendance in the District's program in which each student is enrolled as required pursuant to State law. Further, the Board recognizes that the District's educational program is predicated upon the participation of each student in the program of instruction in which the student is enrolled and required to attend. Student success requires continuity of instruction and program participation. For purposes of this policy, the regular period and hours of instruction including both those periods and hours a student's program require that they are in school as well as any attendance requirements defined as part of a course of virtual instruction, or a combination of the more than one type of instructional delivery.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age unless s/he falls under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

### **Excuse Required**

The District Administrator shall require, from the parent or guardian of each student or from an adult student, who has been absent for any reason a phone call or a written, signed, and dated letter stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each absence and instance of tardiness.

### **School Attendance Officer**

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities as required by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following:

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school, or failed to fulfill the attendance requirements of a virtual instruction program component, and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent and the Board. To the extent feasible, absentee data shall be separated by absences for in-person instruction periods and absences based on virtual instruction attendance requirements.
- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

### **Excused Absences**

As required under State law, a student shall be excused from school for the following reasons:

**A. Physical or Mental Condition**

The student is temporarily not in proper physical or mental condition to attend a school program.

**B. Obtaining Religious Instruction**

To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).

**C. Permission of Parent or Guardian**

The student has been excused **in writing** by their parent(s) before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
2. to attend the funeral of a relative
3. legal proceedings that require the student's presence
4. college visits
5. job fairs
6. vacations

**D. Religious Holiday**

For observance of a religious holiday consistent with the student's creed or belief.

**E. Suspension or Expulsion**

The student has been suspended or expelled.

**F. Program or Curriculum Modification**

The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

**G. High School Equivalency – Secured Facilities**

The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and their parent(s) or guardian agree that the student will continue to participate in such a program.

**H. Child at Risk**

The student is a 'child at risk' as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

**I. Election Day Official**

A high school student, including students enrolled in private schools and students enrolled in home-based private education, age sixteen (16) or seventeen (17) is permitted to be excused to serve as an election official provided that the following criteria are met: (1) the student has the permission of their parent to serve as an election official on election day; (2) the student has signed up and the municipal clerk has informed the principal that the student has been assigned to serve in this capacity; and (3) the student has at least a 3.0 grade point average or equivalent, or has met alternative criteria established by Board, if any. The principal shall promptly notify the municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child no longer has at least a 3.0 grade point average or the equivalent, or no longer meets the established alternative requirements. A student's absence to serve as an election official under this policy shall be treated as an excused absence. Where possible students are encouraged to provide advance notice as much as possible. Students are responsible for completing any missed school work and responsible for making appropriate arrangements to do so.

**J. Virtual Access**

The student is unable to access virtual instruction programming due to a temporary disruption in the student's access to

necessary technological systems (i.e. internet outage, computer failure, software malfunction, etc.) as communicated by the student's parent.

A student may be excused from school, as determined by the School Attendance Officer, or their designee, for quarantine of the student's home by a public health officer.

### **Unexcused Absences**

Unexcused absences are absences from school for part or all of one (1) or more days from school without an acceptable excuse. Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

The Board authorizes, but does not encourage the District Administrator, to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide out-of-school alternative educational opportunities for truant students rather than aggravate the effects of absence through suspension.

### **Definitions**

#### **Truancy**

A student will be considered truant if the student is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute 118.15, Wis. Stats., will also be considered truant.

#### **Habitual Truant**

A student will be considered a habitual truant if the student is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

#### **Part of a School Day**

Part of a school day is any time period within a school day, which is from the time the first class period of that day begins until the end of the last class period of that day.

#### **Tardiness/Late Arrival and Early Dismissal**

It is necessary that a student be in attendance throughout the school day, or as required by the student's virtual instruction program, in order to benefit fully from the educational program of the District. Unless excused per this policy, tardiness, or late arrival, occurs when a student arrives at the student's registered class location after the bell that signals the start of the class period has sounded. Unless excused, early dismissal occurs when a student leaves the student's registered class location before the bell has rung signaling the end of the class period or the end of the school day. Tardiness and early dismissal can occur more than once per day. Tardiness and early dismissal constitute being absent for part of a school day.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

X As agent responsible for the education of the children of this District, the Board shall require that the school be notified in advance of such absences by

(X ) written (including e-mail)

( X ) personal (phone or face-to-face)

request of the student's parent, who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the \_\_\_\_\_.

No student who has a medical disability that may be incapacitating may be released without a person to accompany them.

No student shall be released to anyone who is not authorized such custody by the parents.

### **Truancy Plan**

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, and the Board's policies and guidelines. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

The Truancy Plan will include, at a minimum, the following:

- A. guidelines for notifying the parents or guardians of the unexcused absences of a student and for meeting and conferring with such parents or guardians

- B. plans and procedures for identifying truant children of all ages and returning them to school and identifying the identity of school personnel to whom a truant child shall be returned
- C. methods to increase and maintain public awareness of truancy issues within the school district and enhance public involvement in reducing truancy.
- D. a guideline addressing the immediate response to be made by school personnel when a truant child is returned to school
- E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals
- F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under Sec. 118.16(1)(a), Wis. Stats., with public and private social services agencies
- G. methods to involve the truant child's parent or guardian in dealing with and solving the child's truancy problem.

~~A student will be considered truant if s/he is absent for part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent or guardian of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute Sec. 118.15, Wis. Stats., will also be considered truant.~~

~~A student will be considered a habitual truant if they are absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.~~

### Notice of Truancy

The School Attendance Officer shall notify a truant student's parent or guardian of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by electronic communication, personal contact, telephone call or 1st class mail and a written record of this notice shall be kept. ~~The School Attendance Officer shall attempt to give notice by personal contact, telephone call, or unless the parent has refused to receive electronic communication, notice by 1st class mail may be given.~~ This notice must be given every time a student is truant until the student becomes a habitual truant.

### Notice of Habitual Truancy

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent or guardian, by registered or certified mail, or by first-class mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by an electronic communication. The notice must contain the following:

- A. a statement of the parent's or guardian's responsibility under State law to cause the student to attend school regularly
- B. a statement that the parent, guardian, or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk
- C. a request that the parent or guardian meet with the appropriate school personnel to discuss the student's truancy

The notice shall include the name of the school personnel with whom the parent or guardian should meet, a date, time, and place for the meeting as well as the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the notice is sent with the consent of the student's parent or guardian the meeting date may be extended for an additional five (5) school days.

- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent upon failure to cause the child to attend school regularly as required by State law.

**+** ~~if the student is attending the District through the Open Enrollment Program, each notification shall also inform the parent: (1) that the student's open enrollment may be terminated if the student is habitually truant; and (2) the process described in Board Policy 5113, which the parent or student may follow if they believe the student was erroneously marked truant.~~

The School Attendance Officer will also continue to notify the parent or guardian of a habitual truant's subsequent unexcused absences.

### Referral to the District Attorney

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

- A. met with the student's parent or guardian to discuss the student's truancy or attempted to meet with the student's parent or guardian and received no response or were refused
- B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law



- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems if tests administered to the student within the previous year indicate that the student is performing at their grade level, the student need not be evaluated.
- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals.

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent or guardian, which was requested in the Notice of Habitual Truancy to the parent or guardian, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

### **Make-up Course Work and Examinations**

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up course work and examinations missed when they return to school. It is the student's responsibility to contact their teachers to determine what course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

### **District Administrator Guidelines**

The District Administrator shall develop administrative guidelines concerning the attendance of students which:

- A. ensure a school session that is in conformity with the requirement of the law;
- B. ensure that students absent for an excusable reason have an opportunity to make-up work they missed;
- C. govern the keeping of attendance records in accordance with State law;
- D. facilitate implementation of the Truancy Plan;
- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 and Chapter 115, Wis. Stats.;
- G. provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned;
- H. ensure that all parents and students are informed of the District's Attendance Policy and related guidelines;
- I. enable the School Attendance Officer to perform his/her duties under State law and this policy; and
- J. address unexcused absences.

Revised 8/22/16  
 Revised 11/19/18  
 Revised 4/27/20  
 Revised 11/16/20

© Neola 2023

Legal                    7.30(2)(am), Wis. Stats.  
                               118.15, Wis. Stats.  
                               118.153, Wis. Stats.  
                               118.16, Wis. Stats.  
                               118.162, Wis. Stats.

**Last Modified by Melanie Oppor on June 21, 2023**



Book	Policy Manual
Section	For Board Review - Vol. 32, No. 1
Title	Copy of STUDENT ANTI-HARASSMENT--- Publish/go live on July 1, 2023
Code	po5517
Status	Second Reading
Adopted	June 20, 2016
Last Revised	August 29, 2022

## 5517 - **STUDENT ANTI-HARASSMENT**

### **Prohibited Harassment**

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

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

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as 'Protected Classes'), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Classes, through its policies on bullying (See Policy 5517.01 – Bullying).

~~Harassment may occur student to student, student to staff, staff to student, male to female, female to male, male to male, or female to female.~~ The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps designed to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

### **Other Violations of the Anti-Harassment Policy**

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

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

Sexual Harassment covered by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, is not included in this policy. Allegations of such conduct shall be addressed ~~solely~~ by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

## Notice

Notice of the Board's policy on anti-harassment in the educational environment and the identity of the District's Compliance Officers will be posted throughout the District and published in any District statement regarding the availability of employment, staff handbooks, and general information publications of the District as required by Federal and State law and this policy.

## Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

**Complainant** is the individual who alleges, or is alleged, to have been subjected to harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

**Day(s)** : ~~Unless expressly stated otherwise, the term "day" or "days" as used in this policy~~ means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays) **unless expressly stated otherwise herein.**

**Respondent** is the individual who has been alleged to have engaged in harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

**School District community** means **individuals, students, and Board employees (i.e., administrators, and professional and classified staff) administrators, teachers, and staff**, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

**Third Parties** include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

## Bullying

Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. Bullying need not be based on any Protected Class. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation, ~~or~~ physical, mental, emotional, or learning disability, or any other characteristic protected by Federal or State civil rights. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

Bullying that rises to the level of Sexual Harassment is covered by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, and is not included in this policy. Allegations of such conduct shall be addressed ~~solely~~ by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

## Harassment

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

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

"Harassment" also includes "hate speech" **directed against a student** - the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples are:

- A. making statements that promote violence toward a racial or ethnic group;
- B. drawing, displaying, or posting images or symbols of prejudice (e.g., swastikas).

## Sexual Harassment

For purposes of this policy ~~and consistent with Title VII of the Civil Rights Act of 1964~~ only and not sexual harassment under Title IX, addressed in Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, 'sexual harassment' is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

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

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

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

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

Examples are:

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

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to the following:

1. hugging, kissing, or other physical contacts with a student;
2. telling sexual jokes to students;
3. engaging in talk containing sexual innuendo or banter with students;
4. talking about sexual topics that are not related to the curriculum;
5. showing pornography to a student;
6. taking an undue interest in a student (i.e. having a 'special friend' or a 'special relationship');
7. initiating or extending contact with students beyond the school day for personal purposes;
8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
11. going to a student's home for non-educational purposes;
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
13. giving gifts or money to a student for no legitimate educational purpose;
14. accepting gifts or money from a student for no legitimate educational purpose;
15. being overly 'touchy' with students;
16. favoring certain students by inviting them to come to the classroom at non-class times;
17. getting a student out of class to visit with the staff member;
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student 'secrets' and having 'secrets' with a student;
22. other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal or the District Administrator.

- K. **remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;**
- L. **(↔) a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;**
- M. verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

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

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

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

## Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references regarding racial customs.

## Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of: interfering with the individual's work or educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

## National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive working and/or learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

## Disability Harassment

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

## Anti-Harassment Compliance Officers

The Board designates the following individuals to serve as the District's Compliance Officers (also known as 'Anti-Harassment Compliance Officers'; hereinafter referred to as the 'COs').

~~Carmen O'Brien~~ Jeff Bortle  
~~Business Manager~~ Dean of Students  
~~School District of Manawa~~ Manawa Middle School/Little Wolf High School  
~~800 Beech Street~~ 515 East 4th Street  
~~Manawa, WI 54949~~ Manawa, WI 54949  
~~920-596-5840~~ 920-596-5806  
~~cobrien@manawaschools.org~~ jbortle@manawaschools.org

~~Dr. Abe El Manssouri~~ Michelle Johnson  
~~Manawa Middle School/Little Wolf High School Principal~~ Manawa Middle School/Little Wolf High School  
~~920-596-5310~~ 920-596-5310  
~~515 East 4th Street~~ 515 East 4th Street  
~~Manawa, WI 54949~~ Manawa, WI 54949  
~~aelmanssouri@manawaschools.org~~ mjohnson@manawaschools.org

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

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

## Reports and Complaints of Harassing Conduct

Reporting procedures are as follows:

- A. Any student who believes ~~s/he~~ **the student** has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employees.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.

- C. Teachers, administrators, and other school ~~officials~~ **employees** who have the knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall ~~immediately~~ report the alleged harassment to ~~the~~ **one (1) of Compliance Officer(s)** and the building principal or District Administrator **within two (2) days**.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employees.
- E. The reporting party or Complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, ~~each school's building principal shall be advised to~~ **the Board has designated** both a male and a female Compliance Officer for receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individuals shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

A CO will be available during regular school/work hours to discuss concerns related to harassment, **and** to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about 'unwelcome' conduct, or to intercede informally on behalf of the student.

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

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a Third Party, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will contact the Complainant and begin either an informal or formal process (depending on the request of the Complainant or the nature of the alleged harassment), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. The CO will prepare recommendations for the District Administrator. **In the case of a complaint against the District Administrator or a Board member, the CO will prepare recommendations for the Board Attorney who has been designated to serve as the decision-maker for such complaints or will oversee the preparation of such recommendations by a designee.**

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

### **~~Investigation and Complaint Procedure~~ Filing a Complaint and Initial Processing of a Complaint**

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, any student, **or the student's parent/guardian**, who believes that ~~they have~~ **the student has** been subjected to harassment may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

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

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ('OCR') and/or the Wisconsin Equal Rights Division **or other government agency**. The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

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

If during an investigation of alleged bullying, aggressive behavior, and/or harassment, in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may have created a hostile educational environment and may have constituted discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior, and/or harassment to one (1) of the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01- Bullying investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities. The Compliance Officer shall keep the Principal informed of the status of the investigation under this policy and provide the Principal with a copy of the resulting report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities grievance process.

### Complaint and Investigation Procedure

A Complainant may file a complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the CO, District Administrator, or other District official who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District official at the student's school, the CO, District Administrator, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); and a list of potential witnesses.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of class schedule for the Complainant or the Respondent, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the District Administrator prior to any action being taken, **except for complaints against the District Administrator, in which case the Board President should be consulted.** The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the Respondent that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of any relevant policies and/or administrative procedures and the Board's anti-harassment policy shall be provided to the Respondent at that time. The Respondent must also be provided an opportunity to respond to the complaint.

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

~~Within~~ **Generally, within** two (2) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the ~~complainant~~ **Complainant** and informing the ~~complainant~~ **Complainant** of the investigation process.

~~The Complainant should be notified of any proposed action prior to such action being taken.~~

~~As soon as appropriate in the investigation process, the CO will inform the Respondent that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of any relevant policies and/or administrative procedures and the Board's anti-harassment policy shall be provided to the Respondent at that time. The Respondent must also be provided an~~



~~opportunity to respond to the complaint.~~

~~Within five (5) business days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the complainant and informing the complainant of the investigation process.~~

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within thirty (30) days of receiving the formal complaint.

The investigation will generally include:

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

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the Respondent engaged in harassment/retaliation of the Complainant. In determining if harassment occurred, a preponderance of evidence standard will be used. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

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

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

Absent extenuating circumstances Generally, within ten (10) five (5) days of receiving the report of the CO or designee, the District Administrator, or in the case of a complaint against the District Administrator or a Board member, the person designated to serve as the decision-maker for the complaint either must issue a final written decision regarding whether or not the complaint of harassment has been substantiated has been substantiated or request further investigation. A copy of the District Administrator's written final decision will be delivered to both the Complainant and the Respondent. The District Administrator may redact information from the decision consistent with applicable law. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) five (5) days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

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

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

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

The To the extent required by law or permitted by the District, the parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

#### Additional School District Action

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

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

### **Privacy/Confidentiality**

The District will ~~make employ~~ all reasonable efforts to protect the rights of the Complainant, ~~and the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigation, take appropriate action, and comply with any discovery or disclosure obligations.~~ ~~The District will respect the privacy of the Complainant, the Respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law.~~ Confidentiality cannot be guaranteed, however. ~~Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity. Additionally, the Respondent must be provided the Complainant's identity.~~

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Additionally, the Respondent must be provided with the Complainant's identity.

During the course of an investigation, the CO will instruct ~~all members of the School District community and third parties~~ each person who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose ~~to Third Parties~~ any information that is learned or provided during the course of the investigation.

### **Directives During Investigation**

The CO may recommend to the District Administrator placing any employee involved in an investigation under this Policy on administrative leave pending resolution of the matter. If the District Administrator is the Respondent, the CO shall make such recommendation to the Board. For example, administrative leave may be appropriate in situations in which protecting the safety of any individual or the integrity of the investigation necessitates such action.

The CO shall determine whether any witnesses in the course of an investigation should be provided a Garrity warning apprising the person of their obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution.

Every employee interviewed in the course of an investigation is required to provide truthful responses to all questions. Failure to do so may result in disciplinary action.

### **Remedial Action and Monitoring**

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

### **Sanctions and Disciplinary Action**

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

### **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

### **Reprisal**

~~Submission of a good faith complaint or report of harassment will not affect the Complainant's status or educational environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.~~

~~The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.~~

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator ~~will develop a method of discussing this policy with the School District community~~ shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. ~~Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community at such times as the Board in consultation with the District Administrator determines is necessary or appropriate~~ All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

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

~~The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address and telephone number of the Compliance Officers, the name, mailing address and telephone number of the State agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.~~

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

### **Retention of Investigatory Records and Materials**

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation including which may include but are not limited to:

- A. all written reports/allegations/complaints/statements;

- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy;

It is suggested the following records also be maintained, as appropriate.

- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
- S. copies of any notices sent to the Complainant and the Respondent in advance of any interview or hearing;
- T. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

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

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

Revised 12/18/17

Revised 7/22/19

Revised 4/27/20

Revised 1/17/22

Revised 3/21/22

T.C. 8/29/22

© Neola 2021

Legal

48.981, Wis. Stats.

118.13, Wis. Stats.

P.I. 9, Wis. Admin. Code

P.I. 41 Wis. Admin. Code

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

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

42 U.S.C. 1983

42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

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

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

**Last Modified by Melanie Oppor on June 21, 2023**



Book	Policy Manual
Section	For Board Review - Vol. 32, No. 1
Title	Copy of ENVIRONMENTAL HEALTH AND SAFETY PROGRAM
Code	po8405
Status	Second Reading
Adopted	November 21, 2016
Last Revised	March 15, 2021

#### 8405 - ENVIRONMENTAL HEALTH AND SAFETY PROGRAM

The Board of Education recognizes its responsibility to provide students, employees, and visitors with a safe and healthful environment. To this end, the Board directs the District Administrator to develop a comprehensive program designed to provide a healthy, safe, and secure environment on District property and at District-sponsored activities. It is the intent of the Board that the District will avail itself of current, proven technologies in the fields of health, safety, and environmental sciences.

#### INDOOR ENVIRONMENTAL QUALITY PLAN (IEQ)

In accordance with the District's recognition of the importance of a safe and healthful environment to the educational atmosphere, the District Administrator ~~shall develop guidelines to provide for IEQ monitoring and maintenance. The following must be included in the plan the District establishes:~~ **will implement an IEQ Management Plan (IEQ Plan) and take appropriate measures to adhere to the requirements in the IEQ Plan.** ~~The plan developed shall be implemented no later than February 2013.~~ The following must be included in the plan the District establishes:

- A. an employee designated to serve as the IEQ Coordinator for the District;
  - Additionally, the District will designate an employee in each of the schools to serve as the IEQ Coordinator for that school.
- B. the following strategies shall be delineated by the IEQ Coordinator:
  1. methods for communicating with parents, students and other employees regarding any IEQ concerns and remediation plans related to such concerns;
  2. a complaint procedure for IEQ concerns of parents, students, or employees;
  3. developing a schedule of inspections and routine evaluation of each school buildings' environmental standards consistent with all policies of the District and establish guidelines for remediation of any problems identified in the course of any evaluation or inspection;
  4. at least annually review the management plan and provide an update to the Board; and
  5. identify additional Board policies governing IEQ issues for consideration.
- C. provides for training on environmental quality standards for maintenance employees and for the IEQ coordinators and committee members;
- D. develops a schedule of and standards for routine maintenance of District properties.

The District shall provide a copy of the ~~plan implemented~~ **District's IEQ Plan** to any person upon request.

#### STUDENT, EMPLOYEE, AND VISITOR HEALTH AND SAFETY

The District shall develop and implement an environmental health and safety program that is positive, proactive, integrates responsibilities within the District, and promotes and incorporates the following:

- A. Procedures describing a hazard identification and abatement program that requires the periodic inspection of District facilities, the implementation of immediate and programmed corrective actions when deemed necessary by such inspections, and the development of a District-wide hazard reporting procedure that enables employee/stakeholder participation. This program will also provide guidelines for identifying and responding to hazards that are created by outside entities, inspecting activities of contractors, and inspecting new facilities to determine whether appropriate requirements for environmental health and safety have been met.
- B. Procedures that promote environmental health and safety awareness among employees, students, and stakeholders. These procedures shall include, but not be limited to, the establishment of school and District safety committees, and the establishment of a program of regular communication with students, employees, and stakeholders about pertinent safety and health issues through available media in the District.
- C. Procedures directed toward the safety and health of students during transportation to and from school, at school, and during participation in school-related activities. These procedures shall include, but not be limited to, promoting bus safety for students, assessing the safety of school traffic patterns, operating school clinics, administering medication and medical treatment, promoting laboratory and shop safety, promoting safety in sports and other outdoor activities, inspecting playground equipment and promoting safety on playgrounds, and assessing environmental exposure.
- D. Procedures related to District employee health and safety issues that include, but are not limited to, providing for work areas free from recognized hazards and defining employer and employee responsibilities and expectations related to health and safety.
- E. Procedures describing an accident reporting and investigation system that provides for identification of root causes, determination of remedial and programmed corrective actions, and communication about accidents to employees and stakeholders.
- F. Procedures for foreseeable emergencies and fire prevention.
- G. Procedures relating to recordkeeping required by State or Federal law.

#### **PHASE-OUT/BANNED PRODUCTS**

The District Administrator shall require that any chemicals, insecticides, or other materials that the Federal government is phasing out and/or banning by a certain date be immediately banned from use on Board property.

#### **INDOOR AIR QUALITY – MICROBIAL ABATEMENT**

The Board recognizes that excessive moisture levels within the schools can lead to conditions that are optimum for the development of biological contaminants, such as mold, fungi and other microbials on building surfaces. The Board further recognizes that the presence of these contaminants can be harmful on contact with respiratory tissue. Contributing factors to excessive moisture levels include the following:

- A. roof leaks
- B. structural defects in the building
- C. improperly controlled humidity levels
- D. faulty HVAC systems

As preventative measures, the District shall do the following:

- A. address prevention of water intrusion as a priority indoor air quality (IAQ) issue and implement strategies toward its elimination
- B. maintain environmental conditions in occupied areas that are in compliance with applicable regulations and strive to conform to generally accepted industry standards
- C. implement a preventative maintenance program for HVAC systems that shall include, but not be limited to, periodic filter replacement, inspection, cleaning and disinfecting processes, and procedures to eliminate the contribution to indoor air quality problems caused by this equipment
- D. implement a system for ensuring materials used and purchased for use in the construction, furnishing, and maintenance, including cleaning of facilities, do not contribute to the health hazards to employees and students by degrading the quality of indoor air. In addition, activities that create indoor air quality health hazards shall not be permitted

#### **DIESEL EXHAUST AND SCHOOL BUS IDLING**

In accordance with the Environmental Protection Agency's initiative to reduce pollution that is caused by school buses on school property, the Board will take the recommended steps to reduce the negative effect of diesel exhaust on indoor and outdoor air quality on school campuses. This effort shall include, but not be limited to, reducing bus idling time and reinforcing smart driving practices.

**POLLUTION CONTROL AND PREVENTION**

In an effort to comply with the environmental policy and applicable regulations, the District shall develop and implement procedures designed to prevent air and water pollution, minimize or eliminate waste streams where possible, and identify possible sources of air and water pollution as required by State and Federal law.

**USE OF FREE-FLOWING MERCURY CONTAINING PRODUCTS**

The District shall not purchase or use for any reason free-flowing elemental mercury.

The District shall not purchase or use any products containing mercury as those products are defined by applicable State law unless no reasonable alternative product is available and the product with the lowest mercury content is used. This rule does not apply to products whose purchase is required by Federal law or products whose only mercury content is in a button cell battery.

**SEE ALSO THE FOLLOWING RELATED POLICIES:**

- Policy 7420 - Hygienic Management
- Policy 7430 - Safety Standards
- Policy 8410 - School Safety and Crisis Intervention
- Policy 8420 - ~~Emergency Preparedness~~ **School Safety**
- Policy 8431 - Preparedness for Toxic Hazards
- Policy 8431.01 - Asbestos Management
- Policy 8442 - Reporting Accidents
- Policy 8450 - Control of Casual-Contact Communicable Diseases
- Policy 8453 - Direct Contact Communicable Diseases
- Policy 8453.01 - Control of Blood-Borne Pathogens

See also DPI IEQ Plan <https://dpi.wi.gov/sfs/support/school-operations/facilities/indoor-environmental-quality-plan> at: [DPI Indoor Environmental Quality Model Management Plan](#)

**The IEQ Plan will be reviewed annually by the Board of Education.**

101.11, **118.075, 120.12(5), 121.02(1)(i)**, Wis. Stats.

~~118.075, Wis. Stats.~~ **Wis. Admin. Code SPS 332**

~~Chapter 32, Wis. Admin. Code~~

29 C.F.R. Part 1910

Revised 11/19/18

© **Neola 2023**

Legal                    101.055, 101.11, 118.075, 120.12(5), 121.02(1)(i), Wis. Stats.  
                               Wis. Admin. Code SPS 332  
                               29 C.F.R. Part 1910

**Last Modified by Melanie Oppor on June 21, 2023**





Book	Policy Manual
Section	For Board Review - Vol. 32, No. 1
Title	Copy of DIRECT CONTACT COMMUNICABLE DISEASES
Code	po8453 - Are there guidelines - last paragraph. YES
Status	Second Reading
Adopted	November 21, 2016

#### 8453 - **DIRECT CONTACT COMMUNICABLE DISEASES**

The Board of Education seeks to provide a safe educational environment for students and staff. To this end, students and staff should understand the method of transmission and prevention of diseases that are contracted through direct contact with body fluids and excretions, especially blood, vomit, feces, or urine. The Board is also committed to assuring, to the extent permitted by State communicable disease reporting requirements, the confidential status of individuals who may have been diagnosed with a contact communicable disease.

For purposes of this policy, these diseases shall include:

- A. HIV (human immunodeficiency virus);
- B. AIDS (acquired immune deficiency syndrome);
- C. AIDS related complex (condition);
- D. HAV, HBV, HCV (Hepatitis A, B, C);
- E. other diseases that may be specified by the Wisconsin Department of Health Services (DHS) as contact communicable diseases.

The Board recognizes that individuals who have contracted these diseases may not exhibit symptoms for many years after exposure and may, in fact, not be aware that they have contracted the disease. They are, however, able to transmit the disease to other individuals.

The Board further directs the District Administrator to assure that students or staff who reveal the fact they have contracted one of these diseases will have their status safeguarded in accordance with Federal and State statutes dealing with confidentiality, their right to privacy and that their civil rights will be respected. Staff members will have access to District leave policies in accordance with Board policy and such individuals will also be provided reasonable accommodation as required by the Wisconsin Fair Employment Act and the Americans with Disabilities Act. Should a student be unable to attend school as a result of illness, an alternative education program shall be provided in accordance with the Board's policy and administrative guidelines dealing with Homebound Instruction.

The District Administrator shall also ensure the guidelines are developed for reporting report communicable diseases and sending home any removal from the school setting of students or staff suspected of having a communicable disease to appropriate authorities as provided under State law.

© Neola 202303

Legal

252.21, Wis. Stats.

**Last Modified by Melanie Oppor on June 23, 2023**



Book	Administrative Guideline Manual
Section	8000 Operations
Title	Copy of EXPOSURE CONTROL PLAN FOR HANDLING AND DISPOSING OF BODY FLUIDS
Code	ag8453
Status	Second Reading
Adopted	July 22, 2019

**8453 - EXPOSURE CONTROL PLAN FOR HANDLING AND DISPOSING OF BODY FLUIDS**

All school staff will be trained annually on the exposure control plan for handling and disposing of body fluids. All school staff should be aware of the risks involved when exposed to and dealing with body fluids. It must be assumed that all body fluids are potentially infectious and by following procedures for universal infection control the risks can be greatly reduced and the possibility of accidental infection can be minimized or prevented. A surface should be considered contaminated if blood or the reasonably anticipated presence of blood or other potentially infectious body fluids occur, even if the contaminates have dried. Certain pathogens (e.g. HCV) remain viable for extended periods in dried blood.

Please refer to AG 8453.01 for the District’s exposure control plan for blood-borne pathogens.

**Sources of Infectious Organisms in Body Fluids**

Source	Organism	Transmission
Blood - cuts/abrasions - nosebleeds - menses - needles - human bites	HBV HCV HIV/AIDS Cytomegalovirus	Contact with broken skin or membrane
Feces	HAV Salmonella bacteria Shigella bacteria Rotavirus	Oral inoculation from hands or food
Urine	Cytomegalovirus	Bloodstream, oral, and mucus membrane inoculation from hands
Respiratory Secretions - saliva - nasal discharge	HBV Tuberculosis Mononucleosis V Influenza V Common cold V Meningitis	Bloodstream, oral, and mucous membrane
Vomitus - may contain blood	Gastrointestinal V (Rotavirus) See 'blood'	Oral from contaminated hands (see 'blood')
Semen	HBV HIV/AIDS Venereal Disease	Sexual contact (unprotected)

**Materials and equipment required and made available to dispose of body fluids include:**

Antibacterial soap

Portable water  
 Paper towels  
 Latex and non-allergic gloves  
 Hazardous material bags (red) and labels  
 Hazardous material (sharps) container  
 (puncture proof and leak proof)  
 Buckets and mops

Disinfectant solutions from the following list:

- A. Sodium hypochlorite solution (household liquid bleach), one (1) part bleach to ten (10) parts water (one and one-half (1-1/2) cups bleach to one (1) gallon of water, freshly prepared)
- B. Phenolic germicidal detergent in a one percent (1%) aqueous solution (Lysol)
- C. Quaternary ammonium germicidal detergent in two percent (2%) aqueous solution (Tri-quat, Mytar, Sage)
- D. Iodophor germicidal detergent with 500ppm available iodine (Wescodyne)
- E. Sanitary absorbing agent (Chlora Sorb, X-O Odor Away)

## Universal Infection Control Procedures

### A. GENERAL

1. Wear disposable latex or non-allergenic gloves before making contact with body fluids during care, treatment, and all cleaning procedures.
2. Dispose of gloves and disposable cleaning materials in hazardous materials container (bag).
3. Wash hands with an antibacterial soap-even if gloves are worn.
4. Discard disposable items including tampons, sanitary napkins, used bandages, dressings in a hazardous materials container. (Restrooms should have waste receptacles lined with hazardous waste bags.)
5. Close and label hazardous waste containers (bags) and dispose of in accordance with public health guidelines as provided by the Waupaca County Public Health Office. Note: be sure your waste disposal carrier is authorized to dispose of hazardous waste materials.
6. Use disposable items to handle body fluids whenever possible. Discard items in accordance with Item 5 above. If handling vomitus or feces, use a second barrier (i.e. plastic bag) in addition to gloves.

### B. HANDWASHING

1. Use anti-bacterial soap and warm running water.
2. Rub hands together to work up a lather-scrub between fingers, knuckles, backs of hands, under fingernails.
3. Rinse thoroughly.
4. Dry with paper towel or hot air. If paper towels are used, dispose of in an appropriate container.

### C. WASHABLE SURFACES

1. **Tables, desks** (wear gloves)
  - a. Use household bleach solution of one (1) part bleach to ten (10) parts water-freshly mixed.
  - b. Rinse with fresh water.
  - c. Repeat 'a'
  - d. Repeat 'b'
  - e. Allow to air dry.
  - f. Dispose of gloves and wiping materials in a hazardous waste container.
2. **Floors** (wear gloves)
  - a. Use household bleach solution as previously described.
  - b. Use a mop and two buckets - one (1) for bleach solution and one (1) for rinse water (with bleach or Lysol solution)

1. in bucket #1, dip, wring, mop up vomitus, blood
  2. dip, wring, and mop until body fluids are cleaned up
  3. dip mop into bucket #2, wring, re-mop (rinse) area
  4. continue cycle until all spills are cleaned up - using fresh solutions as necessary
- c. Soak mop in disinfectant solution after use.
  - d. Disposable cleaning materials should be placed in a hazardous waste container.
  - e. Pour solutions down a drain pipe – flush thoroughly.
  - f. Rinse non-disposable cleaning equipment in disinfectant.
  - g. Dispose of gloves in a hazardous waste container.
  - h. Wash hands as described in B.

#### **D. NON-WASHABLE SURFACES (RUGS, UPHOLSTERY)**

1. Apply sanitary absorbing agent, dry, vacuum.
2. Remove solid materials with broom and dustpan – use second barrier if necessary to use hands.
3. Apply rug or upholstery shampoo as directed - vacuum according to directions.
4. Clean dustpan and broom (if used) in disinfectant solution - air.
5. Dispose of gloves in a hazardous materials container.
6. Wash hands as described in B.

#### **E. WASHABLE MATERIALS (CLOTHING, TOWELS, ETC.)**

1. Rinse item under running water.
2. Place item in a hazardous materials bag and seal until item is ready to be washed. Bags containing soiled, washable material must be clearly identified as 'Hazardous Material' if an outside laundry service is used. Contact-sports uniforms should be closely inspected for blood and handled in an appropriate manner.
3. Rinse and wipe sink with paper towels – dispose of towels in a hazardous waste container.
4. Wash potentially contaminated materials separate from others – dry as usual. If material is color-fast add one-half (1/2) cup bleach to the wash cycle. Otherwise, add one-half (1/2) cup non-chlorine bleach (Clorox II, Borateem) to the wash cycle.
5. Dispose of gloves in a hazardous waste container.
6. Wash hands as described in B.

#### **Accessibility of equipment and materials**

- A. Latex and/or non-allergenic gloves shall be available at all work stations in all buildings and outdoor facilities.
- B. Cleaning equipment and solutions as described in the Materials and Equipment section shall be made readily available to all work stations.
- C. A hazardous material container (biohazard container, sharps container) with a cover which is puncture proof and leak proof shall be kept in a central location (central office, nurse's station) for proper disposal of needles and lancets used for medicinal purposes. Periodically, this container shall be disposed of and replaced in accordance with public health guidelines.
- D. Hazardous waste (red) trash can liners shall be used in all restrooms and shall be properly labeled and disposed of in a timely manner and in accordance with public health guidelines.
- E. Broken glass, plastics, or other small materials which have been contaminated with body fluids shall be placed in a puncture-proof, leak-proof container with a lid, labeled as hazardous material and disposed of in accordance with public health guidelines.
- F. This guideline is not meant as an all-inclusive list of infectious organisms that may be contained in body fluids. Additionally, the use of brand name cleaning agents or other products in this guideline are meant as examples only and are not endorsements of the specific products mentioned herein.

**Last Modified by Melanie Oppor on June 21, 2023**



Book	Policy Manual
Section	For Board Review - Vol. 32, No. 1
Title	Copy of TRANSPORTATION
Code	po8600 - Check Contract- sent to Board
Status	Second Reading
Adopted	November 21, 2016

## 8600 - TRANSPORTATION

It is the policy of the Board of Education to provide transportation for those students, of any age, whose distance from their school makes this service necessary within the limitations established by State law and the regulations of the Department of Public Instruction or other appropriate agency.

~~School buses and student transportation vehicles shall be purchased, housed, and maintained by the District or the District shall contract for transportation services in accordance with Policy 8680 for the transportation of resident students between their home areas and the schools of the District to which they are assigned.~~ School buses and student-transportation vehicles shall be purchased, housed, and maintained by the District or the District shall contract for transportation services in accordance with Policy 8680 - Bus Services Contracts for the transportation of resident students between their home areas and the schools of the District to which they are assigned. In accordance with State law, the District shall not transport students by alternative transportation methods of vehicles carrying more than nine (9) passengers and the operator. This prohibition does not apply to school buses operated in compliance with the Wisconsin Department of Transportation's regulations.

All school buses and student-transportation vehicles, whether purchased, leased, or contracted for as provided in Policy 8680 - **Bus Services Contracts** shall comply with specifications defined in State and Federal law. Each operator of a school vehicle used to transport students of the District shall be licensed for the purpose for which the vehicle is being used and shall operate the vehicles in accordance with Federal and State laws.

Transportation for private school students, eligible for transportation under State law, shall be provided on the same basis as for District students.

Transportation of eligible students with exceptional educational needs or attending a technical education program shall be arranged through the use of District-owned vehicles, through cooperation with other districts, through commercial carriers, and/or by other means in the most efficient and economical manner.

Transportation privileges may be revoked if the student's conduct is in violation of the District Administrator's administrative guidelines or the Code of Conduct pertaining to student transportation. Such revocation shall be in accord with statutorily-required procedures.

**~~[DRAFTING NOTE: Whether posted notice of audio surveillance in a school facility is sufficient to establish consent is not a clearly settled legal concept in Wisconsin. However, there is express regulatory authority for the use of audio surveillance on school buses.]~~**

~~[ ] The Board authorizes the District Administrator to install and operate video ( ) and audio **[END OF OPTION]** camerassurveillance on District buses to enhance student safety and well-being.~~

**(X )** Any agreement with a transportation contractor for the provision of transportation services for the District shall have language regarding the use of video **(X )** and audio **[END OF OPTION]** surveillance on all school buses to enhance student safety and well-being. **[END OF OPTION]** S/He shall establish appropriate administrative guidelines for the proper use of the cameras.

It is strongly recommended that the District provide notification to parents regarding video (X ) and audio ~~[END OF OPTION]~~ on District school buses.

X ] The District's process for signing up for transportation services shall include notice of the policies regarding student behavior and conduct expectations and regarding surveillance technology on the buses, if applicable. ~~[END OF OPTION]~~

© Neola 20~~23~~<sup>15</sup>

Legal Wis. Admin. Code Trans 300.81  
120.13(27m), 121.52, 121.53, 121.54 et seq., Wis. Stats.

**Last Modified by Melanie Oppor on June 21, 2023**





Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of BOARD MEMBER BEHAVIOR AND CODE OF CONDUCT
Code	po0144.5
Status	Second Reading
Adopted	March 15, 2021
Last Revised	April 25, 2022

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

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

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

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

#### **General Expectations of All Board Members**

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

- K. Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, staff, and all elements of the community.
- L. Work with the other Board members to establish effective Board policies and to delegate authority for the administration of the District to the District Administrator.
- M. Support all District employees in the proper performance of their duties by ensuring all staff members have access to quality professional development opportunities and receive regular, impartial job performance evaluations.
- N. Communicate to other Board members and the District Administrator expressions of public reaction to Board policies and school programs.
- O. Maintain open communication lines with all elements of the community and inform community members about the educational needs of the District, the actions of the Board, and the accomplishments of the District's educational programs.
- P. Recognize that the Board is responsible for overall management and control of District affairs and property, including the development of policies by which the schools are to be administered, but that the day-to-day administration of the educational program and school business shall be the responsibility of the District Administrator and other designated staff members.
- Q. Inform themselves about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the Wisconsin Association of School Boards, the Consortium of State School Board Associations, and the National School Boards Association.
- R. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.
- S. Refrain from using their Board positions for personal partisan gain.
- T. Take no private action that will compromise the Board or administration, and respect the confidentiality of information that is privileged under applicable law.
- U. Work continually with the administration to identify the needs, goals, and priorities of the District.
- V. Remember always that their first and greatest concern must be for the educational welfare of the students attending the public schools.
- W. No Board member shall act or fail to act as a member of the Board in violation of 946.12, Wis. Stats., regarding misconduct in public office.

### **Board Member Communication**

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

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

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

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

The Board President is authorized to issue public statements on behalf of the Board in the event a Board member expresses false or misleading information, or makes statements without properly identifying whether he or she is speaking as an individual Board member. The President's communication should be limited to correcting the false or misleading statement, clarifying that the Board member was not speaking on behalf of the Board, and providing information relative to Board action if any on the subject matter.

### **Board Member Interaction with Staff**

The general expectations of Board member decorum and civility apply to interactions with employees; however, because the Board is the employer of all District staff, this responsibility is appropriate for special reference. Each Board member is an individual with the authority to bring matters to the Board and to influence matters related to staff. Therefore, it is imperative that Board members

treat all employees with respect and as professionals. Board members are also required to comply with Board Policies governing employee anti-harassment, non-discrimination, and threatening behavior.

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

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

### **Board Member Records and Confidentiality**

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

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

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

### **Enforcement**

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

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

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

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

© Neola 2023~~1~~

Legal  
 17.13, Wis. Stats.  
 946.12, Wis. Stats.  
 The Consortium of State School Board Associations  
 The National Association of School Boards  
 The Wisconsin Association of School Boards

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of COMMITTEES
Code	po0155
Status	Second Reading
Adopted	April 25, 2016
Last Revised	August 15, 2022

#### 0155 - **COMMITTEES**

The Board **of Education** believes committees can be useful in the decision-making process. By using a Board committee structure, the Board is able to conduct its business in an efficient and effective manner and study issues facing the District in more depth. The committee structure is designed to assist the Board in conducting business: it is not intended to take away a Board member's opportunity to ask questions or to be involved in the decision-making process.

The Board shall have the following four (4) standing committees, which shall be subunits of the Board:

- A. Finance Committee
- B. Buildings and Grounds Committee
- C. Curriculum Committee
- D. Policy and Human Resources Committee

Standing committees shall perform specific functions and duties as determined by the Board. Committee shall be fact-finding, deliberative and advisory in nature. Committees shall have no power to take any action on behalf of the Board, or to otherwise commit the Board or District to any course of action or expenditure of funds. The Board retains discretion to make final determinations as to the most appropriate committee, if any, to address specific issues.

The Finance Committee is charged with decision-making related to:

- A. Budget planning
- B. Service contracts
- C. Long-term financial budgeting
- D. Cash management
- E. All other financial issues in the District

The Buildings and Grounds Committee is charged with decision-making related to:

- A. Short-term routine maintenance plans
- B. Long-range planning for the care of all district buildings and sites
- C. Transportation
- D. Safety plans
- E. All other buildings and grounds issues in the District

The Curriculum Committee is charged with decision-making related to:

- A. Curriculum review and endorsement
- B. Textbook/resources for instructional purposes
- C. New course approval
- D. Graduation requirements
- E. Professional development plans and programs
- F. Testing and assessment
- G. Accountability and reporting
- H. Instructional technology
- I. District programs and services
- J. All other curriculum, instruction, and assessment issues in the District

The Policy and Human Resources Committee is charged with decision-making related to:

- A. Board and Education policies and guidelines
  - 1. Review of current policies and rules
  - 2. Development of new policies
  - 3. Monitor State statutes and Federal policies impacting District policies
- B. Employee handbooks
- C. Job descriptions
- D. Employee hiring process and time line
- E. Employee contracts
- F. All other policy and employment issued in the District

Standing committees shall be appointed annually by the Board President, after receiving preferences from individual Board members. The appointments shall occur within thirty (30) days of the annual election of Board officers and are subject to approval by the Board. Each committee shall consist of three (3) Board members. The quorum of each standing committee shall be defined as a majority of the full membership of the committee.

The first-named person on the list of appointees for each committee shall act as committee chair, and the second-named person shall act as the alternate chair in the event the chairperson is unable to attend a scheduled meeting or otherwise perform the duties of the chair. No Board member shall be appointed as the chair of multiple standing committees, except by necessity or except with the approval of the Board.

It shall be the responsibility of the committee chair to schedule regular committee meetings, plan the meeting agendas with assistance from other committee members, and ensure that the minutes of all committee meetings are recorded and maintained. The committee chair shall be provided time on regular Board meeting agendas to present reports and/or make recommendations to the Board as the committee requests and as requested by the Board.

The appointed members of the various committees and the committee chairs shall serve until the next annual appointments are made, assuming no vacancies occur and assuming no subsequent action is taken by the Board to modify committee structures or committee membership.

In the event of a vacancy on the Board, a proposal to revise committee membership for the purpose of a quorum as well as committee chair appointments for the remainder of the annual period may be presented for Board approval.

Any Board member may attend and participate in discussions that occur at any standing committee meeting; however, only official members of the committee shall have the authority to make motions and vote at the committee meetings. All Board members shall receive copies of committee meeting minutes to stay fully informed of committee activities.

Committee meeting minutes shall not be submitted for publication as a legal notice, but shall be made available to the public as appropriate when requested under the public records law.

All committees shall comply with the Open Meetings Law by providing notices of each meeting, posting the time and date, place, subject matter of the proposed meeting, and any matter intended for the consideration at the contemplated closed meeting pursuant to 19.84, Wis. Stats. When appropriate, based on the anticipated attendance of Board members who are not members of the committee, such notice shall include a statement that a quorum of the Board may be present, but the Board shall take no action as governmental body at the committee meeting. A committee shall require a quorum, consisting of a majority of its members, to take any action. In addition, committee meetings may provide for a period of public **participate comment**, and recording appropriate minutes of the meeting. A committee may conduct a closed meeting providing it is for one (1) of the purposes described in Bylaw 0167 and the committee abides by all requirements for the conduct of a closed meeting.

The following format for committee agendas is recommended:

### **SPECIAL NOTICE OF COMMITTEE MEETING WHEN A QUORUM OF BOARD MEMBERS IS EXPECTED TO BE PRESENT**

A meeting of the (specify committee name) Committee of the School District of Manawa shall be held on \_\_\_\_ (identify the date and time of the meeting) in the \_\_\_\_ (identify the location of the meeting). The items of business to be taken up by the committee at the meeting are the following:

- A. First Item of Business
- B. Second Item of Business
- C. List any other items of Business

Further notice is hereby given that School Board members who are not members of the (specify committee name) Committee, up to and possibly including all Board members, may attend the above-noticed committee meeting so as to constitute a quorum of the Board. However, the role of any Board member who is not a member of the above-identified committee is limited to information gathering and participation in the committee's discussion. The Board shall take no action as a governmental body as part of the committee meeting.

The Board may establish advisory or temporary Ad hoc committees for specific purposes from time to time to advise the Board on specific topics of interest or concern in the District. Ad hoc Advisory Committees include, but are not limited to the:

- A. Recognition Committee - meets annually
- B. Districtwide Safety Committee - meets every three years
- C. Human Growth and Development Committee - meets every three years
- D. Wellness Committee - meets every three years

Committee membership shall be determined by the Board President subject to approval by the Board. Membership selection shall seek to reflect community diversity, represent varied viewpoints and include members with special expertise as appropriate to the purpose of the committee. Each committee shall receive a set of guidelines from the Board that include the following information:

- A. specific charge to the committee including tasks and/or reports to be completed;
- B. membership appointments, including the length of time each member is to serve;
- C. clarification of limitations, policies governing committee work, resources to be provided and the relationship to the Board.
- D. approximate timeline for progress reports, task completion and final reports or recommendations; and
- E. procedures for dissemination of information to the public.

Notice shall be given for Board advisory or temporary committee meetings in accordance with State law and Board policies. Board members may attend any of these committee meetings.

The findings and recommendations of advisory or temporary committees shall be based upon appropriate research and fact. The committees shall be dissolved upon completion of the assigned tasks or as determined by the Board.

Revised 4/23/18

© Neola 2023

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of PUBLIC COMMENT AT BOARD MEETINGS
Code	po0167.3
Status	Second Reading
Adopted	April 25, 2016
Last Revised	March 21, 2022

#### 0167.3 - **PUBLIC COMMENT AT BOARD MEETINGS**

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

#### **Agenda Item**

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

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

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

#### **Public Comment Section of the Meeting**

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

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

The presiding officer shall be guided by the following rules:

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

H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.

I. The presiding officer may:

1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
2. request any individual to leave the meeting when that person does not observe reasonable decorum;
3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.

J. The portion of the meeting during which the comment of the public is invited shall be limited to fifteen (15) minutes unless extended by a vote of the Board.

K. The Board may authorize the administration to arrange for the recording, filming, photographing, broadcasting, or live streaming of open sessions of Board meetings.

L. Signage, banners, or other material which impedes any person's view of the proceedings, including a Board member's view, shall be relocated so as not to obstruct views.

Recording, filming, or photographing the Board's open meetings by Third Parties is permitted pursuant to 19.90, Wis. Stat. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:

- A. No obstructions are created between the Board and the audience.
- B. No interviews are conducted in the meeting room while the Board is in session.
- C. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

Revised 11/16/20

Revised 7/19/21

Revised 1/17/22

© Neola 2023~~1~~

Legal                      19.90, Wis. Stats.

**Last Modified by Melanie Oppor on June 22, 2023**





Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of CONTROVERSIAL ISSUES IN THE CLASSROOM
Code	po2240
Status	Second Reading
Adopted	October 17, 2016
Last Revised	January 17, 2022

#### 2240 - **CONTROVERSIAL ISSUES IN THE CLASSROOM**

The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the district.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions. In addition, the opportunity can lead students to learn about how to use critical thinking and problem solving skills, to study and analyze relevant issues, evaluate different sources of information, make intelligent decisions regarding issues and how to appreciate the value of differing viewpoints.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or are likely to arouse both support and opposition in the community. These issues may range across a wide spectrum of political, social, economic and religious topics.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- A. is related to the instructional goals of the course of study and level of maturity of the students;
- B. does not tend to indoctrinate or persuade students to a particular point of view;
- C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.
- D. does not cause a substantial disruption in the school environment.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction, relate to the topic of instruction, and do not cause substantial disruption to the school environment.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. Issues pertaining to human growth and development, as defined by statute, are subject to 118.019, Wis. Stats.

In the discussion of any controversial issue in the classroom or in the course of professional duties, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her point of view and may only express a personal opinion after the teacher has confirmed that student discussion has concluded.

Teachers should be mindful that this does not permit them to offer opinions on topics that would not be the subject of discussion in the classroom due to their appropriateness for the age(s) of the students involved. As always, teachers are expected to serve as exemplars for their students by demonstrating good judgment as professionals when discussing controversial issues and expressing personal opinions in the classroom.

The classroom ~~should~~ shall not be used as a forum for the discussion of District employment issues.

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent-requested absences.

(See also Policy 3310 – Freedom of Speech in Noninstructional Settings)

© Neola 2023~~1~~

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of REDUCTION IN STAFF
Code	po3131
Status	Second Reading
Adopted	May 16, 2016
Last Revised	March 15, 2021

### 3131 - **REDUCTION IN STAFF**

It is the responsibility of the Board of Education to provide the staff necessary for the implementation of the educational program of the District and the operation of the schools and to do so efficiently and economically.

The Board reserves the right to abolish positions in the District and to reduce the staff whenever reasons of decreased enrollment of students, return to duty of regular professional staff members after leaves of absence, suspension of schools or territorial changes affecting the District, or other circumstances warrant.

The District Administrator shall develop administrative guidelines for the reduction of staff based on the best interests of the District and consistent with the terms of any applicable inter-district agreements, and applicable law.

Where appropriate, attrition may be used to achieve the necessary number of position reductions.

~~Selection of staff for reduction once positions have been identified, will be based on~~ The District Administrator shall determine the appropriate employees for reduction considering all factors deemed important and in the best interests of the District, including the following considerations:

- A. qualifications of the employees being considered for reduction
- B. performance of employees, based on performance evaluations
- C. input from direct supervisors
- D. length of service to the District

~~The District Administrator shall determine the appropriate employees for reduction considering all factors that s/he deems important and in the best interests of the District.~~

No employee whose position has been eliminated shall have any right to be contacted by the District in the event that a vacancy opens in the future for which the laid-off employee may be qualified. Likewise, no such employee is entitled to a future position or is provided any preference over other applicants. Staff whose employment ended with the District due to a reduction in force, shall not be prevented from applying for future positions with the District.

#### **Staff Furloughs**

A furlough is a temporary reduction in hours for individuals or groups of employees that is intended to be of a short and predetermined duration, either in terms of days, weeks, or until the resumption of school operations. Furloughs differ from lay-offs in that a lay-off is of an indefinite, potentially permanent nature.

In the event of a temporary disruption to school services due to unforeseen circumstances, such as a public health emergency, natural disaster, or some other disruption to school programming the Board may authorize the District Administrator to temporarily furlough employees by reducing employee hours, provided that a plan is presented to the Board for consideration.

Furloughs may be targeted to a particular department, building, or program. Furloughs may be used to reduce all employees' hours consistent with the District's needs while minimizing the impact on individual staff members. Generally speaking, furloughs should be administered in a way to avoid any employee from serving a furlough period of a full week or more in a row, wherever possible. This may involve distributing furlough days or blocks of days shorter than a full week, spread out over a period of several weeks or months.

Furloughs may be unpaid if based on budgetary concerns, or employees may be allowed to use available accrued paid time off. Furloughs shall be used only in a manner consistent with any individual contract requirements, or other employee rights or benefits, such as FMLA benefits.

Revised 11/16/20

T.C. 3/15/21

© Neola 2023

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of STAFF ETHICS
Code	po3210
Status	Second Reading
Adopted	October 1, 2015
Last Revised	June 19, 2017

### 3210 - **STAFF ETHICS**

An effective educational program requires the services of **employees** people of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Board of Education expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

- A. recognize basic dignities of all individuals with whom they interact in the performance of duties;
- B. represent accurately their qualifications;
- C. exercise due care to protect the mental and physical safety of students, colleagues, subordinates and superiors;
- D. seek and apply the knowledge and skills appropriate to assigned responsibilities;
- E. keep in confidence legal-confidential information;
- F. ensure that their actions or those of another on their behalf private economic interests;
- G. refuse accepting anything of value offered by another for the purpose of influencing judgment;
- H. adheres to the policies of the Board;
- I. refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. This ethics policy will in no way limit constitutionally or legally protected rights as a citizen.

© Neola 20~~23~~<sup>16</sup>

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of SUSPENSION AND EXPULSION
Code	po5610
Status	Second Reading
Adopted	June 20, 2016
Last Revised	December 18, 2017

## 5610 - **SUSPENSION AND EXPULSION**

The Board of Education recognizes that exclusion from educational programs of the School District, by suspension or expulsion, is a substantial sanction and that such action must comply with the student's due process rights.

### **SUSPENSION**

For purposes of this policy, 'suspension' shall be the short-term exclusion of a student from a regular District program.

The District Administrator, the principal, or a teacher designated by the District Administrator 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, or ten (10) consecutive school days for each incident if the student is eligible for special education services under Chapter 115, Wis. Stats.

The suspension must be reasonably justified based upon the grounds authorized under Sec. 120.13, Wis. Stats., that include, but are not limited to: noncompliance with school rules or Board rules; 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; 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; 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; or 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 School Board member of the District in which the student is enrolled.

The District Administrator, the principal, or a teacher designated by the School District Administrator 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 parent of a suspended minor must be given prompt notice of the suspension and the reason for the suspension. 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 the student records. The suspended student or the student's parent or guardian may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator, who shall be someone other than a principal, administrator or teacher in the suspended student's school, to discuss removing ~~from the student's records~~ reference to the suspension **from the student's records**. Reference to the suspension on the student's school record shall be removed if the District Administrator finds that: the student was suspended unfairly or unjustly; the suspension was inappropriate, given the nature of the alleged offense; or the student suffered undue consequences or penalties as a result of the suspension.

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.

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The Homeless Coordinator will assist administration and the student's parents or guardian in correcting conduct subject to disciplinary action that is caused by homelessness.

### **EXPULSION**

Under this policy, expulsion shall mean the Board will not permit a student to attend school at all, including any school-sponsored events or activities, for a specified period of time. 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. The Board's expulsion order may include the opportunity for the student to return to school prior to expiration of the term of expulsion under a specified set of early reinstatement condition(s) which are related to the conduct for which the student was expelled. The condition(s), once set forth in an expulsion order, shall be administered at the discretion of the District Administrator who shall have the authority to deny early reinstatement if any early reinstatement condition is not met prior to reinstatement or to revoke it for the remainder of the expulsion period if any enrollment conditions applicable to the student's attendance during a period of expulsion under early reinstatement, or conditional enrollment, are deemed by the District Administrator to have been violated. The decision to revoke a student's conditional enrollment shall be explained in writing. The student or student's parent may request a conference with the District Administrator within five (5) school days of a decision to revoke early reinstatement. The District Administrator shall meet with the student and/or parents within five (5) school days of a request. The District Administrator's decision is final.

The District Administrator may designate another School District employee to perform the functions pertaining to a student's early reinstatement, but may not designate someone that is an administrator or teacher in the student's school.

The Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and only when the student: repeatedly refused or neglected to obey the rules established by the School District; 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; engaged in conduct while at school while under the supervision of a school authority that endangered the property, health, or safety of others; 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 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. For purposes of this policy, 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 School Board shall hold an expulsion hearing in the event a student is in possession of a firearm while at school or under the supervision of school authorities and 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. This does not include any circumstance in which a student possessed a firearm while lawfully hunting on school forest land.

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.

As required by 20 U.S.C. 7151, the District Administrator will ensure that the following information is sent to the Wisconsin Department of Public Instruction: a copy of this policy; a description of the circumstances surrounding any expulsion(s) for violating the above- stated firearms policy; the name of the school; the number of students expelled; and the types of firearms involved.

Prior to expelling a student, the Board shall provide the student with a hearing. Prior written notice of the hearing must be sent separately to both the student and if the student is a minor, to his/her the student's parent(s) or guardian(s). The notice must be sent at least five (5) days prior to the date of hearing, not counting the date notice is sent. The notice must also satisfy the requirements of Sec. 120.13(1) (c)4, Wis. Stats.

An expelled student or, if the student is a minor, the student's parent(s) or guardian(s) may appeal the Board's expulsion decision to the Wisconsin Department of Public Instruction. An appeal from the decision of the Department may be taken within thirty (30) days to the circuit court for the county in which the school is located.

In the event a student is classified as Homeless, the building principal shall consult with the Homeless Coordinator to determine whether the conduct is a result of homelessness. The District will not expel a homeless student for conduct that is caused by the student's homelessness. The Homeless Coordinator will assist administration and the student's parents or guardians in correcting conduct subject to disciplinary action that is caused by homelessness. If the conduct in question is determined not to be caused by the student's homelessness, the District shall proceed with expulsion proceedings as outlined in this policy.

© Neola 20~~23~~17

Legal                    119.25, 120.13, Wis. Stats.  
                               18 U.S.C. 921(a)(3)  
                               20 U.S.C. 7151  
                               42 U.S.C. 11431 et seq.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of WEAPONS
Code	po7217
Status	Second Reading
Adopted	November 21, 2016
Last Revised	January 17, 2022

## 7217 - **WEAPONS**

The Board of Education prohibits ~~staff, students, staff members, students, and~~ visitors, and volunteers from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle to the extent permitted by law without the permission of the District Administrator. Policies regarding staff members are found in Policy 3217 and Policy 4217. The policy pertaining to students is found in Policy 5772.

A volunteer who is a concealed carry permit licensee may transport students for school-sponsored events or school-related purposes in his/her own vehicle only if the volunteer has agreed not to carry a concealed weapon while transporting such students. This does not apply to the transportation of students related by blood or marriage to the volunteer if only such students are being transported.

### **Concealed Carry Permit Holders**

No parent or other volunteer may carry or in any fashion possess a concealed weapon, whether they hold a permit or not, while transporting students in a District-owned vehicle. Additionally, anyone, including a holder of a concealed carry permit license issued or recognized by the State of Wisconsin, is prohibited by virtue of ~~Wis. Stat. 948.605(2)(b)1r,~~ Wis. Stats., from possessing a concealed weapon anywhere in or on school grounds including parking areas.

### **Definition of 'Weapon'**

The term 'weapon' means any object that, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives (subject to the exceptions below) razors with unguarded blades, clubs, electric weapons (as defined in 941.295 (1c)(a), Wis. Stats.), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

Exceptions to this policy include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. contracted personnel that are authorized by law to carry weapons in the course of their professional duties and for which the District and the contracted entity have a contract that authorizes employees of the contracted entity to carry a weapon on school grounds and in school buildings in the performance of their duties (i.e. armored transport services);
- C. items approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education or Archery Education courses, if used for the purpose of and in the manner approved (live ammunition shall never be approved);
- D. theatrical props used in appropriate settings with the approval of the building administrator;
- E. starter pistols used in appropriate sporting events.



The District Administrator may refer a visitor or volunteer who violates this policy to law enforcement officials. The visitor or volunteer may also be subject to other action such as loss of volunteer status at the sole discretion of the Board.

Any staff member who has reason to believe that a person has or will violate this policy shall report to the school Principal or their supervisor immediately. Failure to report such information may subject the staff member to disciplinary action, up to and including termination. The staff member may also confront the person if the staff member believes the risk of injury to self or others is minimal or if immediate action is necessary to prevent injury to any person.

This policy shall be published and distributed to staff members annually. Publication is not a precondition to enforcement of this policy.

Revised 11/21/16

T.C. 11/19/18

T.C. 3/15/21

T.C. 1/17/22

© Neola 2023~~1~~

Legal

- 120.13(1), Wis. Stats.
- 175.60, Wis. Stats.
- 939.22(10), Wis. Stats.
- 941.295, Wis. Stats.
- 943.13, Wis. Stats.
- 948.605, Wis. Stats.
- 948.61, Wis. Stats.
- 18 U.S.C. 921(a)(3)
- 18 U.S.C. 922
- 20 U.S.C. 7151

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of TECHNOLOGY
Code	po7540
Status	Second Reading
Adopted	November 21, 2016
Last Revised	June 15, 2020

#### 7540 - **TECHNOLOGY**

The Board of Education is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of District operations.

Students' use of District technology resources (see definition in Bylaw 0100 - Definitions) is a privilege not a right. Students and their parents must sign and submit a Student Technology Acceptable Use and Safety form annually. (See also, sign and comply with Policy 7540.03 - Student Technology Acceptable Use and Safety.

The District Administrator shall develop and implement a written District Technology Procedure (DTP). One (1) of the primary purposes of the DTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective District operations.

The DTP shall set forth procedures for the proper acquisition of technology. The DTP shall also provide guidance to staff and students concerning making safe, appropriate and ethical use of District technology resources, as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an illegal or unethical manner. (See Policy 7540.03 and AG 7540.03 - Student Technology Acceptable Use and Safety, and Policy 7540.04 and AG 7540.04 - Staff Technology Acceptable Use and Safety)

The District Administrator, in conjunction with the Technology Director, shall review the DTP and report any changes, amendments, or revisions to the Board.

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies, and the Student Code of Conduct, further govern students' and staff members' use of their personal communication devices (see Policy 5136 - Personal Communication Devices and Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices). Users have no right or expectation of privacy when using District technology resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

Further, safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media, which is defined in Bylaw 0100 - Definitions, to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Board policy, and learning appropriate responses if they experience cyberbullying. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts.

Staff use of District-approved social media platforms/sites shall be consistent with Policy 7544 - Use of Social Media.

Students must comply with Policy 7540.03 - Student Technology Acceptable Use and Safety and Policy 5136 - Personal Communication Devices when using District technology resources to access and/or use District-approved social media

platforms/sites.

Similarly, staff must comply with Policy 7544 - Use of Social Media, Policy 7540.04 - Staff Technology Acceptable Use and Safety, and Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices when using District technology resources to access and/or use District-approved social media platforms/sites.

Staff must comply with Policy 7544 - Use of Social Media, Policy 7540.04 - Staff Technology Acceptable Use and Safety, and Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices when using District technology resources or personally-owned PCDs to access and/or use social media for personal purposes.

Revised 4/23/18

© Neola 2023

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

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of INFORMATION SECURITY
Code	po8305
Status	Second Reading
Adopted	August 20, 2018

### 8305 - INFORMATION SECURITY

The District collects, classifies, and retains data/information from and about students, staff, vendors/contractors, and other individuals, about programs and initiatives undertaken by the school system, and about and related to the business of the District. This information may be in hard copy or digital format, and may be stored in the District or offsite with a third party provider.

Data/information collected by the District shall be classified as Confidential, Controlled, or Published. Data/information will be considered Controlled until identified otherwise.

Protecting District Information Resources (as defined in Bylaw 0100 - Definitions) is of paramount importance. Information security requires everyone's active participation to keep the District's data/information secure. This includes Board members, staff members/employees, students, parents, contractors/vendors, and visitors who use District Technology Resources (as defined in Bylaw 0100 - Definitions) and Information Resources.

Individuals who are granted access to data/information collected and retained by the District must follow established procedures so that the information is protected and preserved. Board members, administrators, and all District staff members, as well as contractors, vendors, and their employees, granted access to data/information retained by the District are required to certify annually that they shall comply with the established information security protocols pertaining to District data/information. Further, all individuals granted access to Confidential Data/Information retained by the District must certify annually that they will comply with the information security protocols pertaining to Confidential Data/Information. ~~Completing the appropriate section of the Staff Technology Acceptable Use and Safety form (Form 7540.04 F1) shall provide this certification.~~

All Board members, staff members/employees, students, contractors/vendors, and visitors who have access to Board-owned or managed data/information must maintain the security of that data/information and the District *Technology Resources* on which it is stored.

If an individual has any questions concerning whether this Policy and/or its related administrative guidelines apply to him/her or how they apply to him/her, the individual should contact the District's Technology Director.

The District Administrator shall develop administrative guidelines that set forth the internal controls necessary to provide for the collection, classification, retention, access, and security of District Data/Information.

Further, the District Administrator is authorized to develop procedures that would be implemented in the event of an unauthorized release or breach of data/information. These procedures shall comply with the District's legal requirements if such a breach of personally-identifiable information occurs.

The District Administrator shall require the participation of staff members in appropriate training related to the internal controls pertaining to the data/information that they collect, to which they have access, and for which they would be responsible for the security protocols.

Third-party contractors/vendors who require access to Confidential Data/ Information collected and retained by the District will be informed of relevant Board policies that govern access to and use of *Information Resources*, including the duty to safeguard the confidentiality of such data/information.

Failure to adhere to this Policy and its related administrative guidelines may put data/information collected and retained by the District at risk. Employees who violate this policy and/or the administrative guidelines promulgated consistent with this policy may have disciplinary consequences imposed, up to and including termination of employment, and/or referral to law enforcement. Students who violate this Policy and/or ~~AGs Administrative e Guidelines- (AG)~~ will be subject to disciplinary action, up to and including expulsion, and/or referral to law enforcement. Contractors/vendors who violate this Policy and/or ~~AGsguidelinesAGs~~ may face termination of their business relationships with and/or legal action by the District. Parents and visitors who violate this Policy and/or ~~AGsguidelinesAGs~~ may be denied access to the District's Technology Resources.

The District Administrator shall conduct an annual

assessment of risk related to the access to and security of the data/information collected and retained by the District, as well as the viability of the continuity of organizational operations plan developed pursuant to Policy 8300 - **Continuity of Organizational Operations Plan**.

© Neola 20~~23~~<sup>17</sup>

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of CONTROL OF BLOOD-BORNE PATHOGENS
Code	po8453.01
Status	Second Reading
Adopted	November 21, 2016
Last Revised	November 21, 2016

#### 8453.01 - **CONTROL OF BLOOD-BORNE PATHOGENS**

The Board of Education seeks to protect those staff members who may be exposed to blood-borne pathogens and other potentially infectious materials in their performance of assigned duties.

The Board also seeks to protect students who may, during the course of the school day or during a school-sponsored activity, become exposed to blood-borne pathogens and other potentially infectious materials.

To protect staff members and students, the District Administrator shall implement guidelines that are consistent with the Department of Public Instruction (DPI) Model Blood-Borne Pathogens Manual and such guidelines will include but not be limited to:

- A. identifying those categories of employees whose duties create a reasonable anticipation of exposure to blood and other infectious materials;
- B. providing for inoculation of the Hepatitis B vaccine at no cost to the staff member and in accordance with Federally-mandated scheduling;
- C. requiring proper training in the universal precautions against exposure and/or contamination including the provision of appropriate protective supplies and equipment;
- D. establishing appropriate procedures for the reporting, evaluation, and follow-up to any and all incidents of exposure;
- E. providing for record-keeping of all of the above which complies with both Federal and State laws;
- F. developing an exposure control plan.

Further, employees who have been identified, as employees whose duties create a reasonable anticipation of exposure to blood and other infectious materials ~~should~~ **shall** complete the blood-borne Pathogens School Training made available through the DPI.

Revised 11/21/16

© Neola ~~2023-15~~

Legal 101.055, Wis. Stats.  
29 C.F.R. 1910.1030

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of WELLNESS
Code	po8510
Status	Second Reading
Adopted	November 21, 2016
Last Revised	August 15, 2022

## 8510 - **WELLNESS**

As required by law, the Board of Education establishes the following wellness policy for the School District of Manawa as a part of a comprehensive wellness initiative.

### **Policy Preamble**

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her the student's ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition choices to:

- A. promote nutrition education with the objective of improving students' health and reducing childhood obesity;
- B. improve the health and well-being of our children, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits;
- C. promote nutrition guidelines, a healthy eating environment, child nutrition programs, and food safety and security on each school campus with the objective of promoting student health and reducing childhood obesity;
- D. provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active lifestyle;
- E. promote the health and wellness of students and staff through other school-based activities.

### **Policy Leadership**

The designated official for oversight of the wellness policy is ~~Carmen O'Brien, Business Manager~~ Michelle Johnson, Secondary Principal. The official shall convene the Wellness Committee and lead the review, updating, and evaluation of the policy.

### **Required Public Involvement**

The District Administrator shall obtain the input of District stakeholders, to include parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, School Board members, members of the public, and other school administrators in the development, implementation, evaluation, and periodic review and update, if necessary, of the wellness policy.

## District Wellness Committee

### Committee Formation

The District shall convene a Wellness Committee that meets at least two (2) times during the school year to establish goals and oversee school health policies and programs, including development, implementation, and periodic review and update of this Wellness Policy.

Committee Representatives

The District shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the Wellness Policy.

Stakeholders may include:

- A. administrator(s)
- B. Board member(s)
- C. classroom teacher(s)
- D. physical education teacher(s)
- E. school food service representative(s)
- F. school health paraprofessional or nurse
- G. community member/parent(s)
- H. student(s)
- I. medical/health care professional(s)
- J. nutrition and/or health education teacher(s)
- K. school counselor(s)

### Nutrition Standard for All Foods/School Meal Programs/Standards and Guidelines for School Meal Programs

- A. ~~All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. USDA Meal Patterns~~ All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. (<https://www.fns.usda.gov/nsfp/national-school-lunch-program-meal-pattern-chart>) [DRAFTING NOTE: The policy shall include a link to USDA meal pattern requirements or list them individually.]
- B. Drinking water is available for students during mealtimes.
- C. All schools in the District participate in USDA child nutrition programs, including National School Lunch Program and School Breakfast Program.
- D. All meals are accessible to all students.
- E. Withholding food as a punishment shall be strictly prohibited.
- F. All meals are appealing and attractive and served in clean and pleasant settings.
- G. Students are provided at least 10 minutes to eat breakfast and at least 20 minutes] to eat lunch after being seated.
- H. Menus shall be posted on the District website.
- I. All school nutrition program directors, managers, and staff shall meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.

### School Meal Program Participation

The District:

- A. S shall notify parents of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals;
- B. S shall restrict the scheduling of club/organizational meetings during the lunch period unless students are allowed to purchase lunch to be consumed during the meetings;



- C. Shall explore the use of nontraditional breakfast service models (such as breakfast in the classroom) to increase breakfast participation.

### **Foods and Beverages Sold Outside of School Meals**

All food and beverages sold and served outside of the school meal programs ("competitive" foods and beverages) shall, at a minimum, meet the standards established in USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. [Add link.]

### **Foods Offered/Provided but Not Sold**

The District encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members.

### **Fundraising**

The District adheres to the Wisconsin Department of Public Instruction fund-raiser exemption policy and allows two (2) exempt fund-raisers per student organization per school per year. All other fund-raisers sold during the school day will meet the Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

### **Marketing**

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Marketing includes brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.

### **Nutrition Education**

- A. The primary goal of nutrition education is to influence students' lifelong eating behaviors. Nutrition education, a component of comprehensive health education, shall be offered every year to all students of the District. The District aims to teach, model, encourage, and support healthy eating by providing nutrition education.
- B. Nutrition education shall be included in the Health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- C. Nutrition education shall be included in the sequential, comprehensive health curriculum in accordance with the Wisconsin Department of Public Instruction Model Academic Standards for Nutrition.

### **Nutrition Promotion**

The District is committed to providing a school environment that promotes students to practice healthy eating and physical activity. Students shall receive consistent nutrition messages that promote health throughout schools, classrooms, cafeterias, and school media.

### **Physical Activity**

- A. The District shall provide students with age and grade-appropriate opportunities to engage in physical activity.
- B. All students in grades K- 5 shall be provided with a daily recess period at least twenty (20) minutes in duration. Recess shall not be used as a reward or punishment.
- C. In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special health care needs.

### **Physical Education**

- A. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State.
- B. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.
- C. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.

- D. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge and attitudes necessary to engage in lifelong, health-enhancing physical activity.
- E. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.
- F. In health education classes, the District shall include topics of physical activity, including: the physical, psychological, or social benefits of physical activity; how physical activity can contribute to a healthy weight; how physical activity can contribute to the academic learning process; how an inactive lifestyle contributes to chronic disease; and decreasing sedentary activities.

#### **Other School-Based Strategies for Wellness:**

- A. Students, parents, and other community members shall have access to the school's outdoor physical activity facilities outside the normal school day.
- B. As appropriate, schools shall support students, staff, and parents' efforts to maintain a healthy lifestyle.

#### **Staff Wellness**

The District will implement the following activities below to promote healthy eating and physical activity among school staff.

Distribution by the Business Manager of a monthly employee health newsletter to promote healthy behaviors.

#### **Additional Strategies for Consideration:**

- A. The school shall provide attractive, clean environments in which the students eat.
- B. Students are permitted to have bottled water in the classroom.
- C. Activities, such as tutoring or club meetings, shall not be scheduled during mealtimes, unless students may eat during those meetings.
- D. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.

Furthermore, with the objectives of enhancing student health and well-being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- B. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

All foods available on campus during the school day shall comply with the current USDA nutrition guidelines, including competitive foods that are available to students a la carte in the dining area, as classroom snacks, from vending machines, for classroom parties, or at holiday celebrations.

- C. The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well, regardless of unpaid meal balances without stigma.
- D. All food service personnel shall receive pre-service training in food service operations.
- E. Continuing professional development shall be provided for all staff of the food service program.

#### **Monitoring and Evaluation**

- A. The Wellness Committee shall evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy, as established by the U.S. Department of Agriculture. The District shall notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings. The report will be made available at <https://www.manawaschools.org/district/>.
- B. The program developed shall include the following items, along with any additional measures deemed appropriate:
  1. identify specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, with consideration for evidence-based strategies;
  2. develop nutrition guidelines for all foods and beverages sold during the school day, that are consistent with Federal requirements for meal nutrition standards and smart snacks, and restricting marketing efforts to only those items that meet established guidelines;

3. develop policies pertaining to other food items in the schools, including for classroom parties, birthday snacks, or other food items not for sale, but distributed in the schools;
4. describes the process and public involvement in the development of the wellness program and initiatives.

**Public Notice**

The District Administrator shall be responsible for informing the public, including parents, students, and community members, on the content and implementation of this policy. In order to inform the public, the District Administrator shall distribute information at the beginning of the school year to families of school children, and post the wellness policy on the District's website, including the assessment of the implementation of the policy prepared by the District.

**Record Retention**

The District Administrator shall require that the District retains documentation pertaining to the development, review, evaluation, and update of the policy in the Board Committees Google Drive - Wellness Committee folder permanently.

Revised 3/15/18

Revised 4/23/18

© Neola 2023~~1~~

Legal                      42 U.S.C. 1751 et seq.  
                                  42 U.S.C. 1771 et seq.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of FREE AND REDUCED-PRICE MEALS
Code	po8531
Status	Second Reading
Adopted	November 21, 2016
Last Revised	March 15, 2021

### 8531 - **FREE AND REDUCED-PRICE MEALS**

The Board of Education recognizes the importance of good nutrition to each student's educational performance.

The Board of Education shall provide eligible children with breakfast and lunch at a reduced rate or at no charge to the student.

~~Children, eligible for free or reduced price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the State Department of Education.~~ Children, eligible for free or reduced-price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the Wisconsin Department of Public Instruction's administration of the School Nutrition Programs.

The Board designates the District Administrator to determine in accordance with Board standards, the eligibility of students for free and/or reduced-price meals.

The schools shall annually notify all families of the availability, eligibility requirements, and/or application procedure for free and reduced-price meals by distributing an application to the family of each student enrolled in the school and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced-price meals.

#### **Nondiscrimination Statement**

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

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

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](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](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

Revised 7/17/17

© Neola 2023

Legal                    115.34-115.345, Wis. Stats.  
                              120.10(16), Wis. Stats.  
                              120.13(10), Wis. Stats.  
                              P.I. 42, Wis. Adm. Code  
                              42 U.S.C. 1771 et seq.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	For Board Review - Technical Corrections - Vol. 32, No. 1
Title	Copy of ADVERTISING AND COMMERCIAL ACTIVITIES
Code	po9700.01
Status	Second Reading
Adopted	November 21, 2016
Last Revised	March 15, 2021

#### 9700.01 - **ADVERTISING AND COMMERCIAL ACTIVITIES**

This policy provides guidance for the appropriate and inappropriate use of advertising or promotion of commercial products or services to the students and parents in the school.

'Advertising' comes in many different categories and forums and is defined as an oral, written or graphic statement made by the producer, manufacturer, or seller of products, equipment, or services which calls for the public's attention to arouse a desire to buy, use or patronize the product, equipment, or services. This includes the visible promotion of product logos for other than identification purposes.

The Board of Education may permit paid commercial advertising in School District facilities or on School District property in the following categories or forums in accordance with the parameters set forth herein:

##### A. **Product Sales:**

fundraising activities (e.g., short term sales of gift wrap, cookies, candy, etc.) to benefit a specific student population, club or activity where the school receives a share of the profits.

##### B. **Direct Advertising/Appropriation of Space:**

1. signage and billboards in schools and school facilities;
2. corporate logos or brand names on school equipment (e.g., marquees, message boards or score boards);
3. ads, corporate logos, or brand names on book covers, student assignment books, or posters;
4. ads in school publications (newspapers and yearbooks and event programs);
5. media-based electronic advertising (e.g., Channel Seventeen or Internet or web-based sponsorship);
6. free samples (e.g., of food or personal hygiene products).

##### C. **Indirect Advertising:**

1. corporate-sponsored instructional or educational materials, teacher training, contests, incentives, grants or gifts;
2. the Board approves the use of instructional materials developed by commercial organizations such as films and videos only if the education value of the materials outweighs their commercial nature;

The films or material shall be carefully evaluated by the school principal for classroom use to determine whether the films or materials contain undesirable propaganda and to determine whether the materials are in compliance with the guidelines as set forth above.

No advertising may use the name, logo, mascot, or any other name which would associate an activity with the District without the specific written permission of the District Administrator. It is further the policy of the Board that its name, students, staff members and District facilities shall not be used for promoting the interests of any non-school agency or organization, public or private, without the specific written permission of the District Administrator.

Any commercial advertising shall be structured in accordance with the General Advertising Guidelines set forth below.

### **General Advertising Guidelines**

The following guidelines shall be followed with respect to any form of advertising on school grounds:

- A. When working together, schools and businesses must protect educational values. All commercial or corporate involvement shall be consistent with the District's educational standards and goals.
- B. No advertisement shall promote or contain references to alcohol, tobacco, drugs, drug paraphernalia, weapons, or lewd, vulgar, obscene, pornographic or illegal materials or activities, gambling, violence, hatred, sexual conduct or sexually explicit material, or gambling aids.
- C. No advertisement shall be permitted that conveys the impression of the School District's endorsement of any religious message, political candidate, or ballot initiative.
- D. No advertisement may contain libelous material.
- E. No advertisement that would may create a substantial disruption in the school environment or inhibit the functioning of any school may be approved.
- F. No advertisement shall be false, misleading or deceptive.
- G. Each advertisement must be reviewed in advance for age appropriateness.
- H. Advertisements may be rejected by the School District if determined to be inconsistent with the educational objectives of the School District, inappropriate, or inconsistent with the guidelines set forth in this policy.
- I. All corporate support or activity must be consistent with the Board's policies prohibiting discrimination on the basis of race, color, national origin, religion, sex, disability, or age, and must be age-appropriate.
- J. Students shall not be required to advertise a product, service, company or industry.
- K. Advertising will not be permitted on the outside or the inside of school buses.
- L. The inclusion of advertisements in School District publications, in School District facilities, or on School District property does not constitute or imply approval and/or endorsement of any product, service, organization, or activity.
- M. Final discretion regarding whether to advertise and the content and value of the materials will be with the Board.

### **Accounting**

Advertising revenues must be properly reported and accounted for ~~per Board policy~~ as per any policy, administrative guidelines, policies, Generally Accepted Accounting Principles, and DPI Audit Guide requirements.

© Neola 20~~23~~~~21~~

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Policy Manual
Section	Vol. 31, No. 2, Technical Corrections, July 2022
Title	Technical Correction - Vol. 31, No. 2, Technical Corrections, July 2022 - PRESIDENT
Code	po0171.1
Status	Second Reading
Adopted	April 25, 2016
Last Revised	January 3, 2023

### **Technical Correction - Vol. 31, No. 2**

#### **0171.1 - PRESIDENT**

The President of the Board 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** ~~(-) an annual meeting of the District, [DRAFTING NOTE: For Common and Union High School Districts] (X)-and the Board of Education, [DRAFTING NOTE: for Unified School Districts] [END OF OPTIONS]~~ 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.

© Neola 20~~22~~**21**

Legal 120.15, Wis. Stats.

**Last Modified by Melanie Oppor on June 21, 2023**





Book	Policy Manual
Section	5000 Students
Title	Copy of ADULT STUDENT/PARENT RIGHTS
Code	po5780
Status	Second Reading
Adopted	June 20, 2016
Last Revised	July 17, 2017

#### 5780 - **ADULT STUDENT/PARENT RIGHTS**

The Board of Education recognizes that students possess not only the right to an education but the rights of citizenship as well.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. At the same time the Board recognizes that no student may be deprived of the basic right to equal access to the educational program and his/her constitutional right to due process and free expression and association as appropriate for the school environment.

Attendant to the rights afforded to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the District.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with the guidelines and District rules.

Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained from the District Administrator.

Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats. Instructional material does not include academic tests or academic assessments.

The District Administrator shall develop a guideline addressing the rights of parents and procedures to ensure timely response to parental requests to review instructional material. The procedure shall also address reasonable notification to parents and students of their rights to review these materials. See AG 9130A ~~and Form 9130 F3~~.

A student who is still a dependent for Federal tax purposes, but who has reached the age of majority may, by written request, restrict his/her parents access to personally identifiable information from his/her student records.

When a student with a disability reaches the age of eighteen (18), with the exception of a student with a disability who has been found incompetent in this State, the District must provide any required notices to both the student and the student's parents, and all other rights accorded to the student's parents under Subchapter 5 of Chapter 115, Wis. Stats., transfer to the student.

This policy shall be applied consistent the Family Education Rights and Privacy Act and applicable State student record law.

© Neola 2016

Legal

20 U.S.C. 1232h

**Last Modified by Melanie Oppor on June 21, 2023**



Book	Policy Manual
Section	Vol. 31, No. 2, Technical Corrections, July 2022
Title	Technical Correction - Vol. 31, No. 2, Technical Corrections, June 2022 - PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Code	po9130
Status	Second Reading
Adopted	April 23, 2018
Last Revised	January 3, 2023

### **Technical Correction - Vol. 31, No. 2**

#### **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 and students from harassment, disclosure of confidential information, and other violations of the staff's or student's rights. It is the intent of this policy to provide a process 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 Consideration of Matters Brought Forward Under this Policy**

##### A. First Level

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

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

] As appropriate, the staff member shall report the matter and whatever action may have been taken to  their/his/her immediate supervisor  the \_\_\_\_\_ . **[END OF OPTIONS]**

##### 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 a District Compliance Officer for further review.

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

#### C. Third Level

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

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

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

#### D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the District Administrator, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted ~~( ) promptly after~~  within ~~ten~~ ten(10) business days of ~~[END OF OPTIONS]~~ 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 **or** a committee of the Board **prior to making a final decision on the matter**.

The Board's decision, or the decision of the committee of the Board to which the matter was referred, will be final on the matter. The Board may choose to consolidate complaints or other communications for consideration if more than one (1) 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 shall refer the individual(s) to this policy 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 Rights 2416, Policy 2414 - Human Growth and Development, , and AG 9130A ~~( )~~ and Form 9130-F3 ~~[END OF OPTIONS]~~.

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~~, ~~( ) Form 9130-F2 should be completed and~~ ~~[END OF OPTION]~~ the following procedure shall be followed:

- A.  The criticism request, suggestion, or complaint is to be addressed to the Curriculum Director/Principal, in writing, and shall include:
  1.  author;
  2.  title;
  3.  publisher;
  4.  the complainant's familiarity with the material objected to;
  5.  sections objected to by page and item;
  6.  reasons for objection.
- B.  Upon receipt of the information, the Curriculum Director ~~( ) shall~~  may,  after advising the District Administrator of the complaint,  and upon the District Administrator's approval, ~~( ) refer the matter to the District Administrator for resolution~~

- ) appoint a review committee, which shall comply with the open meetings law, consisting of:
1.  ) one (1) or more professional staff members ~~including the \_\_\_\_\_;~~
  2.  ) one (1) or more Board members; **[Note: Caution should be exercised in the selection of this option as the participation of Board members at the review committee level may give rise to recusal challenges if the Board acts in an appeal capacity.]**
  3.  ) one (1) or more laypersons knowledgeable in the area.
- 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 District Administrator shall be an ex-officio member of the committee.~~
- E.  ) 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
- F.  ) The material in question ~~( ) may be~~  ) may not be **[END OF OPTION]** temporarily withdrawn from use pending final resolution of the matter.
- G.  ) The committee's recommendation shall be reported to the District Administrator in writing within ~~\_\_\_\_\_ten (—10)~~  ) business days following ~~( ) the formation of the committee~~  ) the first meeting of the committee **[END OF OPTION]**. The District Administrator will advise the individual(s), in writing, of the committee's recommendation and the District Administrator's decision. The District Administrator shall also advise the Board of the committee's recommendation and ~~their/his/her~~ decision.
- H.  ) The individual(s) may submit an appeal of 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 consideration.
- I.  ) 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 conducted 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.

© Neola 2022~~0~~

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

**Last Modified by Melanie Oppor on June 21, 2023**



## MANAWA POLICE DEPARTMENT

---

Jason Severson  
Chief of Police

Shannon Wesoloski  
Patrol Officer

Noah Brandl  
Patrol Officer

500 South Bridge Street  
P.O. Box 248  
Manawa, WI 54949  
(920)596-3390  
[police@manawawi.gov](mailto:police@manawawi.gov)

### 2022-2023 Calls for service Manawa MS/HS

49 documented calls

103 documented hours, but not all follow-up time is recorded

Meetings or school events are not documented

### 2022-2023 Calls for service Manawa Elementary and District Office

14 documented calls

26.5 documented hours, but not all follow-up time is recorded

Meetings or school events are not all documented

Total of 63 documented calls

Total of 129.5 documented hours

Sincerely,

Jason Severson

Chief of Police

Manawa Police Department



**Students choosing to excel; realizing their strengths.**

To: Board of Education

From: Dr. Melanie J. Oppor

Date: June 21, 2023

Re: Many Faces One Mission (Appleton North High School)



Have you ever wanted to learn more about what our School Resource Officers do ? Here is your chance! Thank you to Tyler Piton a student at...

Appleton Police Department  
January 25, 2022 · Follow

Have you ever wanted to learn more about what our School Resource Officers do ? Here is your chance! Thank you to Tyler Piton a student at Appleton North High School for the idea and hard work putting this video together.

#ManyFacesOneMission #SchoolResourceOfficer  
Appleton Area School District  
See less

View 8 previous comments

Travis Tessen  
Awesome video

1y

Carlos Soriano  
He's a nice officer. appleton north

1y

[Appleton School Resource Officer Program](#)



# Clintonville Police Department

35 S. CLINTON AVENUE, CLINTONVILLE WI 54929

Phone (715) 823-3117 Fax (715) 823-1321 [www.clintonvillewi.gov](http://www.clintonvillewi.gov)

**Craig A. Freitag**  
Chief of Police

**Dennis L. Schroeder**  
Captain

06/21/2023

To Whom it concerns,

This letter is intended to show support and provide you with facts on the effectiveness of the position. Over the last several years there has been a narrative regarding Police Officers in a school setting and how it's a system that creates a pipeline from school to prison. According to NASRO, juvenile arrests across the US have dropped 74% since 1996. My professional opinion believes there are more than likely double the number of SROs in schools today than in 1996.

The Clintonville Police Department has had an SRO in the Clintonville School District since the mid 1990's. When looking at data, our SRO's write very few citations as "punishment." Often the SRO uses intervention prior to issuing a citation.

The roles of SRO's are many, they are a resource, mentor, prevent school violence, and informal counselor. Our SRO fills each of these roles every day. The positive outcomes of the SRO position extend past the walls of a school building. You will see less juvenile issues in your community because of the SRO position.

There are many positive things that come out of having an SRO is your school. I must admit I have never held the position as an SRO but for nine years, I taught DARE in three different school buildings. My time in the schools were enjoyable and built positive relationships with the children and parents. I was looked at as trusted person that a child could come to while in school or out of school. Families would reach out to me when I was off duty in some cases, when their child was in crisis.

Lastly, having a dedicated officer in your school means that as a community you are being proactive in preventing school violence. According to NASRO, nearly 1/3 of cases they reviewed, SROs played a role in either reporting the attack or responding to a report made by someone else.

I encourage you all to look at the benefits this program will have for your school and community.

Craig A. Freitag  
Chief of Police





Book	Policy Manual
Section	School Resource Officer Policy
Title	SCHOOL RESOURCE OFFICER PROGRAM
Code	po8407
Status	
Adopted	July 27, 2020

#### 8407 - **SCHOOL RESOURCE OFFICER PROGRAM**

To promote a safe, secure, and supportive school environment, the Board believes it appropriate for the District to have a collaborative relationship with the law enforcement agency(ies) with jurisdiction in the District through a School Resource Officer (SRO) Program.

The SRO Program shall provide appropriate and relevant information, instruction, and resource services to students, teachers, and parents. These services, and the District's and the law enforcement agency's(ies)' duties and obligations regarding the SRO Program, shall be set forth in an agreement between the District and the law enforcement agency(ies), including:

- A.  placement of a designated School Resource Officer in specific schools on specific days and times;
- B.  development of positive law enforcement officer/student relationships;
- C.  investigation of alleged violations of law, consistent with the authority and duties of law enforcement officers, that involve student or staff conduct on or off of school property;
- D.  educational presentations/discussions;
- E.  preventative and/or informational discussions with students/parents;
- F.  patrol and supervision of various school functions;
- G.  creation and implementation of crime prevention and safety programs; and
- H.  performance of duties of regular patrol officers that pertain to school resource matters;
- I.  a requirement the law enforcement agency(ies) to provide the  District Administrator  Board **[END OF OPTIONS]** with an annual report regarding the SRO Program.

This report shall summarize activities conducted throughout the previous school year and shall include recommendations for the upcoming school year. **[END OF OPTION]**  The Board may request additional updates or reports. **[END OF OPTION]**

The building principal(s) shall serve as the designated liaisons between the District and the law enforcement agency(ies) and shall oversee the SRO Program as it pertains to the specific building(s). The District and the law enforcement agency(ies) shall collaborate in determining various responsibilities and requirements under the SRO Program, including programming services and development of the school safety plan (See Policy 8420 - School Safety). Any services or activities provided or performed by the law enforcement agency(ies) via the SRO Program shall not serve as a substitute for any responsibilities assigned to District personnel.

Sharing of confidential information and/or student record information with the law enforcement agency(ies) by the District shall fully comply with all relevant statutory provisions and District policies. Use of any devices by any member of the law enforcement agency(ies) to gather or store information in the course of an investigation (e.g., body camera footage) shall be done in full compliance with all law enforcement agency(ies) policies, as well as State and Federal law regarding the use of any such devices.

© Neola 2019

- Legal
- Wis. Stat. §§ 968.07(1)(d), (2)
  - Wis. Stat. § 165.85(2)(c)
  - Wis. Stat. § 121.02(1)(i)
  - Wis. Stat. § 120.44 (unified school districts)
  - Wis. Stat. § 120.13
  - Wis. Stat. § 118.257
  - Wis. Stat. § 118.127
  - Wis. Stat. § 118.125
  - Wis. Stat. § 118.001
  - Wis. Stat. § 66.0301

**Last Modified by Steve LaVallee on October 11, 2022**



# SCHOOL DISTRICT OF MANAWA

## Job Description

### SCHOOL RESOURCE OFFICER (SRO)

#### ESSENTIAL SKILLS:

1. Ability to serve as a resource for teachers, parents, and students for law-related concerns and questions
2. Serve as a mentor for students
3. Ability to serve as a resource in areas that may affect the education environment and are or may be law-related
4. Organize and work independently on multiple assigned tasks/projects and complete assignments within specified deadlines
5. Accurately follow verbal and written directions
6. Work well under pressure
7. Communicate effectively, both verbally and in writing to all internal and external clients, expressing ideas and instructions clearly and concisely
8. Ability to collaborate with diverse work teams
9. Demonstrate skills in consensus-building and mediation
10. Capable of researching and creative problem solving
11. Maintain confidentiality and loyalty to the School District of Manawa and the Manawa Police Department
12. Promote a positive image of the School District of Manawa and Manawa Police Department at all times

#### QUALIFICATIONS:

##### Experience, Education, and Licensure

1. Bachelor's Degree in Criminal Justice/Law Enforcement or 2-Year Associates Degree
2. Valid Wisconsin Driver's License
3. Duly authorized law enforcement officer through the Manawa Police Department. SRO must continually fulfill necessary requirements to remain in good standing with the MPD.
4. Hold ALICE trainer certification (can be completed once hired at the district's expense).
5. Successful completion of basic SRO course from the National Association of School Resource Officers (can be completed once hired at the district's expense).
6. Two (2) years of law enforcement work experience preferred.

##### Required Skills and Abilities

1. Able to work flexible hours, evenings and staggered shifts, weekends and/or in emergency situations as per the school year calendar of events
2. Operate a two-way radio and qualify with a MPD issued firearm
3. Direct traffic/pedestrians crossing busy streets around schools or on school grounds when necessary
4. Investigate suspicious circumstances, persons, vehicles, etc.
5. Able to work in inclement weather, lift up to 60 pounds, and walk, run, climb, crawl or sit for extended periods of time
6. Knowledge of Wisconsin criminal and traffic code, City of Manawa and Waupaca County ordinances, criminal procedures, juvenile law and court proceedings
7. Must not have any open internal affairs investigations
8. Pass criminal history, background investigation, and psychological examination.
9. Respond to imminent threats as a single officer for the protection and preservation of life
10. Ability to interpret and administer laws, policies, and procedures consistently and objectively

11. Communicate effectively, verbally and in writing, to a diverse audience
12. Plan, organize, and prioritize work
13. Remain flexible in order to adapt to changes in the work environment
14. Excellent time-management, problem-prevention, and problem-solving skills
15. Work accurately with close attention to detail
16. Advanced computer skills, including email, word processing and spreadsheets
17. Work effectively, professionally and tactfully with students, parents, staff, and the community
18. Possess a work ethic that includes neatness, punctuality and accuracy
19. Exhibit a professional appearance and demeanor
20. Demonstrate the highest level of ethical behavior
21. Maintain confidentiality of sensitive information
22. Study and apply new state and federal laws and regulations
23. Develop relationships with key stakeholders

**JOB GOALS:**

1. The School Resource Officer supports and facilitates the educational process within the School District of Manawa by providing a safe and secure environment through building and establishing meaningful relationships with students and staff and proactively interacting with the school community to ensure the enforcement of city and state laws, preservation of public order, protection of life and the prevention, detection, or investigation of crime.
2. Work effectively with students, parents, school personnel and community agencies to support teaching and learning in the schools.
3. The School Resource Officer will patrol district property to protect students, staff and visitors from physical harm and prevent loss to district property resulting from criminal activity.

**REPORTS TO:**

Manawa Chief of Police or Designee

**EVALUATED BY:**

Manawa Chief of Police and School District of Manawa District Administrator

The evaluation will include:

- Documentation of success of established goals.
- Observations.
- Community feedback/survey.
- Accomplishment of tasks and responsibilities as per the job description.

**TERMS OF EMPLOYMENT:**

1.0 FTE salaried position from September 1 to June 30 when students are present and when requested to be present for non-student days and July/August MPD duties as assigned.

Salary and benefits to be determined mutually by the Board of Education and City of Manawa with a shared cost arrangement for the time period noted above at 70% SDM & 30% City of Manawa.

The City of Manawa will provide a used vehicle, laptop, and a uniform allowance.

Eighteen (18) month probationary period per City of Manawa Police Department Policy

**PERFORMANCE RESPONSIBILITIES:**

**Job-Specific Responsibilities**

- Enforce federal, state, and local traffic and criminal laws and ordinances.
- Responsible for dealing with criminal law issues, not the enforcement of school discipline or to punish students.

- Serve as a positive role model for students.
- Protect persons and property on school premises; work through school administration to address concerns related to school safety including participation in the refinement of the District Safety Plan and emergency response protocols.
- Participate in and assist school principals with safety drills, protocols, and procedures.
- Provide preventative patrol of District property and within the schools.
- Participate in faculty and student meetings or assemblies as appropriate to become integrated into the school community.
- Participate in Response to Intervention Team meetings to provide wrap around services to students and families as needed.
- Collaborate with the SDM administrative team and staff to foster a better understanding of the law enforcement function to maintain a secure learning environment.
- Serve as a visible and active law enforcement officer on campus dealing with law-related areas such as drugs, traffic, trespassing, fighting, and thefts.
- Conduct routine patrols of assigned facilities to include buildings, parking lots and district owned, leased, or rented property.
- Take law enforcement action to protect against unwanted intruders.
- Make student arrests only in the event of a real and immediate threat to students, staff, or public safety.
- Work collaboratively with public safety agencies to serve as a liaison between school and community to deter criminal and delinquent behavior.
- Work with the Athletic/Activities Director and School Principals to coordinate security for crowd and vehicle control at co-curricular activities and special events.
- Assist other law enforcement agencies with incidents involving local criminal activity that may impact the safety of the environment for students and staff.
- Serve as the initial first responder and school safety coordinator for campus emergencies.
- Respond to calls on crimes against person or property in progress, report crimes that have already occurred, and intrusion/fire alarms; perform preliminary investigation at the scene (e.g. gather and preserve evidence, take statements).
- Prepare written reports, maintain daily logs, and obtain and serve arrest and search warrants as necessary; testify in court as required.
- Subdue offenders and criminals by using the minimum amount of force needed to protect the officer and other persons.
- Provide classroom presentations on protective behaviors, drug and crime prevention and fundamental concepts and structure of the law.
- Conduct security building assessments for schools; guard, check and secure doors, rooms, buildings and equipment.
- Provide executive protection; provide transportation to and from pre-designated places for Board Members and district administrators.
- Perform other duties as assigned by appropriate supervisory personnel and school administrators.

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

The School District of Manawa and the City of Manawa do not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability. Applicants requesting a reasonable accommodation for a disability should contact the District Office by email.

School/Police Liaison Officer Memorandum of Understanding and Agreement  
Between  
City of Manawa and School District of Manawa

**Memorandum of Understanding for School Resources Officer Program**

The purpose of this document is to establish a School Resource Officer Program and to set forth guidelines to ensure that law enforcement, school officials, and the communities they serve, have a shared understanding of the goals of the School Resource Officer Program;

The parties agree that an effective School Resource Officer Program defines the role of the School Resource Officer (SRO): within the context of the educational mission of the school; distinctions between disciplinary misconduct to be handled by school officials, and criminal offenses to be handled by law enforcement; information sharing; School Resource Officer training requirements; program assessment; and program structure;

The School Resource Officer's receive the necessary support and training to ensure a safe school environment while respecting the rights of students and improving the overall school climate;

The signatories agree to the following:

**Role of the School Resource Officer within the Context of the Educational Mission of the School**

1. The mission of the School Resource Officer program is to improve and foster school safety and the educational climate at the school.
2. School Resource Officers are responsible for dealing with criminal law issues, not to enforce school discipline or punish students.
3. The SRO shall meet with building-level school administrators, teachers, parents, and student representatives at least annually when requested to discuss issues of school safety.
4. The SRO shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate.
5. The SRO shall maintain activity reports and submit summaries of these reports to building-level school administrators, district-level school administrators, and the relevant law enforcement agency. The summaries shall include the numbers and descriptions of all incidents or calls for service; names of school officials involved (referring teachers, principals, etc.); student searches; student questioning; tickets, citations, or summonses; filing of delinquency petitions; referrals to a probation officer; actual arrests, and other referrals to the juvenile justice system.

6. Absent a real and immediate threat to student, teacher, or school safety, and absent the situations described herein where formal law enforcement intervention is deemed appropriate, building-level school administrators shall have final authority in the building.
7. Absent a real and immediate threat to student, teacher, or public safety, incidents involving public order offenses including: disturbance/disruption of schools or public assembly; loitering; profanity; and fighting that does not involve physical injury or weapon, shall be considered school discipline issues to be handled by school officials, rather than criminal law issues warranting formal law enforcement intervention (e.g., issuance of criminal citation, ticket, summon, or filing of delinquency petition).
8. Students shall not be taken into custody at school, except where a child poses a real and immediate threat to student, teacher, or public safety or pursuant to a warrant.
  - a. School principals shall be consulted prior to a student being taken into custody where practicable.
  - b. The student's parent or guardian shall be notified of a child being taken into custody as soon as practicable.

### **Information Sharing**

9. The school district designates the SRO a "school official" as provided in the Federal Educational Rights and Privacy Act (FERPA) 20 U.S.C. 1232g, and 118.125(2)(d) of the Wisconsin Statutes. A SRO may be provided access to student records information maintained by the school district only as needed by the SRO to perform his or her duties as SRO. A SRO may also be granted access to student records information in the event of an emergency situation threatening the health or safety of a student or other individual. The SRO may only re-disclose student records information consistent with FERPA and Wisconsin pupil records law.
10. Records created and maintained by a SRO for the purpose of ensuring the safety and security of persons or property in the school, district, or for the enforcement of local, state, or federal laws or ordinances shall not be considered student records - even when such records may serve the dual purpose of enforcing school rules - and are not subject to the same prohibitions of access or disclosure by the SRO. (This provision does not prohibit school personnel from complying with the notice and reporting requirements of seclusion or restraint of a student by the SRO as specified in 118.305(4) of the Wisconsin Statutes.)

## **School Resource Officer Training Requirements**

11. The SRO shall receive such training as is necessary to permit the SRO to effectively advance the school's educational mission in the context of his or her duties as SRO. Training topics, goals, and objectives shall be determined jointly by representatives of the school and the law enforcement agency. Training shall be provided in the following areas:

To be determined by the Manawa Police Department and School District of Manawa as training is offered.

Training topics to consider may include: school values and mission; child and adolescent development; ALICE; cultural competency; positive behavioral supports, strategies, and interventions; federal and state anti-discrimination and special education laws; the provisions of Wisconsin law pertaining to the use of seclusion and restraint by school personnel; trauma informed practices; de-escalation techniques; compulsory attendance; suicide prevention; and school mental health.

## **Program Assessment**

12. The School Resource Officer Program will be assessed annually, and the evaluation will be conducted jointly between the Police Department and School District of Manawa. The following areas will be used to evaluate the program:

- a. Success of established goals and objectives.
- b. Police-citizen contacts (citations, arrests, community and school outreach activities, etc.).
- c. Community feedback.
- d. Accomplishment of tasks agreed upon as part of any work plan written in conjunction with the principal.

## **Structure and Funding for School Resource Officer Program**

13. By virtue of this agreement, the Manawa Police Department agrees to



provide ??? Officers to the School District of Manawa for use as Police Liaison Officers. The Officers shall serve for approximately one hundred and eighty (180) days during the school fiscal year (July 1 to June 30).

The Officer(s) shall remain employees of the Manawa Police Department and, therefore, shall continue to be governed by State Statutes, City of Manawa Ordinances, as well as all applicable rules, regulations and policies of the New London Police Department. The City of Manawa shall be responsible for the issuance of all payroll checks and benefit payments on behalf of the Police Officer.

The Officer(s) shall be appointed for a 4-year time period by the Manawa Police Department and shall be by mutual agreement between the Chief of Police and the District Administrator. Nothing in this contract precludes an existing school liaison officer from being re-appointed after the 4-year time period. The officers will be hired by the Manawa Police Department on a year by year basis and will be At-will employees of the police department.

#### 14. Supervision

The Officers shall be under the direct supervision of the Chief of Police or designee.

#### 15. Reporting Time

The Police Liaison Officers shall report to the School District of Manawa each day unless requested by the Chief of Police or designee to report to the Manawa Police Department. This assignment may be modified as needed by both the School District and the City. The Officer shall work an eight and a half (8.5) hour shift. The Officers shall work for the School District of Manawa when students are present and when requested to be present for nonstudent days. The Officers shall be allowed to attend any mandatory training required by the Manawa Police Department. The Part-Time Officer will be assigned to either a 4 or 8 hours shift.

#### 16. Overtime

If the School District of Manawa requests the Police Liaison Officer(s) to work hours outside of the normal work day (i.e. football game security, dances, etc.), the officers shall be entitled to overtime and compensation is covered by the set agreed upon yearly amount by the School District and the Manawa Police Department. The Officer may also flex their schedule for special events to reduce the amount of overtime.

#### 17. Notification

All written notices and correspondence under this Agreement shall be delivered in person or by first class mail as follows:

To the Chief of Police

500 S. Bridge St  
Manawa, WI 54949

To the District Administrator or  
designee  
800 Beech Street  
Manawa, WI 54949

#### 18. Costs

The School District agrees to reimburse the City \$????? per year for the Officer(s). This will cover cost for the following items:

Wages  
FICA  
Wisconsin Retirement  
Health Insurance Dental  
Insurance  
Income Continuation Insurance Workers  
Compensation Insurance Uniform  
Allowance  
All appropriate, non-personal Monthly Cellular Phone Charges  
during the School Year

The School District also agrees to provide a work area, including a computer and telephone in the school, for use by the Police Liaison Officer.

#### 19. Reimbursement

Bi-annually, the School District of Manawa shall reimburse the City on the basis of an invoice detailing the charges for that time period. The School District shall make payment to the City within thirty (30) days of receipt of the invoice.

#### 20. Equipment

The City of Manawa shall furnish equipment to the Police Liaison Officer(s) including, but not limited to, vehicle, communications equipment, and necessary training.

#### 21. Insurance

The City of Manawa and School District of Manawa shall provide the following insurance and it shall remain in force during the contract:

##### Liability

A general liability policy with a minimum policy of \$1,000,000.

Automobile/Collision

The City of Manawa shall provide full auto coverage for any vehicle operated by the Police Liaison Officer.

Workers Compensation

The City of Manawa shall provide coverage as required by State Statutes.

The premium for the Police Liaison Officer shall be reimbursed as outlined in Section VI.

DRAFT

**Duration**

22. This memorandum of understanding shall become effective immediately upon execution by signature and remain effective until June 30, ??? whereupon it must be reviewed annually by all signatories or their successors before being renewed.

23. A signatory may terminate this memorandum of understanding by serving written notice to all other signatories at least thirty (30) days in advance of such termination. A termination by a signatory shall eliminate the presence of School Resource Officers at the School District of Manawa.

\_\_\_\_\_  
District Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief of Police

\_\_\_\_\_  
Date

DRAFT



**Students choosing to excel; realizing their strengths.**

To: Board of Education  
From: Dr. Melanie J. Oppor  
Date: August 10, 2022  
Re: School Resource Officer Historical Summary

The following represents recent District communications regarding a School Resource Officer program.

From the June 8, 2022 Weekly Update:

**Police Liaison Officer/School Resource Officer** – In the wake of the most recent school shooting in Uvalde, Mr. Joe Starr asked to have the topic of the City of Manawa and the SDM banding together to hire a shared law enforcement officer. I called Mayor Frazier and we had a nice talk on this collaboration. Mr. Starr had contacted the Mayor also. The City hopes to have a new police chief in place by August if all goes well. They are starting their interviews later this month. Mayor Frazier would like to discuss the concept of an SRO once the new police chief is in place. I am putting together some information for the P and HR Committee/Board to reflect on the District's history with SROs. If this topic is of interest to the community, it can again be a resolution for consider at the Annual Meeting in October. The Mayor and I agree that if we had a liaison officer, they would be put to good use and if the constituents do not wish to have one, the SDM and City will continue to be supported by the both City and Waupaca County law enforcement.

July 18, 2022

I telephoned Mayor Frazier last week and he confirmed Chief Severson will begin on August 1. The mayor has not yet discussed the SRO topic with the new Chief but will do so in the near future. Then, the three of us will meet to put together a preliminary proposal for both the City Council and the Manawa Board of Education to consider.

August 4, 2022 – Manawa Night Out

I had the opportunity to visit at length with Police Chief Severson. He is very interested in sitting down with District personnel to discuss possible options. Chief Severson noted that finding an officer that is a good fit to the position is critical. He learned that New London uses recently retired police officers. Chief Severson notes that their level of maturity, understanding of the law, and calm demeanor are assets to the SRO position.

August 9, 2022 – Quad County Insurance Consortium Meeting

Mrs. O'Brien and I attended the meeting that included a presentation by Ted Hayes, a school safety and security consultant for M3. Each of us received a copy of the book "*If It's Predictable, It's Preventable.*" We also received other supplemental resources. This links well

with the District Safety Committee's work that is ongoing and began in the spring semester of 2022.

At the October 25, 2021, Annual Meeting of the School District of Manawa, the public voted against hiring an SRO.

The following is an excerpt from the minutes of the October 25, 2021 meeting:

*"Hearing on the Budget:*

*The recommended tax levy is \$9.44/per \$1,000 home value. The 2020-21 proposed budget tax levy is the maximum allowable amount of \$2,660,335 and the entire referendum debt payment of \$981,462 and \$25,000 for the Community Service Fund (Fund 80). The total tax levy is \$3,666,797 with the mill rate at \$9.44.*

*Consideration/Discussion of the District engaging a School Resource Officer for the 2021-2022 school year, as follows:*

- *Full-Time (1.0 FTE)*
- *Part-Time (.6 FTE – 3 days/week / 24 hours/week)*

*Resolutions: Motion by Sondra Reiersen/ Nicole Rineck SY20/21#03 Resolution - Not to Proceed into an Intergovernmental Agreement with the City of Manawa for a School Resource Officer (SRO).*

*Discussion: Sondra Reiersen, N6234 Cty Rd K, Ogdensburg, mentioned over the years there had been an SRO in the district. If it was a good program, why didn't they keep it? There was a survey sent out. She has never seen any kind of information as to what the constituents want? What is going to be different now?*

*Chairman J. Johnson noted the survey results: In favor of an SRO - 43% all residents, 29% staff, 56% parents and 38% non-parents. Not in favor of an SRO - 32% all residents, 45% staff, 22% parents, 35% non-parents. pg. 10 Not sure/need more information - 25% all residents, 26% staff, 22% parents and 27% non-parents. When asked if they would support paying for an SRO through Fund 80, the survey results were: In favor of an SRO - 39% all residents, 35% staff, 51% parents and 33% non-parents. Not in favor of an SRO - 33% all residents, 38% staff, 25% parents, 37% non-parents. Not sure/need more information - 28% all residents, 27% staff, 24% parents and 30% non-parents. When asked if they were to add an SRO, what would the staffing level be, the survey results were: Employ an SRO PT- 31% all residents, 43% staff, 35% parents and 29% non-parents. Employ an SRO FT - 28% all residents, 29% staff, 39% parents, 23% non-parents. Not sure/need more information - 41% all residents, 28% staff, 26% parents and 48% non-parents.*

*Nicole Rineck, 808 Water Street, Ogdensburg stated there is a police department down the road. We are not in a big city. What is happening in the school now that warrants an SRO? Why are taxes going up for this? Mike Frazier, 405 E. Fourth St., Manawa, typed in the chat box saying the city would work with the School District on this issue.*

*John Smith, 960 Depot Street, Manawa, speaking on behalf of the city, said an SRO is not just to enforce rules as to what is happening in school but to help with other things that happen at home as well. Today's youth deal with drugs, suicides, and an SRO gives opportunity to build relationships. He said he realizes they may not have had the best SRO's in the past and that is why the position went away years ago. It should be full time. School staff is not trained in investigations.*

*Anglea Emmert, N8115 Ferg Road, Manawa wrote in the chat box with all due respect, Mr. Smith, you are contradicting what we heard from the principal who seemed to indicate there were few issues. Can Mr. Wolfram please clarify? Mr. Wolfgram said he is not going to say schools are a perfect situation where they don't rely on the police when called upon. They do have experience dealing with some things within the district as staff. Drugs in school rely on police to help in investigations. The majority of instances within the last year are related to vaping incidents. (Audio quality was an issue.)*

*Jenny Bessette, E5702 N. Water Dr., Manawa, thinks the SRO is a great concept. However, last year the staff was polled and she feels safe at school. Taxes are going up already and doesn't want more increases. There were many programs that the district does not have any longer due to cuts. The schools have two amazing school counselors.*

*Sondra Reiersen noted Manawa student's state testing numbers are going down. She would rather have money go to instruction than a SRO.*

*John Smith is glad staff feels safe here. Things have changed since he went to school here. Right now everyone wants to call the police for everything. The townships do not pay for the city police - only the city taxpayers pay for them. A Sheriff can take up to 40 minutes to respond if the city police are dealing with another issue. That should be another factor in considering an SRO.*

*Stephanie Riske, E6464 State Rd 22, Bear Creek, wanted to confirm that having an SRO would not affect staffing.*

*Chairman Johnson confirmed that is true because the SRO would be funded out of Fund 80.*

*The motion on the floor is: Motion by Sondra Reiersen/ Nicole Rineck - Not to Proceed into an Intergovernmental Agreement with the City of Manawa for a School Resource Officer (SRO). Angela Emmert yes, Jeanne Frazier no, Mike Frazier no, Jill Schuelke abstain, Mataya Pethke abstain, Tammy Buschke yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith no, Seeger no, Hollman yes, Forbes no, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote."*

#### Historical Information:

The following officers served in the role of School Resource Officer in the order shown. Where hire dates were available in Skyward, they are noted.

- Ben Barrington
- Brady Peterson (January 2000)

- Heidi Cartwright (November 2001)
- Michelle Kamba

The School District of Manawa had received a COPS grant in the past to fund the start-up costs of having a School Resource Officer. When the grant funding ran out, the funds to continue the program at that time were not part of the budget. A sustainability plan for the COPS grant had not been created.

At about the same time as I became the new District Administrator (2014), I received feedback from a variety of sources indicating concerns about the School Resource Officer. There was the perception that the officer was allowing their personal moral biases to override the letter of law. There were also unsubstantiated claims of overreach by the officer into matters that should more appropriately be handled by the secondary principal or dean of students. This left a sour taste in the mouths of some citizens and parents regarding an SRO. The topic of hiring an SRO came up recently via a citizen concern but had not been discussed formally since October 25, 2021.

Next steps:

- Collaborate with Mayor Frazier and Chief Severson on establishing an SRO program to layout program expectations, create a job description, establish related costs, and so on.
- Consider a survey of SDM residents to gauge community support and to provide information to the public.
- Consider a resolution for the next Annual Meeting of the SDM citizenry in October.
- Other



## School Resource Officer/ resource person questions

Why do we need a School Resource Officer?

- Instantaneous emergency response
- Police/student/community/ relationship building
- Mentoring and student support
- Deterrent/Crime Prevention effect
- Site Security generally as well as crime prevention through environmental design
- Assist with state required safety assessments (Grant)

Do we have to have a licensed police officer? Are there other security officer options available that the community fund can be used for?

- Sworn, certified officers have the following:
  - o State required training
  - o Information sharing for the good of the school and student is only allowed across school and LE
  - o Experience
  - o Professionalism
  - o Public relations skills
  - o Instantaneous communication with patrol for immediate assistance
  - o Important potentially lifesaving equipment
  - o Close collaboration with other agencies such as CPS, YFS, CRISIS, other LE

What time will the resource person work?

- 7:30 am until 3:45 pm
- NLPD has two part time officers who rotate: Thursday, Friday, Monday, Tuesday, Wednesday...then off for seven days.

What will a resource person do throughout the day? I.e. (during the in session school day) an 8.5 hour work day with a 30 minute lunch. Approximately 70-80% of the school day students are in class so 20-30% of the resource person's day would have a potential to interact with students. 1.6 to 2.4 hours of possible interaction time.

- Presence at critical drop off and pick up sites
- Assist admin staff with disciplinary issues when necessary
- Mentor troubled student (bulldog time)
- Recess security and student contact
- Special Event and Athletic Event Security
- Hall monitoring throughout the day and between classes
- Conduct truancy checks/home visits
- Meeting with parents of students who are having behavioral difficulties

- Note: Part time SRO's avoid being bogged down in court by turning serious crimes over to patrol or detectives,
- Classroom presentations: Bullying, Sexting, Human Trafficking, Stranger Danger, Drugs, etc, etc...

What will a resource officer do when there are non-scheduled student school days?

- SRO's do not work on non-scheduled student school days
- SRO's conduct active shooter and EMS training for staff during staff development days

How will a resource person enhance our current safety program?

- Instantaneous emergency response
- Police/student/community/ relationship building
- Mentoring and student support
- Deterrent/Crime Prevention effect
- Site Security generally as well as crime prevention through environmental design

Who does the resource person report to?

- To both the school principal and chief of police

How will the Constitutional rights of the students be maintained?

- In the same way they are maintained for adults in the community
- The SRO must abide by states laws, constitutional parameter's and within school and police policy

If the resource person is traveling from building to building are they using their own vehicle? Will they be compensated for mileage?

- The PD supplies the squad car and pays for maintenance
- "Building to building" travel time is worked into the daily schedule

How will we ensure that a resource person doesn't cross the line of excessive force as what happened in Kenosha in March 2022?

- By abiding by use of force parameters defined by the state and PD policy

If working over 8.5 hrs a day will they be receiving overtime? For example - at school during school hours and then also working at after school activities. If receiving overtime pay, who is responsible for the overtime cost?

- Part time SROs would get overtime only if they worked more than 40 hours in a work week. This does not occur however because of the part time nature of the positions

To: Manawa Board of Education

From: Chief J. Severson

Date: June 21, 2023

Re: Manawa School Resource Officer (SRO) proposed costs

- Hire two part time officers to work opposite of each other, not to exceed 1,200 hrs per officer each year.
- \$25 per hour, no fringe benefits.
- Approximately 196 days for the school year and summer school.
- $196 \times 8 \text{ hr days} = 1,568 \text{ hr}$ .
- School Athletic Director (AD) would coordinate which events SRO coverage is needed. Approx. seven home football games would be covered in addition to other requested events.
- The District would pay 70% and the City would pay 30% of the wages.
- $1,568 + 50 \text{ hrs} = 1,618 \text{ hrs}$  for school days, sporting events, and special events (approx.).
- $1,618 \times \$25 = \$40,450$
- $\$40,450 \times 70\% = \$28,315$  District share
- $\$40,450 \times 30\% = \$12,135$  City share
- The District would provide an office, some office supplies, and any specialized training required by the District.
- The City would provide police equipment, SRO and annual police training, a squad, etc.

SRO Needs and Schedule:

\*Triad Model Recommendation: Enforce the law, teach, mentor.

**Monday and Wednesday:** Manawa Middle/Little Wolf High

**Tuesday and Thursday:** MES AM/ St. Paul's PM

**Friday: Floating**-where needed

Weekly Responsibilities: (Possible options)

\*Lunch and Parking Lot Supervision

\*Crosswalk

\*Assist with legal situations as needed: Physical altercation, harassment, safety plans, truancy/attendance meetings, drugs/alcohol- etc. (illegal behaviors that lead to expulsion)

\*Transition time presence in hallways

\*Help with attendance issues

\*Safety (HIP) Plans with families

\*Family Presentations/Workshops- Teens Trends, Safety

\*Active Threat/ALICE practice

\*Tornado/Safety Drills

\*Parent ReUnification Drills/Practice

Month/Date	PD/Student Workshop
Aug. 18-22	<u>Inservice Ideas:</u> De-Escalation techniques NVCI training Meet with Spec. Ed Team

	<p>Meet with Admin.  Table Top Safety procedures  ALICE Training-SRO's  Admin. Assistances as Gatekeepers-</p> <p>*What can admin assistants do to help keep undesirable people out of the building? How can they use the "buzz-in" system to screen out legitimate vendors and parents. What information can they ask before allowing them into the building. If they are already in the building, what options are available in the office to control their behavior.</p>
<p>Aug. 22  3:30-7:30</p>	<p>Open House- Introduction/Greet Families-Brat/Hotdog stand-grilling-  Share an Introduction Letter with Families/with a focus on the importance of attendance?</p>
<p>Sept.</p>	<p><b><u>MES/St. Paul's:</u></b>  *SRO Reads a book entitled <i>Officer Buckle and Gloria</i>. This is a great way to introduce the SRO to younger students and to begin the conversation of what role an SRO plays in the school.  *Assist teams roll out ALICE training  *Importance of Attendance/Kick off the Year Assembly</p> <p><b><u>Little Wolf High/Manawa Middle/St. Paul's</u></b>  *Introduction of SRO- Purpose/Role- During Homerooms  *Assist teams roll out ALICE training  *Attendance  *Home Sporting Events and Co Curricular Events</p>
<p>Oct.</p>	<p><b><u>MES/St. Paul's</u></b>  Stranger Danger?</p> <p><b><u>Little Wolf High/Manawa Middle/St. Paul's</u></b>  *Dangers, prevention-Vaping  *Assist teams roll out ALICE training</p> <p><b><u>St. Paul's</u></b></p>

<p>Nov.</p>	<p><b><u>MES/St. Paul's</u></b>          Being Home Alone Safety?  <b><u>Little Wolf High/Manawa Middle/St. Paul's</u></b>          *Careers Presentations, local government, civic duties</p>
<p>Dec.</p>	<p><b><u>MES:</u></b>  <b><u>Little Wolf High/Manawa Middle</u></b>          *Dangers of Social Media, Sexting, Sex Trafficking-Warning signals          *Student rights/Search and Seizure rights-Social Studies presentation  <b><u>St. Paul's</u></b></p>
<p>Jan.</p>	<p><b><u>MES/St. Paul's</u></b>  <b><u>Little Wolf High/Manawa Middle/St. Paul's</u></b>          *Dangers of Social Media, Sexting, Sex Trafficking-Warning signals</p>
<p>Feb.</p>	<p><b><u>MES/St. Paul's</u></b>  <b><u>Little Wolf High/Manawa Middle/St. Paul's</u></b>          *Importance of attendance</p>
<p>March</p>	<p><b><u>MES/St. Paul's</u></b>          What should students do when they get lost?          How to use 911  <b><u>Little Wolf High/Manawa Middle/St. Paul's</u></b>          *Dangers of Drunk Driving/Driving Safety- (Texting and Driving)          *K9 Orchestration and Assistance</p>

	<u>St. Paul's</u>
April	<u>MES/St. Paul's</u> <u>Little Wolf High/Manawa Middle/St. Paul's</u> *Due Process/Local Government *"Sext" torsion- Dangers
May	<u>MES/St. Paul's</u> Bike safety?/Summer Safety <u>Little Wolf High/Manawa Middle/St. Paul's</u> *Senior Graduation *8th Promotion *Prom- Anti-Drinking- Prevention
Summer	Summer Safety Program- Summer School Rodeo Parades Fairs Car Shows/Activities-Information

Accountability/Data:

- \*Comparison of attendance, behavior, detention data
- \*Surveys of student, staff and community feedback (1-2 times a year)
- \*Monthly activity logs



- \*Admin team meetings-Present updates
- \* Assist with Security Assessments as required by Act 143
- \* Active team member with the School Safety/security team.
- \* Reading programs for elementary students.
- \* Involved in Literacy/Character presentations
- \* Extra Patrol @ Dances/sporting events.
- \* Crime Prevention Through Environmental Design Surveys.
- \* Traffic Enforcement around school zones.
- \* Assist w/ Medical calls for service.
- \* Access to resources, such as K9, drug/ICAC investigators for presentations.
- \* A squad car/and officer offer crime prevention through presence.



## School District of New London

NEW LONDON INTERMEDIATE / MIDDLE SCHOOL

1000 West Washington Street Phone (920) 982-8532  
New London, WI 54961 Fax (920) 982-8605

Ann Pinch, Principal  
Joshua Murnane, Associate Principal  
Pete Mroczynski, Dean of Students

apinch@newlondon.k12.wi.us  
jmurnane@newlondon.k12.wi.us  
pmroczyn@newlondon.k12.wi.us

EQUAL OPPORTUNITIES IN EMPLOYMENT - CURRICULUM - ACTIVITIES

June 20, 2023

At New London Intermediate/Middle School, the addition of a School Resource Officer has created an opportunity to strengthen our school/community partnerships while ensuring student safety by remaining responsive to their physical, social, and emotional needs. This is reflective in the daily student interactions with both Officer Elliott and his partner, Officer Ruckdashel, which include:

- Greeting students at the door every morning
- Serving as mentors, coaches, advisors
- Leading lessons on the following topics:  
Community/School Expectations  
Internet/Social Media Safety  
Safe Relationships
- Reading with the class
- Engaging with students over lunch and recess
- Remaining visible and present throughout the instructional day
- Assisting with supervision during student arrival, over lunch/recess, and at dismissal
- Serving as a member of the Building Crisis Team (Safety Drills/Emergency Situations/Medical Response/Mental Health Consult)
- Partnering with families regarding improving student attendance
- Providing follow up for any ordinance/law violations

With a unique schedule of working Thursday-Friday of Week 1 followed by Monday-Wednesday of Week 2, consistency in follow through regarding student needs is maintained while costs managed. Please see below for a visual example of the model implemented at New London Intermediate/Middle School.

Monday	Tuesday	Wednesday	Thursday	Friday
Officer A	Officer A	Officer A	Officer B	Officer B
Officer B	Officer B	Officer B	Officer A	Officer A
Officer A	Officer A	Officer A	Officer B	Officer B

For further discussion regarding the School Resource Officer program, please do not hesitate to reach out either via phone or email.

Respectfully,

Ann Pinch  
[apinch@newlondon.k12.wi.us](mailto:apinch@newlondon.k12.wi.us)  
(920) 982-8532 extension 2256

Josh Murnane  
[jmurnane@newlondon.k12.wi.us](mailto:jmurnane@newlondon.k12.wi.us)  
(920) 982-8532 extension 2206

## **Course Title:** Building a Strong Financial Foundation

**Course Description:** This course is designed to provide students with the knowledge and skills needed to make informed financial decisions. It covers a range of topics, including digital footprints, building resumes, post-secondary education, emerging employment and education trends, alternative financial currency, saving, investing principles, investing types and features, investing goal plans, investing risks and rewards, interest and fees, high-cost alternative lending, consumer credit rights, and responsibilities, consequences of financial risk, the purpose of insurance, types of insurance, cost factors of insurance, meaning of insurance contracts, and loss prevention plans.

### **Learning Targets:**

- Understand the importance of building a strong financial foundation
- Identify personal financial goals and create a plan to achieve them
- Develop skills in managing money, including budgeting and saving
- Understand the risks and rewards of investing and make informed investment decisions
- Understand the role of government in financial matters, including saving and investing
- Understand the purpose and types of insurance and the factors that affect insurance costs
- Understand the consequences of financial risk and how to manage it effectively

### **Course Outline:**

#### **Unit 1: Introduction to Financial Literacy**

- Understanding the importance of financial literacy
- Building a strong financial foundation
- Digital footprints and their impact on financial decision-making
- Building Resumes for financial success

#### **Standards**

*FM3.c.h: Digital Resources*

*Appraise a user agreement for common financial websites and applications. Evaluate benefits and costs of exclusively online banking.*

*MM2.c.m: Alternative Financial Currency*

*Analyze online and mobile systems or applications that permit consumers to acquire items or transfer money.*

*EE.1.a.m: Deductions and Taxes*

*Assess personal strengths (e.g., skills, knowledge, experience), aptitudes, and passions related to potential future careers. Create a plan to reach future career goals taking into account personal interests, aptitudes, and potential earnings.*

## **Lessons**

Lesson 1: Learning Styles and Personal Strengths

Lesson 2: Resume and career Goals

Lesson 3: Value of Money

Lesson 4: Digital Financial Footprint.

Lesson 5: Goal Setting

Lesson 6: Shopping Online

## **Unit 2: Post-Secondary Education and Emerging Employment Trends**

- Understanding the benefits and costs of post-secondary education
- Emerging employment trends and their impact on financial success
- Alternative financial currency and its role in financial decision-making

### **Standards**

*EE2.a.m: Post-Secondary Education, Skills, and Training*

*Compare the benefits and costs of a variety of post-secondary education and training options. Assess data on the lifetime earnings of workers with different levels of education or training. Explain how factors such as earning potential, the total cost of education or training, and career opportunities within a chosen career pathway.*

*EE2.b.m: Emerging Employment and Education Trends*

*Assess and interpret resources that can be used to evaluate emerging employment trends and markets (e.g., U.S. Bureau of Labor Statistics, state agencies, job search engines).*

## **Lessons**

Lesson 1: College Education

Lesson 2: Alternatives to Traditional College Education

Lesson 3: Career Exploration

Lesson 4: Personal Skills in the Workplace

Lesson 5: Peer Pressure

Lesson 6: Getting Along

Lesson 7: Avoiding Stereotypes

## **Unit 3: Saving and Investing Principles**

- Understanding the importance of saving for the future
- Investing principles and strategies for achieving financial goals
- Types and features of investments
- Developing an investing goal plan

### **Standards**

#### *SI2.a.m: Investing Principles*

*Explain the difference between income and net worth. Compare and contrast methods to increase net worth. Examine the time value of money (TVM) and the variables that affect time value of money.*

#### *SI2.b.m: Investing Types and Features*

*Explore investing choices (e.g., collectibles, stocks, bonds, mutual funds) which can produce annual income or growth. Identify the differences between banks, credit unions, and investment firms.*

#### *SI2.c.m: Investing Goal Planning*

*"Create a prioritized list of short- and long-term personal financial investment goals and suggest methods to achieve those goals. Compare games of chance with investing*

*methods for financial planning. Examine the role of investing for retirement. Investigate the role of a financial planner. Analyze the difference between dividends and capital gains. Identify factors that influence financial investment planning (i.e., age, income, liabilities, assets, goals, family size, risk tolerance)."*

## **Lessons**

Lesson 1: Introduction to Investment

Lesson 2: Investing in Stocks

Lesson 3: Stocks vs. Bonds

Lesson 4: Let's Start Investing

Lesson 5: Non-Verbal Messages

Lesson 6: Constructive Expression

Lesson 7: Following Instructions

## **Unit 4: Investing Risks and Rewards**

- Understanding the risks and rewards of investing
- Role of Government in investing
- Interest and fees associated with investments
- High-cost alternative lending and its Impact on financial well-being

### **Standards**

*SI1.e.m: Role of Government In Saving*

*Recognize the limit of the Federal Deposit Insurance Corporation (FDIC) and National Credit Union Administration (NCUA) coverage of financial accounts.*

*SI2.d.m: Investing Risks and Rewards*

*Compare and contrast types of risk for investing. Choose personal risk tolerance for investments. Compare and contrast levels of investment risk and levels of investment Rewards.*

*SI2.e.m: Role of Government in Investing*

*Investigate reliable government and industry sources to locate background information about a local person who provides investment advice. Examine the tax rate on short-term and long-term investments. Analyze the benefits of tax-advantaged investments for young people.*

**Lessons**

Lesson 1: Digital Citizenship

Lessons 2: Identity Theft

Lesson 3: Investment risks and Benefits (part 1)

Lesson 4: Investment risks and benefits (Part 2)

Lesson 5: Time Management

Lesson 6: Handling Stress

Lesson 7: Defining Problems Big or Small

**Unit 5: Consumer Credit Rights and Responsibilities**

- Understanding consumer credit rights and responsibilities
- Consequences of financial risk
- Purpose and types of insurance
- Factors affecting insurance costs

**Standards**

*CD1.c.m: Interest and Fees*

*Compare options for payment on credit cards. Demonstrate balance sheet concepts (e.g., debit and credit). Compute the amount of interest paid over time when using credit. Compare advantages and disadvantages of various*

*CD2.b.m: High Cost Alternative Lending*

*"Research ways that a person can regain a lender's trust after losing or damaging a*

*borrowed personal property.*

*Compare the potential payoffs of a positive borrowing reputation versus the potential consequences of a poor borrowing reputation. Explain why and how credit reports are developed. Examine the Fair Debt Collection Practice Act & Fair Credit Reporting Act."*

*CD2.c.m: Consumer Credit Rights and Responsibilities*

*Explain products and practices such as refund anticipation loan, payday lending, and rent-to-own.*

*RMI1.b.m: Consequences of Financial Risk*

*Illustrate decisions individuals make that may inhibit their ability to meet financial obligations.*

## **Lessons**

Lesson 1: What is Insurance

Lesson 2: Types of Insurance

Lesson 3: Life and Other Types of Insurance Part 1

Lesson 4: Life and Other Types of Insurance Part 2

Lesson 5: Developing Positive Attitude

Lesson 6: Being Accountable

Lesson 7: Finding Solutions

## **Unit 6: Insurance Contracts and Loss Prevention Plans**

- Understanding the meaning of insurance contracts
- Developing a loss prevention plan
- Role of government in financial matters, including saving and investing

## **Standards**

*RMI2.a.m: Purpose of Insurance*

*Describe ways in which having insurance can protect a person from financial loss.*



*RMI2.b.m: Types of Insurance*

*Describe how the different types of short-term and long-term insurance coverages can protect a person.*

*RMI2.c.m: Cost Factors of Insurance*

*Explain how insurance coverage is directly proportional to insurance premiums (e.g. the higher the coverage amounts, types of coverage, risk of person being insured such as teen drivers may increase costs). Evaluate how the cost of insurance can vary based on past decisions.*

*RMI2.d.m: Meaning of Insurance Contracts*

*"Compare extended warranties, insurance, protection, and coverage. Identify why it is important to understand the details of an insurance plan."*

*RMI2.e.m: Loss Prevention Plan*

*Construct a plan that shows how to use insurance effectively to protect self, family, and items of value.*

**Lessons**

Lesson 1: What are Loans

Lesson 2: Interest and Fees

Lesson 3: High-Cost Lending

Lesson 4: Let's be Wise with credit Cards

Lesson 5: Clarifying Values

Lesson 6: Staying Healthy

**Assessment:**

Quizzes and exams will be given at the end of each unit to assess understanding of the material covered.

Students can complete a final project at the discretion of the teacher in which they develop a personal financial plan based on the concepts learned in the course

Overall, the course will aim to provide middle school students with a strong foundation in financial literacy, equipping them with the knowledge and skills they need to make informed

financial decisions and manage their finances responsibly. The course will incorporate a mix of lectures, hands-on activities, and group discussions, and will encourage students to develop their critical thinking and problem-solving skills.



**Students choosing to excel; realizing their strengths**

**To:** Board of Education  
**From:** Michelle Johnson, Principal  
**Date:** 05/31/23  
**Re:** Little Wolf/Manawa Middle School Spanish Options

---

The purpose of this memo is to review and discuss options and opportunities available to offer Spanish 1-4 to our students. After research and review, the proposal is the following:

**Middle School:**

Grade 6: World Languages and Culture Exploration through Creative Writing offered through the Exploratory Rotation courses.

Grade 7 and 8: Language specific course offered ideally through an in person hired teacher, or Wisconsin Virtual Academy-Asynchronous-\$290 per student per semester.

**Wisconsin Virtual Academy** Offers Beginning Spanish for Middle School and Intermediate Spanish for middle school students.

**Secondary: Grades 9-12**

Combination of Erving (Spanish I) and FVTC for Spanish II-IV.

\*Additionally, a Spanish teacher hired will co-teach/supervise in house to supervise and support proctoring as a transition to full immersion the second year. Additionally, this teacher will be a teacher added to our ERVING network of teachers. The benefits are:

- \*In person, in house Spanish teacher
- \* ERVING pays our teachers being a part of the ERVING network.

(Left space so document would print on 3 separate pages)

**Elevate K-12**

<b>Tier I</b>	<b>Manawa Middle School</b>	<b>Little Wolf High School</b>
<b>Instruction: Student Ratio</b>	1:30	1:30
<b>Subjects</b>	Spanish	Spanish
<b>Grades</b>	Middle School	High School
<b>Classroom Manager (Paraprofessional)</b>	Provided by school, trained and managed by Elevate K-12	Provided by school, trained and managed by Elevate K-12
<b># of Periods</b>	2 periods/ 6th grade and 8th grade	4 Periods
<b>Cost per Period/Year (45 min.-60-min)</b>	\$13,000	\$13,000
<b># of Years</b>	1 year	1 year
<b>Benefits for Students</b>	<ul style="list-style-type: none"> <li>*5 Days a week</li> <li>*Semester Long</li> <li>*Aligned curriculum</li> <li>*Live online instructor</li> <li>*Operations manager for support and management</li> <li>*All tech rooms were already set up and available</li> </ul>	<ul style="list-style-type: none"> <li>*5 Days a week</li> <li>*Semester Long</li> <li>*Aligned curriculum</li> <li>*Live online instructor</li> <li>*Operations manager for support and management</li> <li>*All tech rooms were already set up and available</li> </ul>
<b>Disadvantages to Students</b>	<ul style="list-style-type: none"> <li>-\$78,000 for 6 period hours (5 preps, maybe 6)</li> <li>-Higher than entry level for teachers</li> <li>-Still need a potential para for safety and behavior monitoring (Especially at middle school.)</li> <li>-Student engagement is low and behaviors are high.</li> <li>-Difficult to get student support or help</li> <li>- Being at 6th and 8th, with the gap, it is challenging for students.</li> </ul>	<ul style="list-style-type: none"> <li>-\$78,000 for 6 period hours (5 preps, maybe 6)</li> <li>-Higher than entry level for teachers</li> <li>-Still need a potential para for safety and behavior monitoring (Especially at middle school.)</li> <li>-Student engagement is low and behaviors are high.</li> <li>-Difficult to get student support or help</li> </ul>

**ERVING**

<b>Tier I</b>	<b>Manawa Middle School</b>	<b>Little Wolf High School</b>
<b>Instruction: Student Ratio</b>	1:25	1:25
<b>Subjects</b>	Does not offer	Spanish I,II,III,IV
<b>Grades</b>	Does not offer	High School (9-12)
<b>Classroom Manager (Paraprofessional)</b>		-No proctor/room supervisor needed as stated by Erving, but for safety, ideally we would want a para/room supervisor
<b># of Periods</b>		2 Spanish 1 sections, 1 Spanish 2, 1 Spanish 3, 1 Spanish 4
<b>Cost per Period/Year (45 min.-60-min)</b>		\$200 per student per semester- \$400 per student per year total: 2023-2024-Approximate Total Based on Student Request/Criteria- \$16,400 (Spanish I) \$5,600 (Spanish 2) \$2,800 (Spanish 3)
<b># of Years</b>		1 year
<b>Benefits for Students</b>		*Erving offers Spanish when we are unable to hire a Spanish teacher, IF they are able to hire a Spanish teacher, and other course options for our students -Synchronous/Online-instructor led
<b>Disadvantages to Students</b>	-Not offered at the middle school level.	-Curriculum and instruction is not engaging being online -Because offered by other districts, instructors could change, curriculum does not always align. (different teachers, different text books) -Erving divides our students, and determines the schedule -Schedule does not always align with our schedule/instructional minutes (periods don't always align) -Cannot always guarantee that

		an instructor is available -Lock #'s by June 1 or charge
--	--	---

**FVTC**

<b>Tier I</b>	<b>Manawa Middle School</b>	<b>Little Wolf High School</b>
<b>Instruction: Student Ratio</b>	not offered	1:25
<b>Subjects</b>	Does not offer	Spanish I,II,III,IV, (Can accommodate more sections as to align with our number of students )
<b>Grades</b>	Does not offer	High School (9-12)Possibly freshman, but all others - Waiting on contact to clarify age requirements based on scenario (if only our students)
<b>Classroom Manager (Paraprofessional)</b>		-No proctor/room supervisor needed as stated by Erving, but for safety, ideally we would want a para/room supervisor - Unless FVTC Instructor comes to us
<b># of Periods</b>		2 to 3 Spanish 1 sections, 1 to 2 Spanish 2 sections, Spanish 3 and 4 would still be Start College Now (as offered currently, charged per person and approved in advance)
<b>Cost per Period/Year (45 min.-60-min)</b>		\$13,680- (Per Section at approx. 25 students per class) \$16, 805 (Course cost-25 kids per class) This includes the textbook needed. (\$672 per kid)
<b># of Years</b>		Per Semester (students can successfully finish more credits in less time)
<b>Benefits for Students</b>		*Spanish I grants 4 college credits *High School Graduate Credits *Customize and offer whenever would work best for our schedule. *Could offer a high school level course without the college credits *3 Different Learning options:

		<p>1. Asynchronous-Online/On your own          -Virtual Synchronous-          -Or, they provide an in person instructor.</p> <p>3- Days a week in person, then the other 2 are collaborative independent work time.          -Curriculum will align from year to year          -Customize and bill to our needs          -Quick turnaround (within a month)          *Quick Turn Around (month or two to be live)</p>
<b>Disadvantages to Students</b>	-Not offered at the middle school level.	-More expensive -Placement test to be able to take the course (this could be positive as well if “vetting” only capable students)

4-12-23 - In contact, directly, with Leah Caceres, FVTC World Language Department Chair

Working on age rule clarification - in house (Contracted), probably could accommodate 9-12 as long as the placement test could be passed. Otherwise, 10 - 12 for Direct Enrollment, unless they are closed sessions to Manawa students only. Hoping for more information on that one soon. 16th birthday seems to be the defining marker in most of FVTC documentation, not necessarily grade, but looking to see if, based off of structure, if we could merit an exception.





		-Or, they provide an in person instructor. 3- Days a week in person, then the other 2 are collaborative independent work time. -Curriculum will align from year to year -Customize and bill to our needs -Quick turnaround (within a month) *Quick Turn Around (month or two to be live)
<b>Disadvantages to Students</b>	-Not offered at the middle school level.	-More expensive -Placement test to be able to take the course (this could be positive as well if "vetting" only capable students)

4-12-23 - In contact, directly, with Leah Caceres, FVTC World Language Department Chair

FVTC OK 10-12  
 NO "AGE" REQUIREMENT  
 2 sessions  
 w/Book

Working on age rule clarification - in house (Contracted), probably could accommodate 9-12 as long as the placement test could be passed. Otherwise, 10-12 for Direct Enrollment, unless they are closed sessions to Manawa students only. Hoping for more information on that one soon. 16th birthday seems to be the defining marker in most of FVTC documentation, not necessarily grade, but looking to see if, based off of structure, if we could merit an exception.

ERVING Sem 1 (Not Including Spanish)	25	ERVING Sem 2 (Not Including Spanish)	32
ERVING NWTC Classes	9	ERVING NWTC Classes	10
ERVING NTC Classes	3	ERVING Classes @ \$200 Sem	22
ERVING Classes @ \$200 Sem	13	ERVING NWTC Classes @ 500 Sem (Dual Credit)	10
ERVING NWTC Classes @ 500 Sem (Dual Credit)	9	Total Approximate Cost ERVING Sem 2 (No Spanish)	\$9,400.00
ERVING NTC Classes @ 500 Sem (Dual Credit)	3	ERVING Spanish 1 - Sem 2	\$7,400.00
Total Approximate Cost ERVING Sem 1 (No Spanish)	\$8,600.00	<del>FVTC Spanish 2, 3, 4 - Sem 1</del> ERVING 2/3/4	<del>\$19,682.50</del>
ERVING Spanish 1 - Sem 1	\$7,400.00	WVS Sem 1 & 2 (As it sits now)	\$1,160.00
<del>FVTC Spanish 2, 3, 4 - Sem 1</del> ERVING SP. 2/3/4	<del>\$19,682.50</del>	FVTC SEM 2	\$15,000
FVTC SCN Sem 1 <del>2</del> (As it sits now) \$15000	\$7,500.00		
Total Distance Learning 2024 (Apprx)	\$80,825.00		

**Kara Tohm**

Guidance Administrative Assistant  
 Little Wolf High School/Manawa Middle School  
 515 E. Fourth St.  
 Manawa, WI 54949  
 720-596-5844  
 ktohm@manawaschools.org

ira Tohm <ktohm@manawaschools.org>  
 : Michelle Johnson <mjohnson@manawaschools.org>

Wed, May 31, 2023 at 9:08 AM

This was the original estimate I put together, just to have an approximate idea of numbers for the finance committee. The next email I send will be the document that Carmen shared with the Finance Committee in which they approved \$90000 for the Distance Learning budget for the HS for next year, based off the estimates I provided to them, which included FVTC Spanish 1 and 2 for Juniors and Seniors only and all other Spanish from ERVING. This is just for 2023-2024.  
 Quoted text hidden





## School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 5/15/2023  
**Re:** Other Type of Course Offerings

CAPP (Cooperative Academic Partnership Program) courses are offered through UW-Oshkosh. High school teachers with a graduate degree are approved by UW-Oshkosh as liaison professors to teach the CAPP course taken at the high school during the regular school day. Students have historically paid for the CAPP class based on tuition costs at UW-O, currently \$300 for this course.

Start College Now is a program offered by the State of Wisconsin that allows high school students the opportunity to take college courses at Wisconsin Technical Colleges and is defined in the State Statute (38.12). Students must be approved by the local Board of Education and the District pays for tuition but is not responsible for transportation. Historically, students were required to reimburse the School District of Manawa for the Start College Now course only if they fail to complete the course or earn a failing grade.

Early College Credit Program (ECCP) is a program that allows students to take college courses at a University of Wisconsin school. If the District offers a comparable course, the pupil pays 100% of the tuition. If the District does not offer a comparable course and it fulfills a graduation requirement, the District pays 75%, the State reimburses 25%, and the student pays 0%. If there is no comparable course and it does not fulfill a graduation requirement, the District pays 25%, the State reimburses 50%, and the student pays 25%. To participate, students complete an application process defined in State Statute (118.55).

The SDM is part of ERVING (Embarrass River Valley Instructional Network Group). Costs for classes offered by ERVING is billed through CESA 8. It costs roughly \$9,000 per year to be a member. Schools charge each other \$200/student/semester for standard high school-to-high school classes. Courses taken through ERVING at a technical school or college is billed directly from the colleges. Classes run around \$470/class/semester. Principals sign a course contract so they are aware of the amount of the students taking courses and the expense.

Wisconsin Virtual School (WVS) is offered through CESA 9. It has a long history of successful virtual instruction. A 0.5 credit high school, middle school or AP semester class is \$290.

**School District of Manawa**  
800 Beech Street  
Manawa, WI 54949  
Phone: (920) 596-2525  
Fax: (920) 596-5308

**Little Wolf High School**  
**Manawa Middle School**  
515 E. Fourth St  
Manawa, WI 54949  
Phone: (920) 596-2524  
Fax: (920) 596-2655

**Manawa Elementary**  
800 Beech Street  
Manawa, WI 54949  
Phone: (920) 596-2238  
Fax: (920) 596-5339

**ManawaSchools.org**



/ ManawaSchools



/ ManawaSchools





## School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

AP Classes are offered locally at no additional cost to the student. AP is essentially a curriculum that the local teacher uses to prepare the students for the AP Exam. A student must score at a certain level to earn credit at higher education institutions and this varies from school to school. Students do not have to take the exam to enroll in the class, nor does a student have to enroll in the class to take the exam. Historically at SDM, students that opt to take the test pay for those they wish to take at a cost of \$97 per exam. We have used the Urgent Needs fund to pay for tests for students that may not be able to afford the test, though.

This past school year, the SDM has utilized these programs extensively.

**Paid by students:**

CAPP (20 students enrolled)	\$300
AP Exam (49 tests taken)	\$97/test

**Paid by the SDM (to date)**

Start College Now (Technical Colleges)	\$25,073.55
ECCP (UW colleges)	\$0
ERVING (CESA 8)	\$24,783.69
WVS (CESA 9)	\$9,305.75
Elevate K-12 (MS Spanish)	\$26,000
<b>TOTAL</b>	<b>\$85,162.99</b>

**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





Manawa High School  
Spanish 1 and 2

**TO:**

Michelle Johnson and Kara Thome  
Manawa High School

**FROM:**

Kris Groell, Account Manager  
FVTC Business and Industry Services  
920-735-2487 | kris.groell3553@fvtc.edu

**INSTRUCTOR:**

Leah Caceres Lutzow, Department Chair  
FVTC World Languages and Culture  
920-993-5159 | leah.caceres9715@fvtc.edu

**DATE:**

May 24, 2023

**SERVICE:**

Provide Spanish language training for Manawa High School students:

**Fall 2023 - Spanish 1 - 1 Section - 72 hours**

**Spring 2024 - Spanish 2 - 1 Section - 72 hours**

Estimate includes instruction hours and subscription to online Vista textbook and workbook. Students enrolled in Semesters 1 and 2 will utilize the 12-month subscription. Students enrolled only in Semester 2 will utilize the 5-month subscription. **Please note the final cost of Vista subscriptions will vary based on final enrollment each semester.**

Preliminary Estimate			
Service	Rates	Quantity	Totals
Spanish 1 - Fall Semester	\$190.00	72	\$13,680.00
Spanish 2 - Spring Semester	\$190.00	72	\$13,680.00
12-Month Vista Code*	\$159.00	10	\$1,590.00
5-Month Vista Code*	\$109.00	8	\$872.00
<b>Total Project Cost:</b>			<b>\$29,822.00</b>

\* Total for Vista subscription will vary based on final enrollments.





Spanish Manawa Highschool 2023/2024

Proposed class time 11:11-11:56am

Spanish 1 Schedule MWF option: 40 in person hours, 28-32 Web enhanced hours, 4 no school days.

September: W6, F8, M11, W13, F15, M18, W20, F22, M25, W27, <del>F29</del>
October: M2, W4(FVTC Faculty day), F6, M9, W11, F13, M16, W18, F20, M23, W25, <del>F27</del> M30
November: W1, F3, M6, W8, F10, M13, W15, F17, M20, <del>W22, F24</del> M27, W29
December: F1, M4, W6, F8, M11, W13, F15, 16 <sup>th</sup> end of semester

Spanish 1 Schedule option MTWR Option: 56 in person hours, 14-17 web enhanced hours, 3 no school days.

↳ Fridays for non BAND  
↳ other hours for "BAND" Kids

September: T5, W6, R7, M11, T12, W13, R14, M18, T19, W20, R21, M25, T26, W27, R28
October: M2, T3, W4 (FVTC Faculty Day), R5, M9, T10, W11, R12, M16, T17, W18, R19, M23, T24, W25, <del>R26</del> M30, T31
November: W1, R2, M6, T7 (FVTC Faculty Day), W8, R9, M13, T14, W15, R16, M20, T21, <del>W22, R23</del> M27, T28, W29 R30
December: M4, T5, W6, R7, M11, T12, W13, R14

Spanish 1 Schedule M-F Option: 67 in person hours, 0-5 web enhanced hours, 6 no school days.

September: T5, W6, R7, F8, M11, T12, W13, R14, F15, M18, T19, W20, R21, F22, M25, T26, W27, R28, <del>F29</del>
October: M2, T3, W4 (FVTC Faculty Day), R5, F6, M9, T10, W11, R12, F13, M16, T17, W18, R19, F20, M23, T24, W25, <del>R26, F27</del> , M30, T31
November: W1, R2, F3, M6, T7 (FVTC Faculty Day), W8, R9, F10, M13, T14, W15, R16, F16, M20, T21, <del>W22, R23, F24</del> , M27, T28, W29 R30,
December: F1, M4, T5, W6, R7, F8, M11, T12, W13, R14, F15,

① yes to pre assigned work on "faculty" days

② "No-School" days will need to be Added to "web enhanced" hours  
~~to get to~~





# School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Carmen O'Brien

From: Brenda Suehs

Date: June 7<sup>th</sup>, 2023

Re: Recommendation for SY 2023-24

### Meal & Milk Prices

The School District of Manawa was exempt from completing the Paid Lunch Equity tool for SY 2023-24. However, the USDA paid lunch equity price is set at \$3.56 for SY 2023-24. DPI is encouraging us to charge the paid lunch equity price or at the very least raise the prices by 10 cents. In an effort to provide our families with nutritious meals at an affordable rate I am recommending we only raise the prices by 10 cents.

#### Breakfast:

Reduced	MES	MMS/LWHS	Adult
\$ .30	\$1.40	\$1.60	\$2.66

#### Lunch:

Reduced	MES	MMS/LWHS	Adult
\$ .40	\$2.90	\$3.10	\$4.75

**Milk: \$.40**

---

#### School District of Manawa

800 Beech Street  
Manawa, WI 54949

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

#### Little Wolf High School Manawa Middle School

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

#### Manawa Elementary

800 Beech Street  
Manawa, WI 54949

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

#### ManawaSchools.org



/ ManawaSchools



/ ManawaSchools



## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Carmen O'Brien

From: Brenda Suehs

Date: Mar 20, 2023

Re: Recommendation for Prime Vendor

I recommend that the School District of Manawa select Performance Foodservice as the prime vendor for the 2023-2024 school year.

A Request for Proposal was sent to four vendors: Indianhead Food Service, Gordon Food Service, Sysco Eastern Wisconsin, and Performance Food Service. We have received no response from Indianhead Food Service. Sysco Eastern Wisconsin, Gordon Food Service as well as Reinhart Food Service have returned a completed request for proposal.

After going over the proposals and the pricing criteria provided for a list of common products we purchase. Sysco had an extended total cost of \$7,243.58, Gordon Food Service at \$5,072.16, and Performance Foodservice at \$4,842.93.

In working with Performance Foodservice in the past we have appreciated all they have to offer including courteous staff, an easily accessible ordering system, editable menus, K-12 compliant recipes, printable tools for kitchen staff, and rebate programs.

In addition, Performance Foodservice provides seminars and training publications which are beneficial to our programs compliance with state and federal regulations allowing staff to have the required amount of yearly Professional Development.

---

### School District of Manawa

800 Beech Street  
Manawa, WI 54949

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

### Little Wolf High School Manawa Middle School

515 E. Fourth St  
Manawa, WI 54949

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

### Manawa Elementary

800 Beech Street  
Manawa, WI 54949

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

### ManawaSchools.org



/ ManawaSchools



/ ManawaSchools



## School District of Manawa

*Students Choosing to Excel, Realizing Their Strengths*

To: Carmen O'Brien

From: Brenda Suehs

Date: Mar 20, 2023

Re: Recommendation for Dairy Vendor

I recommend that the School District of Manawa select Engelhardt as our dairy vendor for the 2023-2024 school year.

An RFP was sent to Four vendors: Ray Alderman & Son's, Pete's Distributing, Prairie Farms, and Engelhardt Dairy. We have not received any response from Ray Alderman & Son's or Pete's Distributing. Prairie Farms and Engelhardt Dairy have returned a completed request for proposal.

Both Prairie Farms and Engelhardt Dairy can deliver twice a week to both buildings. Currently, our milk coolers are provided by Engelhardt. Whereas if we go with Prairie Farms we would need to purchase the necessary equipment to store our milk.

With the pricing criteria provided by both companies Engelhardt Dairy had better prices per carton as well as offering a wide variety of dairy products compliant for school nutrition programs as well as the required documentation for State and Federal compliance.

---

### School District of Manawa

800 Beech Street  
Manawa, WI 54949

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

### Little Wolf High School Manawa Middle School

515 E. Fourth St  
Manawa, WI 54949

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

### Manawa Elementary

800 Beech Street  
Manawa, WI 54949

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

### ManawaSchools.org



/ ManawaSchools



/ ManawaSchools



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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 6/9/2023  
**Re:** District and Class Fee

**Recommendation**

I recommend no change to the 2023-24 school year class and district fees.

<b>Manawa Elementary School Fees</b>	
District Fee	\$15.00
Class of 2031-2036 Fee	\$10.00

<b>Manawa Middle School Fees</b>	
District Fee	\$20.00
Class of 2028-2030 Fee	\$5.00

<b>Little Wolf High School Fees</b>	
District Fee	\$20.00
Junior Class of 2025	\$10.00
Sophomore Class of 2026	\$5.00
Freshman Class of 2027	\$5.00

If a family qualifies for Free or Reduced priced breakfast/lunch, the district fee is waived.

**School District of Manawa**  
800 Beech Street  
Manawa, WI 54949

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

**Little Wolf High School**  
**Manawa Middle School**  
515 E. Fourth St  
Manawa, WI 54949

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

**Manawa Elementary**  
800 Beech Street  
Manawa, WI 54949

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

**ManawaSchools.org**



/ ManawaSchools



/ ManawaSchools



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

**To:** Board of Education  
**From:** Carmen O'Brien  
**cc:** Dr. Melanie Oppor  
**Date:** 6/9/2023  
**Re:** Fund 46 Deposit

---

**Recommendation**

I recommend depositing \$245,000 into a CD with American Deposit Management Company as a Fund 46 investment in June. The fund 10 fund balance should be reevaluated in July after bills and revenues have been entered for a second possible deposit before July 30, 2023 that can be counted as an expense in the 2022-23 budget.

**Rationale**

The approved 2022-23 school year budget included \$50,000 to Fund 46, the long-term capital improvement trust fund. The deposit is not made until June to allow the Board of Education the ability to repurpose that money if needed.

To date, there is \$2,695,888 in the fund 10 fund balance. I advise keeping 22% of the previous year's expenses in fund balance to avoid short-term borrowing. This is equal to \$1,847,992. This leaves \$847,896. Fund balance changes daily with the money flowing in and out of the account. Not all the bills for 2022-23 have been paid and not all the revenues have been collected. I remain confident in the 2022-23 budget numbers and despite many projects and the above recommendation to increase the Fund 46 deposit; I believe that the District will be very close to spending the current budget. If the Board of Education would like to reduce the fund balance, another deposit may be made in July.

---

**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

June 13, 2023

Attention: Melanie Oppor  
Project: Manawa School District  
Subject: Masonry Bid

***We propose to furnish and install the following masonry work:***

1. Removal of caulk and re install caulk on High School and Middle School control joints.  
Need for lift rental on high elevations
2. Caulking of non-caulked windows on High School new addition
3. Removal of caulk and re install caulk on windows on High School that need attention
4. Demo of Efis and install brick to match as close as possible. 50 square feet
5. Grind and tuck half wall at high school. Both sides and top
6. Demo and remove concerned brick areas. Broken Corners and chipped brick at base.  
Patch small holes on brick faces.
7. Wash 400 sq ft of masonry wall at elementary school.

***Total Bid: \$29,899 .<sup>00</sup>***

Sincerely,  
Brandon Clausen  
Pahlow Masonry  
920-850-6002  
bclausen@pahlowmasonry.com



Not Included:

\* Burnished Brick on High School Addition and Brick at Elementary School Jamb. If have in attic stock we can replace.

- Bid, Labor, Material, Performance Bonds
- Colored Block
- Colored Mortar
- Dumpster enclosure
- Furnish steel lintels
- Insulation in cavity walls
- Insulation in cores of block
- Lightweight block
- Masonry Testing
- Prevailing wage scale
- Sealing block
- Sheet metal flashing
- Sign base
- Spray on vapor barrier
- Water repellent items
- Winter Protection
- Retainage on monthly payments (if required add 2 ½ % to base bid)



Melanie Oppor <moppor@manawaschools.org>

---

## Thank you.

---

**Brandon Clausen** <bclausen@pahlowmasonry.com>  
To: Melanie Oppor <moppor@manawaschools.org>

Tue, Jun 13, 2023 at 2:32 PM

Melanie,

Here is our proposal. We are currently booked through September. But if we have something fall through, I would definitely make every effort to complete this beforehand.

Feel free to contact me with any questions regarding Scheduling and Project Management at [bclausen@pahlowmasonry.com](mailto:bclausen@pahlowmasonry.com).

For any questions regarding estimating, contact Brock Pahlow at [bdp@pahlowmasonry.com](mailto:bdp@pahlowmasonry.com)

Thank You,



[Quoted text hidden]

**CONFIDENTIALITY NOTICE:** This message may contain confidential information, including, but not limited to, student personally identifiable information. Such information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, printing, distribution, or the taking of any action in reliance on the contents of the information contained herein is strictly prohibited. If you receive this e-mail message in error, please immediately notify me by telephone at 920-596-2525 to arrange for the return of the original document to me. Please also delete the message from your computer. Thank you.

---

 **Manawa School District Proposal.pdf**  
1034K

## School District of Manawa



### Indoor Environmental Quality Management Plan

#### Board of Education Adopted on

This model management plan for indoor environmental quality (IEQ) in schools was prepared by the Department of Public Instruction (as directed by 2009 Wisconsin Act 96). The document is set up as a template that districts/schools may choose to use or adapt as their own. The section headings in the template reflect the recommendations of the IEQ Task Force and should be included in each plan. Each section provides options that the district/school may choose to use to describe how each IEQ topic will be addressed. Districts may use the template to create a very basic plan, a more descriptive plan using recommendations of the task force and including language from the EPA Tools for Schools materials, or to describe in more detail programs, processes, policies or activities that are already in place or are being developed to prevent or resolve concerns over indoor environmental quality.

The law does not require use of any particular template or format for an IEQ Management Plan. Districts and schools are free to develop their own plans, or to use existing plans, procedure handbooks, or policy documents to demonstrate compliance with the planning and implementation requirement. But again, the plan must address the following areas: mission statement, role of the IEQ coordinator, communication, reporting, addressing IEQ findings, IEQ policies, procedures for maintenance and facility operations, construction and renovation, staff responsibilities for maintaining good IEQ, and prevention of IEQ problems.

#### *Instructions to utilize the model management plan:*

- Fill in your district or school name throughout the document.
- Choose one or more of the bracketed options under each heading or describe your own practices.
- Delete bracketed options that do not apply to your district.
- Re-format each section to be single spaced to remove gaps where options had been provided.
- Provide additional detail and information where appropriate.

## 1. Mission Statement

School buildings kept in good repair, suitably equipped and in safe and sanitary condition promote a positive learning environment. In accordance with the requirements identified under Wisconsin Statutes 120.12 (5) and 121.02 (1) (i) and Wisconsin Administrative Code PI 8.01 (2) (i), the School District of Manawa's designated officials will take appropriate steps to provide and maintain safe and healthful facilities.

As required in WI Stat. 118.075 (3) and (4), the School District of Manawa will maintain indoor environmental quality (IEQ) in Manawa Elementary School, Manawa Middle School, Little Wolf High School, and Paving the Way with measures that include quality heating, ventilation and air conditioning (HVAC) systems, moisture control, integrated pest management, cleaning and maintenance schedules, appropriate materials selection, routine building inspections by maintenance personnel, appropriate training of staff, and communication.

## 2. Role of the IEQ Coordinator

The School District of Manawa has identified the following persons as the IEQ Coordinators for specific buildings within the district.

<b>Danielle Brauer</b>	Manawa Elementary School/District Offices
<b>Michelle Johnson</b>	Manawa Middle School
<b>Michelle Johnson</b>	Little Wolf High School
<b>Danielle Brauer</b>	Paving the Way

The IEQ Coordinator's responsibilities will include:

- A. Serving as the primary contact person for issues related to IEQ within a specific school building. The Coordinator will be responsible for:
  - 1. collecting written IEQ concerns and ensuring that the contact information is recorded for the person reporting the concern(s);
  - 2. communicating with the District/Business Administrator and the Board of Education about IEQ concerns that have been reported;
  - 3. determining if an investigation is necessary and assigning an appropriate individual to investigate the concern;
  - 4. communicating an anticipated timeline for completion of the investigation;
  - 5. sharing results of the investigation with the concerned person, District/Business Administrator, and Board of Education;
  - 6. ensuring that proper follow-up, remediation, and clean-up is scheduled and completed in a timely matter;
  - 7. maintaining a complete record of IEQ concerns and resolutions for a minimum of seven years;
  - 8. advising the Board of Education if updates and/or changes are necessary to the district's IEQ management plan;
  - 9. communicating with staff, parents, and other parties regarding IEQ; and

10. leading an IEQ team if the district determines that a team is necessary to assist the IEQ Coordinator(s) with policy revisions, review of building concerns, communications, or other tasks as necessary.

### **3. Communication**

The School District of Manawa's communication plan to inform staff, students, parents, and the public of the district's indoor environmental quality (IEQ) status includes the following:

- A. annual publication of a notice to students, staff, and the community that the district has an IEQ management plan in place, using the website, student/parent handbook, the local newspaper, or other appropriate means;
- B. designation of contact persons for IEQ concerns and definition of responsibilities;
- C. development of policies related to IEQ of the district's buildings that will be reviewed periodically along with other district policies;
- D. use of the district's current procedures to provide information to the media regarding non-emergency situations; and
- E. accommodation of the needs of students, parents, and staff in the event of an IEQ emergency. One or more contact persons will be identified to work with the media and update the community during a crisis.

### **4. Reporting**

The School District of Manawa encourages the prompt reporting and resolution of any and all IEQ concerns to provide a healthy and comfortable environment for students, staff, and visitors and avoid unnecessary costs related to the neglect of IEQ issues.

The School District of Manawa procedures for the reporting of IEQ concerns are outlined under the responsibilities of the IEQ coordinator identified in Section 2 of this plan. A form is provided for staff, students, parents or members of the public to report IEQ concerns in writing (See Appendix A).

### **5. Addressing IEQ Findings**

The IEQ Coordinator will follow the policies and administrative guidelines of the Board of Education to address concerns along with a variety of tools as found on the United States Environmental Protection Agency website page for schools at [EPA School Resources](#) to help identify IEQ problems and provide for appropriate resolution. As appropriate the concern may be referred to a maintenance staff person or contractor to investigate as funding allows.

When formal IEQ concern investigations result in the identification of specific IEQ issues, the issues will be prioritized from most to least critical, ensuring that urgent or simple issues are addressed promptly and issues that require continual attention are scheduled for regular review as appropriate. If the source of a problem cannot be identified or the problem persists despite the initial efforts by district staff to identify and remediate it, the IEQ Coordinator will discuss the matter with the appropriate district official(s) in order to determine whether a contract with professionals, experts, and other outside personnel may be needed.

As described in Section 2 of this plan, the IEQ Coordinator will ensure that results from the official IEQ concern investigation are recorded, actions taken are documented, a response is coordinated, and communication is made with all relevant parties. Copies of all documents will be kept by the building's IEQ Coordinator. The IEQ Coordinator may recommend specific policy changes for non-urgent issues that can be addressed by district policies and present the recommendations to the Board of Education/Policy and Human Resources Committee for review and adoption.

## 6. IEQ Policies

The School District of Manawa has adopted the following as its IEQ Policies:

- A. PO7434 – Use of Tobacco and Nicotine on School Premises  
Wisconsin Statute 101.123 (2) (a) 2 prohibits tobacco use in all educational facilities.
- B. PO8390 – Animals on District Property
- C. Policy 7420 - Hygienic Management
- D. Policy 7430 - Safety Standards
- E. Policy 8405 – Environmental Health and Safety Program
- F. Policy 8410 - School Safety and Crisis Intervention
- G. Policy 8420 - Emergency Preparedness
- H. Policy 8431 - Preparedness for Toxic Hazards
- I. Policy 8431.01 - Asbestos Management
- J. Policy 8442 - Reporting Accidents
- K. Policy 8450 - Control of Casual-Contact Communicable Diseases
- L. Policy 8453 - Direct Contact Communicable Diseases
- M. Policy 8453.01 - Control of Blood-Borne Pathogens

## 7. Procedures for Maintenance and Facility Operations

### A. Cleaning and Chemicals

Regular and thorough cleaning is an important means for the removal of air pollutant sources. The **School District of Manawa** will address cleaning and chemical handling issues as appropriate.

The SDM has developed procedures for cleaning and for the handling of cleaning and chemical compounds to ensure that cleaning and chemical handling procedures are labeled and secured at all times to prevent IEQ problems.

### B. Flooring

Regular and effective cleaning and maintenance of all floor coverings used in district buildings is essential to keep floors dry and clean. The **School District of Manawa** will maintain flooring as appropriate and has developed written floor cleaning procedures.

The SDM ensures that all carpets are cleaned with hot water extraction at least twice a year and are not cleaned during summer months unless drying within 24 hours can be assured. Wet and dry mops will be used on resilient floor coverings.

### C. Preventive Maintenance and Operations

Preventive maintenance involves routine inspection, adjustment, and repair of building structures and systems, including the heating, ventilating, and air conditioning system (HVAC); unit ventilators; local exhaust; fresh air intakes; and flooring. Preventive maintenance plays a major role in maintaining the quality of air by assuring that the building systems are operating effectively and efficiently to maintain comfortable temperatures and humidity in occupied spaces. The **School District of Manawa** will address preventive maintenance as appropriate by providing operations manuals and maintenance records in close proximity to each major piece of equipment or system to ensure routine maintenance.

### D. Microbial Management

Microbials such as mold, bacteria, and viruses, are a significant cause of illness, health symptoms, and discomfort for building occupants. Moisture control is the most effective way to control microbial growth. The **School District of Manawa** will manage microbials as appropriate by promptly investigating signs of water intrusion and/or microbial growth. Materials contaminated with microbials will be promptly cleaned or replaced. Mold growth will be removed from non-porous surfaces with a strong brush and non-ammonia containing detergent and thorough drying. Remediation projects that cannot be handled by district staff will be contracted to appropriate professionals. Specific control and protection measures will be used as needed for large-scale remediation projects

## 8. Construction and Renovation

The **School District of Manawa** will adhere to the state, federal, and municipal building code guidelines and other mandates/rules/regulations when doing construction and/or renovation projects, including the Wisconsin State Building Codes that can be found at <http://dsps.wi.gov/sb/SB-DivCodesListing.html>.

The **School District of Manawa** will comply with all building codes.

The findings from walkthrough inspections and building systems evaluations will be considered when planning renovations.

## 9. Staff Responsibilities for Maintaining Good IEQ

All **School District of Manawa** staff members play an important role in maintaining and improving environmental quality. Since the actions of staff members can affect the quality of the indoor environment in school buildings, employees will be provided with information and training about IEQ as appropriate using free or low cost online tools, materials, or webinars to the extent possible, with more specialized training secured for maintenance and/or buildings and grounds staff as funding permits.

Teachers will help to maintain adequate airflow from ventilators by refraining from stacking books or other items on ventilators, or covering vents with posters, or turning off fans due to noise, and by removing clutter in their classrooms, properly disposing of hazardous waste, and enforcing the school's various IEQ policies in their classrooms.

A. Administrators will communicate the school's activities to the school board, staff, students, and community and ensure that the school is implementing IEQ policies appropriately.

- B. Facility Operators will ensure that HVAC systems are operating properly and that buildings are maintained adequately and cleaned regularly.
- C. Custodians will follow all policies regarding cleaning chemicals, ensure that the school is regularly vacuumed and swept, clean drain pans, empty trash cans, and check drain pipes regularly. They also look for signs of pest problems and inform the appropriate people of any issues.
- D. Health Officers/School Health Paraprofessionals will track illnesses, such as asthma, that may provide an early warning of IEQ problems.
- E. The School Board will approve and support the IEQ Management Plan.

## **10. Prevention of IEQ Problems**

The **School District of Manawa** is committed to preventing IEQ problems. To reach this goal, the district will:

- A. keep equipment and operating systems in good working condition and make every effort to best accommodate the needs and comfort of students, staff, and other users of the school building;
- B. evaluate building systems and conduct walkthroughs of the various district buildings, schedule regular review and maintenance for those systems that require continual attention, and handle IEQ concerns identified during the walkthroughs in accordance with #5 in this plan; and
- C. comply with all applicable codes and operate current systems based on how they were designed to be used to ensure high quality facilities for all district functions.



# Appendix A

## Indoor Environmental Quality (IEQ) Concern Record

Date *Mo./Day/Yr.*

### GENERAL INFORMATION

Name First, Last	Email Address	Phone Area Code/No.	
Street Address	City	State	ZIP
Status in Filing Concern <i>Check One</i>			
<input type="checkbox"/> Staff	<input type="checkbox"/> Student	<input type="checkbox"/> Parent	<input type="checkbox"/> Member of Public

### ENVIRONMENTAL QUALITY CONCERN

District Building of Concern

Describe IEQ Concern *Limit response to space provided.*

### IEQ COORDINATOR'S USE ONLY

***Attach all other pertinent documentation.***

Date Recorded <i>Mo./Day/Yr.</i>	Date Investigation Begun <i>Mo./Day/Yr.</i>	Date Investigation Complete <i>Mo./Day/Yr.</i>	Person Assigned to Investigate
Result of Investigation			
Clean-up, Remediation, or Other Work Necessary <input type="checkbox"/> Yes <input type="checkbox"/> No		Person Assigned First & Last Name	
Date Work Begun <i>Mo./Day/Yr.</i>	Date Work Complete <i>Mo./Day/Yr.</i>	Follow-Up Contact Made <input type="checkbox"/> No <input type="checkbox"/> Yes, <i>Date of follow-up</i>	

# Appendix A

## Indoor Environmental Quality (IEQ) Concern Record

Date *Mo./Day/Yr.*

### GENERAL INFORMATION

Name First, Last	Email Address	Phone Area Code/No.	
Street Address	City	State	ZIP
Status in Filing Concern <i>Check One</i>			
<input type="checkbox"/> Staff	<input type="checkbox"/> Student	<input type="checkbox"/> Parent	<input type="checkbox"/> Member of Public

### ENVIRONMENTAL QUALITY CONCERN

District Building of Concern

Describe IEQ Concern *Limit response to space provided.*

### IEQ COORDINATOR'S USE ONLY

***Attach all other pertinent documentation.***

Date Recorded <i>Mo./Day/Yr.</i>	Date Investigation Begun <i>Mo./Day/Yr.</i>	Date Investigation Complete <i>Mo./Day/Yr.</i>	Person Assigned to Investigate
Result of Investigation			
Clean-up, Remediation, or Other Work Necessary <input type="checkbox"/> Yes <input type="checkbox"/> No		Person Assigned First & Last Name	
Date Work Begun <i>Mo./Day/Yr.</i>	Date Work Complete <i>Mo./Day/Yr.</i>	Follow-Up Contact Made <input type="checkbox"/> No <input type="checkbox"/> Yes, <i>Date of follow-up</i>	



Book Policy Manual  
 Section Vol. 31, No. 2, Technical Corrections, July 2022  
 Title Revised Policy - Vol. 31, No. 2, July 2022 - HOMEWORK  
 Code po2330  
 Status First Reading  
 Adopted October 17, 2016  
 Last Revised December 19, 2022

**Revised Policy - Vol. 31, No. 2**

**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 outside of the school by the student (X) or independently while in attendance at school. ~~[END OF OPTION]~~.

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

- A.  Homework should be a properly planned part of the curriculum to extend and reinforce the learning experience of the school.
- B.  Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, and integration of knowledge, and an opportunity to remediate learning problems.
- C.  Homework should help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.
- D.  The number, frequency, and degree of difficulty of homework assignments should be based on the ability and needs of the student and take into account other activities which make a legitimate claim on the student's time.
- E.  As a valid educational tool, homework should be assigned with clear direction and its product carefully evaluated.
- F.  The schools should recognize the role of parents by suggesting ways in which parents can assist the school in helping a student carry out assigned responsibilities.
- G.  Homework should always serve a valid learning purpose; it should never be used as a punitive measure.

© Neola 202209

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")
Code	po3430.01
Status	First Reading
Adopted	May 16, 2016
Last Revised	November 19, 2018

### 3430.01 - **FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")**

#### **Introduction**

In accordance with Federal and State law, the Board of Education will provide family and medical leave to professional District staff. The Board's Family and Medical Leave Act policy is intended to conform to and comply with, but not exceed, the requirements of the Federal Family and Medical Leave Act of 1993 ("FMLA") and the Wisconsin Family and Medical Leave Act ("WFMLA"). To the extent that this policy is ambiguous or conflicts with the FMLA or the WFMLA, the FMLA and the WFMLA will govern.

Family and medical leave taken under this policy may be covered by Federal law, State law, or both. When leave taken by a staff member under this policy is governed by both Federal and State law, the more generous provision will control in the event of a conflict. However, when leaves are governed by State or Federal law, but not both, the applicable law will control under this policy. In this regard, staff members should note that certain leaves may be covered by both State and Federal law for only a portion of the leave. To the extent permitted by law, leave under the FMLA, leave under the WFMLA and leave granted under the Board's other policies will run concurrently (at the same time).

#### **Eligibility Requirements**

To be eligible for leave under the FMLA, a staff member must have been employed by the Board for at least twelve (12) months in the past seven (7) years and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding the commencement of the requested leave. All full-time instructional staff members are deemed to meet the 1,250 hour requirement.

To be eligible for leave under the WFMLA, a staff member must have been employed for more than fifty-two (52) consecutive weeks and have worked or been paid for at least 1,000 hours in the preceding fifty-two (52) weeks. The kind and amount of leave available to the staff member under this policy, as well as the staff member's rights during leave, depend upon whether the staff member satisfies the above requirements.

#### **Qualifying Reasons for Leave**

The Board provides family and medical leave for eligible staff members under the following circumstances:

- A. for the birth of the eligible staff member's child and to care for a newborn child
- B. for placement with the eligible staff member of a child for adoption or foster care
- C. to care for an eligible staff member's spouse, child or parent with a "serious health condition"

The term "child" generally includes a legal ward or a biological, adopted foster or stepchild. For leaves governed exclusively by the FMLA, the term also includes a son or daughter for whom the staff member has assumed the day-to-day obligations of a parent. A child must be either under eighteen (18) years of age or unable to care for himself/herself due to a physical or mental disability or, for leave under State law only, unable to care for himself/herself due to a serious health condition.

"Parent" includes a staff member's spouse's legal guardian only if the staff member is requesting leave under the WFMLA.

"Spouse" includes a qualified domestic partner for leaves governed by the WFMLA. Domestic partnerships must be registered with the county of residence and proof of such registration may be requested prior to approval of leave. Unregistered domestic partners must demonstrate that they are 1) both over age eighteen (18); 2) not in a domestic partnership or marriage with another individual; 3) they share a common residence; 4) they are not related in any way that would prohibit marriage under Wisconsin law; 5) they consider each other to be immediate family members and agree to be responsible for the other's living expense.

- D. because of a serious health condition that makes the eligible staff member unable to perform the essential functions of his/her position
- E. because of a qualifying exigency resulting from active military service by the employee's spouse, son, daughter, or parent in covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves

Qualifying exigencies, as defined by Federal regulations, include: 1) short- notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation; (maximum fifteen (15) calendar days); 7) post-deployment activities; 8) caring for a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty; and 9) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.

- F. to care for a service member who is the employee's parent, spouse, child or next of kin who, while on active military duty, sustains a serious injury or illness or aggravation of a pre-existing illness or injury while in the line of duty, while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, in the line of duty which renders the service member medically unfit to perform the member's office, grade, rank, or rating

Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation or therapy. In accordance with applicable regulations, a veteran's serious injury or illness incurred or aggravated in the line of active duty can also be manifested by: 1) a physical or mental condition with a VA Service Disability Rating of 50% or greater and is the condition precipitating the need for leave; or 2) a physical or mental condition that substantially impairs the ability to secure or substantially follow a gainful occupation, or would do so absent treatment; or 3) an injury, including psychological, for which the veteran has been enrolled in the Dept. of V.A. Program of Comprehensive Assistance for Family Care Givers. Leave is available for up to twenty-six (26) weeks in a twelve (12) month period. This type of leave is available for serious injury or illness which results in:

1. inpatient medical treatment, recuperation or therapy;
2. outpatient services at a military treatment facility or assignment to a unit established for the purpose of providing command and control of service members receiving outpatient medical services; or
3. assignment to the temporary disability retired list.

The maximum twenty-six (26) weeks of Federal leave to care for a service member includes, and is not in addition to, all other FMLA leave. In other words, employees may not take more than a total of twenty-six (26) weeks of FMLA leave during a single twelve (12) month period for any qualifying reasons under the FMLA. For instance, if an employee takes the maximum twelve (12) weeks of Federal FMLA leave for his/her own serious health condition, the employee may then only take fourteen (14) weeks of FMLA leave within that same twelve (12) month period to care for a military family member injured in the line of duty.

The District Administrator will determine whether an employee's request for leave qualifies under one (1) of the above categories.

### **Amount of Leave Available**

Under the FMLA, if the staff member satisfies the eligibility requirements set forth above, ~~s/he~~ **the staff member** is entitled to a total of twelve (12) work weeks of leave in a calendar year for any of the reasons stated above, with the exception of leave to care for an injured service member, which is provided as described in (F) above.

Under the WFMLA, if the staff member satisfies the eligibility requirements set forth above, ~~s/he is~~ **they are** entitled to ten (10) work weeks of leave in a calendar year as follows:

- A. a total of six (6) weeks of leave for the birth of ~~his/her~~ **their** natural child and/or the placement of a child with the staff member for, or as a precondition to, adoption;
- B. a total of two (2) weeks of leave to care for a covered family member with a serious health condition; and
- C. a total of two (2) weeks of leave due to the staff member's serious health condition.

Board policy calls for concurrent Federal/State leave coverage whenever a staff member is eligible for leave under both the FMLA and WFMLA to the extent available under the law. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

## Definitions of Serious Health Conditions

In conjunction with the certification provided by a healthcare provider, the Board reserves the right to determine whether an illness, injury, impairment or physical or mental condition constitutes a serious health condition entitling a staff member to family or medical leave under State or Federal law.

In general, a "serious health condition" under this policy means an illness, injury, impairment, or physical or mental condition that involves one (1) of the following:

### A. Hospital Care

Inpatient care (i.e., an overnight stay) in a hospital or other care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.

### B. Absence Plus Treatment

A period of incapacity of more than three (3) consecutive calendar days\* (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:

1. treatment two (2) or more times by a healthcare provider, a nurse, physician's assistant or physical therapist under a healthcare provider's supervision, order or referral as appropriate within thirty (30) days of the first date of incapacity; or
2. treatment by a healthcare provider on at least one (1) occasion which results in a regimen of continuing treatment under the supervision of the healthcare provider and occurs within seven (7) days of the first day of incapacity.

\*Under the WFMLA, leave may also be available for a "serious health condition" of less than three (3) consecutive days in duration.

### C. Pregnancy

Any period of incapacity due to pregnancy, or for prenatal care.

### D. Chronic Conditions Requiring Treatment

A chronic condition which:

1. requires periodic visits of at least two (2) times per year for treatment by a healthcare provider, or by a nurse or physician's assistant under a healthcare provider's supervision;
2. continues over an extended period of time (including recurring episodes of a single underlying condition); and
3. may cause episodic rather than continuing periods of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

### E. Permanent/Long-Term Conditions Requiring Supervision

A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The staff member or his/her/their family member must be under the continuing supervision of, but need not be receiving active treatment by, a healthcare provider (e.g., Alzheimer's disease, a severe stroke, or the terminal stages of a disease). The continued existence of such a chronic condition is subject to certification no more than once every six (6) months.

### F. Multiple Treatments (Non-Chronic Conditions)

Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a healthcare provider or by a provider of healthcare services under orders of, or on referral by, a healthcare provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3) consecutive calendar days in the absence of medical intervention or treatment, including: cancer (chemotherapy, radiation, etc.); severe arthritis (physical therapy); or kidney disease (dialysis).

## Required Staff Member Notice

The staff member must provide the District Administrator with notice in a reasonable and practicable manner before leave taken under this policy is to begin, if the need for leave is foreseeable (e.g., an expected birth, placement or adoption or foster care, or planned medical treatment for the staff member's own serious health condition or that of a family member). When requesting partial or intermittent leave in connection with childbirth or adoption under the WFMLA, the staff member must provide at least as much notice as required for taking other non-emergency or non-medical leave, as well as a definite schedule for the leave. Where advance notice is not practical due to uncertainty as to the time leave will be required to begin, a change in circumstances or a medical emergency, notice must be given as soon as practical. Leave will be accounted for in increments no greater than the smallest increment used for other similar leaves but in no event greater than one (1) hour increments. Leave entitlement will not be reduced by more than the amount of leave actually taken.

Staff members must provide an explanation as to why proper advance notice was not provided in such cases and may be required to verify the explanation. Notice that was not provided in a timely manner or/and without reasonable explanation may result in the denial of the leave request.

The staff member must provide a written request for leave, the reasons for the requested leave, and the anticipated beginning date and duration of the leave by submitting a FMLA leave request form to the District Administrator (forms available from the U.S. Department of Labor).

When planning medical treatment, the staff member should consult with his/her the staff member's supervisor and make a reasonable effort to schedule the leave so as not to disrupt unduly the District's operations, after approval of the staff member's healthcare provider. The staff member is ordinarily expected to consult with his/her their supervisor in order to work out a treatment schedule that best suits his/her needs, as well as the District's.

If a staff member must take more leave than originally anticipated, s/he the staff member must notify the District Administrator within two (2) business days of learning of the circumstances necessitating the extension.

### **Certification By Healthcare Provider**

If a staff member requests leave due to his/her their own serious health condition or the serious health condition of his/her the staff member's spouse, child or parent, the Board requires that the leave request be supported by certification issued and signed by the healthcare provider for the individual with a serious health condition. For service member leave, any certification permitted under 29 C.F.R. 825.310 shall be allowed. The Board reserves the right to certify all information permitted by law.

The staff member must provide the fully completed certification to the District Administrator within fifteen (15) calendar days of the date that the certification is provided to the staff member unless it is not practicable to do so despite the staff member's diligent, good faith efforts. If it is not practicable to return the certification within fifteen (15) calendar days, it must be returned to the District Administrator as soon as practicable.

If the staff member fails to submit the certification, the leave or continuation of leave may be delayed until the certification is submitted. Further, any absence prior to the date the certification is furnished may be considered unauthorized. A staff member who is absent without authorization may be disciplined, up to and including termination.

The District Administrator will give a staff member a reasonable opportunity to cure any deficiency in a certification, but not fewer than seven (7) calendar days. It is the responsibility of the staff member or family member with a serious health condition to use a healthcare provider who will complete and furnish an accurate certification in a timely manner.

A member of the administration, other than the staff member's direct supervisor, may contact the healthcare provider to clarify illegible answers and to authenticate the certification. If the certification is incomplete or otherwise unclear, the administrator must request that the employee obtain updated or completed information from the health care provider and return it directly to the administrator.

If the District Administrator doubts the validity of a certification, the District Administrator may require, at the Board's expense, that the staff member obtain a second opinion from a Board-designated provider, not regularly employed by the Board. If the opinions of the staff member's and the Board's healthcare providers differ, a third, final and binding opinion may be obtained. The staff member must cooperate in obtaining a second or third opinion including facilitating the transfer of pertinent records to the subsequent healthcare providers.

The District Administrator may request re-certifications on a periodic basis as permitted by law.

### **Designation of Leave**

In all circumstances, it is the responsibility of the District Administrator to designate leave, whether paid or unpaid, as FMLA leave and to give the staff member notice of the designation and his/her rights and responsibilities under this policy.

The District Administrator will give the staff member the notice on each occasion that s/he notifies his/her supervisor of the need for leave that may be FMLA-qualifying, including, but not limited to, when the staff member requests another type of leave for an FMLA-qualifying reason. In the case of intermittent or reduced schedule leave, only one notice will be provided unless the circumstances regarding the leave have changed.

Absent extenuating circumstances, the District Administrator will provide to the employee a "Designation Notice" stating whether a request for leave has been approved or denied within five (5) business days. At a minimum, the staff member will be verbally notified whether leave is being designated as FMLA leave within five (5) business days of the date the staff member provides information to the District Administrator sufficient to enable him/her to determine that the leave is being taken for an FMLA-qualifying reason.

The District Administrator will confirm the verbal notice with the written notice as soon as feasible, but no later than the first payday following the verbal notice (unless the payday is less than one (1) week after the verbal notice, in which case the notice must be no later than the subsequent payday).

### **Manner In Which Leave Can Be Taken**

Leave available under this policy may be taken in full and, under certain circumstances, may also be taken intermittently or on a reduced leave schedule. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason. Reduced schedule leave is leave that reduces the usual number of working hours per day or week. The staff member must consult with his/her supervisor and make a reasonable effort to schedule intermittent or reduced schedule leave so it does not unduly disrupt the District's operations.

When leave is governed only by the FMLA, intermittent or reduced schedule leave to be with the employee's newborn child, or after the placement of a child with the employee for adoption or foster care, requires the District's agreement, unless the intermittent or reduced schedule leave is due to a serious health condition. Intermittent or reduced schedule leave due to a serious health condition must be medically necessary. Medically necessary means there must be a medical need for the leave and the leave can be best accommodated through an intermittent or reduced leave schedule, as certified by the healthcare provider in the Certification.

Intermittent or reduced schedule leave due to a serious health condition must be medically necessary. Medically necessary means that there must be a medical need for the leave and the leave can be best accommodated through an intermittent or reduced leave schedule, as certified by the healthcare provider in the Certification.

When leave is governed only by the FMLA, the District Administrator may offer a staff member a temporary transfer to another position for which s/he is they are qualified with equivalent pay and benefits that better accommodates the intermittent or reduced schedule leave when the need for leave is foreseeable based on planned medical treatment or the staff member takes such leave for the birth of a child or for placement of a child for adoption or foster care. The staff member may reject this offer in which case there will be no adverse effect on the leave or entitlement to return to the same or similar position following leave. Any time spent by the staff member in an alternative position will not count against the employee's FMLA leave entitlement.

Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced-leave schedule governed only by the FMLA, which would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave, must elect either to:

- A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- B. transfer temporarily to an available alternative position offered by the District Administrator for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

The District Administrator may require instructional staff members who take Federal leave near the end of an academic term to extend their leave through the end of the academic term if:

- A. the leave is commenced more than five (5) weeks from the end of the term but the employee intends to return during the final three (3) weeks of the term and the leave is longer than three (3) weeks in duration;
- B. the leave is commenced within five (5) weeks of the end of the term and the employee intends to return during the final two (2) weeks of the term and the leave period was at least two (2) weeks in duration; or
- C. the leave commences within three (3) weeks of the end of a term and the leave was at least five (5) working days in duration.

Staff members whose leave is extended at the end of an academic term under this section will be charged against their FMLA entitlement only the time that they required for purposes of their leave.

### **Coordinating Leaves - Substitution**

Generally, leave taken under this policy is unpaid. However, for leave governed exclusively by the FMLA, the staff member must use the following leaves provided by the Board, if available:

- A. vacation or personal leave, if available, for any family or medical leave;
- B. accrued paid family leave (i.e., paid leave covering the particular circumstances for which the staff member is seeking leave), if available, for birth, adoption, or to care for a seriously ill family member; and
- C. accrued paid medical or sick leave, if available, to care for a seriously ill family member, or for the staff member's own serious health condition.

A staff member may not substitute paid leave for unpaid FMLA leave taken under this policy in any situation where the Board would not normally provide such paid leave.

For leaves governed by the WFMLA, a staff member may substitute paid or unpaid leave, which s/he have earned and accrued, for leave taken under this policy, if available. The Board reserves the right to deny substitution as permitted by law.

Any paid leave substituted for unpaid FMLA leave or WFMLA leave will decrease, in whole or in part, the staff member's FMLA and/or WFMLA leave entitlement.

### **Continuation of Benefits**



A staff member will remain eligible for group health insurance benefits under the Board's group health plan during leave taken under this policy under the same conditions as coverage would have been provided if the staff member had been actively employed during the entire leave. However, the staff member has the option of choosing not to retain such coverage during family or medical leave.

During leave taken under this policy, the Board will continue to pay any portion of group health insurance premiums for coverage that it was responsible for paying immediately prior to the leave as required by law. The staff member will be responsible for paying his/her/their portion of health insurance premiums regardless of whether his/her/the staff member's family and medical leave is paid or unpaid. It is the staff member's responsibility to make arrangements with the District Administrator for making premium payments for group health insurance during leaves.

To the extent permitted by law, the Board reserves the right to require the staff member to place up to eight (8) weeks of health insurance premiums in escrow prior to leave, or to discontinue coverage if such premiums are received more than thirty (30) days late.

The staff member's entitlement to benefits other than group health benefits during a period of family or medical leave is determined by the Board's policy regarding provision of such benefits when a staff member is on other types of leave.

If a staff member fails to return to work or fails to remain at work for a period provided under the law, the District may recover its portion of the premiums paid for medical benefit coverage during the leave, unless the reason for the staff member's failure to return to work is due to the continuation of the serious health condition or the onset of a new serious health condition.

### Accrual of Benefits

The use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave. A staff member will not continue to accrue or any employment benefit during leave taken under this policy, except that such benefit shall accrue if the staff member elects to use other leaves provided by the Board and if such benefits would normally accrue during such leave.

### Employment Restoration

A staff member will generally be reinstated to the same position s/he held when leave began or a position with equivalent pay, benefits, and other terms and conditions of employment, if such position remains available, and the staff member possesses the ability to perform the essential functions of the job satisfactorily, with or without any accommodation that may be required by the Americans With Disabilities Act of 1990. The staff member, however, has no greater right to reinstatement or benefits than if s/he had been actively employed during the leave. Furthermore, if the staff member gives unequivocal notice of intent not to return to work, s/he is/they are not entitled to be reinstated.

A staff member who exceeds his/her FMLA/WFMLA leave, but remains off work under a non-FMLA/WFMLA leave policy, is not entitled to reinstatement to the same or a similar position under the FMLA/WFMLA; however, the staff member may be eligible to be reinstated under the non-FMLA/WFMLA leave policy.

A staff member who is able to return to work prior to the expiration of leave must notify his/her/the staff member's supervisor immediately. Upon such notice, the District Administrator will promptly reinstate the staff member to active employment, provided s/he has/they have the present skill and ability to perform the essential functions of his/her/the staff member's job satisfactorily with or without accommodation. However, the reinstatement need not occur until the third business day following the staff member's notification of his/her ability to return to work.

### Fitness For Duty Certification

If leave is due to the staff member's serious health condition, s/he/they must present certification to return to work to his/her/the staff member's supervisor upon returning to work. The staff member's principal attending physician must complete the certification. The certification must indicate that the staff member has been released to return to work. It must also specify any physical or other limitation on the staff member's ability to perform regular or other duties and the duration of the limitations. No certification will be required when the staff member returns from intermittent leave, except as otherwise permitted or required by the Americans With Disabilities Act of 1990.

The certification will be limited to the particular health condition that caused the staff member's need for leave, except as otherwise permitted by the Americans With Disabilities Act of 1990. If the staff member is an "individual with a disability" within the meaning of the ADA, any fitness-for-duty physical examination or inquiry by the District will be job-related and consistent with business necessity.

Reinstatement may be delayed until the staff member submits the certification. Under such circumstances, if the staff member does not promptly provide a certification or qualify for another leave of absence, s/he/the staff member may be disciplined, up to and including termination.

With the staff member's permission, the Board's healthcare provider may contact the staff member's healthcare provider to clarify and authenticate the certification, but no additional information may be requested or required, and the staff member's return to work may not be delayed while the contact is being made. No second or third fitness for duty certification may be required.

### Confidentiality

All medical information relating to leave, whether written or verbal, shall be kept confidential to the maximum extent possible. All medical documents including, but not limited to, medical certifications and return-to-work statements must be maintained in confidential, secure files separate from personnel files.

### **No Discrimination**

Leave under this policy will not be used as a negative factor in employment actions, such as hiring, promotions, disciplinary actions or under attendance policies.

### **Miscellaneous**

The District Administrator may designate another administrator to perform ~~his/her~~their duties under this policy.

A staff member who fraudulently obtains leave under this policy is not protected by this policy's job restoration or maintenance of health benefits provisions.

The District Administrator shall see that the policy is posted properly.

The District Administrator shall provide a copy of the policy upon the request of a staff member.

Revised 12/18/17

### **© Neola 2018**

Legal	29 U.S.C. 2601 et. seq.
	29 C.F.R. Part 825
	103.10, Wis. Stats.
	Wis. Admin. Department of Workforce Development (DWD) 225
	National Defense Authorization Act of 2010

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	CREATING A POSITION
Code	po3111
Status	First Reading
Adopted	May 16, 2016
Last Revised	November 18, 2019

### 3111 - **CREATING A POSITION**

The Board of Education recognizes the need to establish positions that, when filled by competent, qualified professional staff members, will assist the District in achieving the education goals set by the Board. The District employs only persons authorized to work in the United States.

The District Administrator shall verify all new full-time and part-time employees' identity and authorization to work in the United States according to Federal law.

The Board reserves the right to create new positions; specify the number of persons to be employed with each job category; and set the initial salary subject to the staffing program change process.

The Board shall, upon the advice of the District Administrator, consider the advisability of creating a new position or of increasing the number of professional staff members in an existing position.

The Board delegates the right to fix and prescribe the duties of support staff to the District Administrator.

© Neola 2019

Legal Immigration Reform and Control Act of 1986  
8 U.S.C. 1255a

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	BOARD-STAFF COMMUNICATIONS
Code	po3112
Status	First Reading
Adopted	May 16, 2016
Last Revised	March 15, 2021

### 3112 - **BOARD-STAFF COMMUNICATIONS**

The Board of Education has a legitimate interest in maintaining order and facilitating the efficient resolution of concerns by directing that employee communications to the School Board move initially through the School District of Manawa Organizational System as found in the employee handbook as per the student information system. Employees are expected to follow the established organizational system.

It is expected that the District Administrator will communicate personnel concerns to the Board in a timely fashion.

Revised 5/18/16  
 Revised 5/18/16  
 T.C. 3/15/21

© Neola 2020

Legal                      Garcetti v. Ceballos, 547 U.S. 410 (2006)  
                                  Samuelson v. LaPorte Comm. Sch. Dist., 526 F.3d 1046 (7th Cir. 2008)

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	EMPLOYMENT OF STAFF
Code	po3120
Status	First Reading
Adopted	May 16, 2016
Last Revised	January 17, 2022

### 3120 - **EMPLOYMENT OF PROFESSIONAL STAFF**

The Board of Education recognizes that positions be filled with highly-qualified and competent personnel are vital to the successful operation of the District.

All employees other than the District Administrator are considered Professional Staff Members (Policy 0100 – Definitions) or support staff members (Policy 0100 – Definitions) ~~are considered professional employees.~~

#### **Professional Staff**

The Board of Education shall approve the employment, fix the compensation, and establish the term of employment for each professional staff member employed by this District. Teachers, governed by Wis. Stat. 118.22 and administrators, governed by Wis. Stat. 118.24, may only be employed by contract and only following majority vote of the full membership of the Board or as required or permitted by law.

#### **Support Staff**

The Board of Education shall approve the employment and fix the compensation for each support staff member employed by this District.

#### **General Provisions for Professional and Support Staff**

The District Administrator shall provide a description of the work schedule, hours of work per week, a determination of whether the employee is exempt or non-exempt for purposes of overtime eligibility (See Policy 6700). For non-exempt employees, there shall be a clear statement in the job description and employee handbook which states the following: "No non-exempt employee may perform work for the District outside of his/her regular schedule without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment," and for overtime eligible employees, there shall be a clear statement in the job description and employee handbook which states the following: "No overtime eligible employee may perform overtime work for the District without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment."

Such approval shall be given only to those candidates for employment recommended by the District Administrator.

When any recommended candidate has been rejected by the Board, the District Administrator shall make a substitute recommendation.

All applications for employment shall be referred to WECAN or the District Office.

Relatives of Board Members may be employed by the Board. If the Board Member benefits financially either directly or indirectly, the Board Member may not participate in any way in the discussion or vote on any matter relating to said employment.

Relatives of staff members may be employed by the Board. The newly employed staff member shall not be placed in a position in which s/he will be supervised directly by, or supervise directly, his/her relative.

Any ~~professional~~ staff member's intentional misstatement of fact pertaining to ~~his/her~~ **the applicant's** qualifications for employment or the determination of salary shall constitute grounds for dismissal by the Board.

The employment of ~~professional~~ staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the educational program **or District operations**, except as prohibited by law, including the employment of full-time teachers and certain administrative employees on a substitute basis, pending Board approval. Employment shall be recommended to the Board at the next regular meeting.

No candidate for employment as professional staff shall receive recommendation for such employment without having proffered visual evidence of proper certification or application for such certification. For staff members instructing children in reading and/or language arts, pre-school and/or grades kindergarten through sixth grade, their certificate must verify successful completion of instruction that includes the teaching of phonics. **For each candidate, a satisfactory background check will be conducted by the Department of Public Instruction or appropriate State agency, as well as compliance with District background check procedures to include local, State, and Federal sources of information.**

**When appropriate, no candidate for employment as a support staff member shall receive recommendation for such employment without having proffered visual evidence of proper certification, when appropriate, or that application for such certification is in process. There must also be verification that a satisfactory background check has been conducted in compliance with District procedures to include local, State, and Federal sources of information.**

~~For each candidate, a satisfactory background check will be conducted by the Department of Public Instruction or appropriate State agency.~~

Any person who signs a contract to teach in the District must, within ten (10) days after signing the contract, file in the office of the District Administrator a statement showing the date of expiration and the grade and character of the certificate or license held.

The District Administrator shall prepare procedures for the recruitment and selection of all ~~professional~~ staff that includes reporting newly hired employees to the Wisconsin Department of Workforce Development.

#### **DISTRICT SUPPORTED ALTERNATIVE LICENSING PROGRAMS**

As part of the Board's efforts to provide the highest quality education for all students in all subject areas, the Board authorizes the District Administrator, where appropriate, to support teacher licensure opportunities.

#### **EXPERIENCED-BASED LICENSURE FOR TECHNICAL AND VOCATIONAL EDUCATION**

"Technical education" means technology education and any technology-related occupation.

"Vocational education" means agriculture, child services, clothing services, food services, housing and equipment services, family and consumer education, family and consumer services, home economic-related occupations, health care-related occupations, trade specialist, business education, business and office, and marketing education.

The District Administrator may support the application for an experience-based license for a teacher to teach in a technical and/or vocational education field, provided that the individual can be credited with at least 100 points using the following system:

A. The following points for experience in a technical field (must comprise at least twenty-five (25) of the required 100 points):

1. For a bachelor's degree in any science, technology, engineering, or mathematics field and any teaching license or permit, or in a field related to the vocational subject, 100 points.
2. For a bachelor's degree in any science, technology, engineering, or mathematics field, or in a field related to the vocational subject seventy-five (75) points.
3. For a bachelor's degree in a field other than those described in numbers 1. and 2., above, any science, technology, engineering, mathematics, or technical or technology education field, sixty-five (65) points.
4. For industry or vocational certification, ninety (90) points.
5. For industry experience in a trade or technical field or vocation, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points.
6. For an internship in a trade or technical field or in the vocation, twenty-five (25) points.
7. For being mentored in a trade or technical skill or in the vocation by a colleague or a Wisconsin Technology Education Association or a recognized vocational association approved mentor, twenty-five (25) points.
8. For an apprenticeship in a trade or technical field or in the vocation, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points.

B. The following points for pedagogical experience (must be at least twenty-five (25) out of the 100 required points):

1. For a bachelor's degree in technical or technology education, 100 points.

2. For a bachelor's degree in a field other than any science, technology, engineering, mathematics, or technical or technology education field, or in a subject related to the vocation and any teaching license or permit, seventy-five (75) points.
3. For credit earned at an accredited institution of higher education or technical college, three (3) points per credit up to a maximum of seventy-five (75) points for technical or technology education courses and science, technology, engineering, or mathematics courses or any field related to the vocation and three (3) points per credit up to a maximum of seventy-five (75) points for education and pedagogical courses.
4. For completing at least 100 hours of training in pedagogy, five (5) points per fifty (50) hours up to a maximum of seventy-five (75) points.

Individuals that have sufficient points may be employed by the District under an experience-based license provided that the District Administrator implements a professional development curriculum for the teacher to follow during the three (3) year period of the initial license. The District Administrator shall monitor the teacher's progress in fulfilling the curriculum.

### **PROFESSIONAL TEACHING PERMIT**

The District Administrator may support the teaching license application of an individual to teach a course in engineering, mathematics, science, computer science, art, music, or world languages that do not yet hold a professional teacher license provided that the following criteria are met:

- A. The District is experiencing a shortage in the availability of teachers with professional teaching certification in the subject area and is unable to fill a position with an acceptable licensed teacher.
- B. The individual holds at least a bachelor's degree in engineering, mathematics, science, computer science, art, music, or world languages.
- C. The individual possesses at least five (5) years of verifiable industry experience in the same field as the bachelor's degree.
- D. The individual has completed at least 100 hours of pedagogical training in an alternative teacher licensing program approved by DPI.
- E. The District Administrator shall implement a plan to provide supervision of the teacher by a teacher that holds regular professional teaching licensure during the two (2) year period of the permit.
- F. The hiring of the teacher under this alternative licensure program will not displace a regularly licensed teacher in the District.

### **REQUIREMENTS FOR TITLE I PARAPROFESSIONALS**

All paraprofessionals hired for a Title I supported program must have a secondary school diploma or its recognized equivalent and one of the following:

- A. Completed two (2) years study at an institution of higher education; or
- B. Obtained at least an associates degree; or
- C. Met a rigorous standard of quality and demonstrate through formal State or local academic assessment:
  1. knowledge of and the ability to assist in instructing, reading, writing and mathematics; or
  2. knowledge of and the ability to assist in instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.

Existing paraprofessionals – All current paraprofessionals working for a Title I supported program must:

- A. Have a secondary school diploma or its recognized equivalent;
- B. Meet the requirements for newly hired paraprofessionals as described above.

Exceptions – These requirements do not apply to a paraprofessional:

- A. Who is proficient in English and a second language and serves as a translator primarily to enhance the participation of children in Title I programs; or
- B. Whose duties consist solely of conducting parental involvement activities.

Paraprofessional duties – Paraprofessionals working for a Title I supported program may be assigned to:

- A. provide one-on-one tutoring for eligible students during times when the teacher would not otherwise be instructing the student;
- B. assist with classroom management, such as organizing instructional and other materials;

- C. provide assistance in a computer laboratory;
- D. provide support in a library or media center;
- E. conduct parental involvement activities;
- F. act as a translator;
- G. provide instructional services to students, if working under the direct supervision of a teacher;
- H. perform limited duties beyond classroom instruction.

Revised 8/22/16  
Revised 7/17/17  
Revised 11/19/18  
Revised 7/22/19

© Neola 2021

Legal                    118.191, Wis. Stats.  
                              118.192, Wis. Stats.  
                              118.21, Wis. Stats.  
                              118.22(2), Wis. Stats.  
                              118.24, Wis. Stats.  
                              121.02, Wis. Stats.  
                              Wis. Admin. Code P.I. 34

**Last Modified by Melanie Oppor on June 22, 2023**





Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	JOB DESCRIPTIONS
Code	po3120.01
Status	First Reading
Adopted	May 16, 2016
Last Revised	November 16, 2020

3120.01 - **JOB DESCRIPTIONS**

The Board of Education recognizes that it is essential for District and employee accountability for each staff member to be fully aware of the duties and responsibilities of his/her position.

**District Administrator**

The job description of the District Administrator shall be included in the Board policy manual.

**Professional Staff**

Job descriptions document and describe the essential functions for professional staff positions and thereby promote organizational effectiveness and efficiency. Therefore, the District Administrator shall maintain a current, comprehensive, and coordinated set of job descriptions for professional staff positions.

Job descriptions of licensed personnel, and any revisions thereof, shall be approved by the Board and maintained in the District Office.

**Support Staff**

All job descriptions of support staff will be approved by the District Administrator and will be maintained in the District Office.

**General Provisions**

As long as the provisions of the job descriptions are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees.

Each job description shall contain the following provision:

'The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 3122.01 throughout his/her employment in the District.'

**Employees will be evaluated, at least in part, against their job descriptions.**

Each job description shall include a statement that reserves authority to the District Administrator to assign additional duties and responsibilities as necessary within the scope of the employment position.

Following the revision of a job description, staff members who hold the positions for which the essential functions are described in that revised job description shall be provided access to the updated version and the opportunity to discuss the revisions therein with their immediate supervisor.

In addition, the District Administrator shall prepare administrative guidelines necessary for the proper implementation of this policy.

Revised 7/17/17

Revised 12/18/17  
T.C. 11/16/2020

© Neola 2020

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	EMPLOYMENT OF SUBSTITUTES
Code	po3120.04
Status	First Reading
Adopted	May 16, 2016
Last Revised	December 19, 2022

**3120.04 - EMPLOYMENT OF SUBSTITUTES**

The Board of Education recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel. This policy does not apply to regular contracted teachers hired to serve as permanent substitute teachers and whose employment is governed by Policy 3120 - Employment of Professional Staff.

The District Administrator shall make appropriate arrangements to assure the availability of substitutes for assignment as services are required to replace temporarily-absent regular staff members and temporarily fill new positions. Such assignment of substitutes may be terminated, including permanent removal from the substitute teaching roster, when their services are no longer required or for other reasons as determined by the District Administrator that are not arbitrary, capricious, or discriminatory.

Substitutes must possess appropriate certification to teach be employed as a substitute. The District Administrator may determine what licensure is required and make allowances for the use of alternative forms of certification, emergency certification, and other such options as permitted by law. There must also be verification that a satisfactory background check has been conducted by the Department of Public Instruction, or an appropriate State agency, or the District.

In order to retain well-qualified substitutes for service in this District, the Board will offer competitive compensation at a rate set by the Board.

A substitute employed for more than ten (10) consecutive days in the same professional position shall be paid a salary not less than the current beginning teacher base wage.

A substitute shall be paid a minimum of a half-day (1/2) pay once the substitute is called.

Prior to the end of the school year, District-employed substitutes, who the District intends to employ for the ensuing school year, will receive a letter of reasonable assurance of continued employment.

Revised 11/19/18  
Revised 11/16/20

© Neola 2022

Legal 118.19, Wis. Stats.  
P.I. 34.109, Wis. Adm. Code

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	SELECTING STUDENT TEACHERS/ADMINISTRATIVE INTERNS
Code	po3120.06 - No Revision
Status	First Reading
Adopted	May 16, 2016
Last Revised	August 22, 2016

### 3120.06 - **SELECTING STUDENT TEACHERS/ADMINISTRATIVE INTERNS**

The Board of Education encourages cooperation with State-approved colleges and universities in the training of student teachers and administrative interns, because the public school offers an essential ingredient: direct experience with students and teachers at work in the classroom. Certain safeguards however, are necessary for the best interests of all concerned.

Colleges and universities should first make contact with the District Administrator regarding placement of a student teacher or administrative intern.

The District Administrator shall make the final placement of student teachers or administrative interns.

Professional staff members who agree to serve as supervisors of student teachers or administrative interns may accept honoraria or stipends directly from the college/university for those services rendered outside the regular school day and above and beyond the duties and responsibilities specified in their contracts.

The Board also authorizes the District Administrator to provide, in cooperation with appropriate colleges and universities, a "field experience" program in order for selected interns to gain first-hand knowledge of, and experience in, a school environment.

The District Administrator may terminate a teaching program if one (1) or more aspects of the program are not of high quality or meeting District needs or expectations.

The District Administrator shall establish appropriate terms and conditions for videotaping or compiling portfolio materials by student teachers within the District.

Revised 8/22/16

Legal	118.19(3), Wis. Stats. P.I. 3.03(7), Wis. Adm. Code
-------	--

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	EMPLOYMENT OF RESOURCE PERSONNEL
Code	po3120.07 - No Revision
Status	First Reading
Adopted	May 16, 2016

### 3120.07 - **EMPLOYMENT OF RESOURCE PERSONNEL**

It is the purpose of this policy to allow the employment of personnel in a consulting capacity for administration, in-service, or instruction.

In the general fund of the Board of Education, money is appropriated annually for personal services. This might include resource persons in specialized fields of education that could offer consulting advice on the administration or instructional processes. The District Administrator shall negotiate a reasonable payment with the resource person.

Specialists from industry, business, agriculture, legal, or health occupation fields may be employed in a consulting capacity to assist with program planning, in-services, or directly in the instructional program. Professional staff members employed by the District may be used as resource personnel, outside of their regular assignment, at the discretion of the District Administrator.

The District Administrator shall prepare administrative guidelines to ensure proper implementation of this policy.

Revised 5/16/16

© Neola 2007

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	EMPLOYMENT OF PERSONNEL FOR CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES
Code	po3120.08
Status	First Reading
Adopted	May 16, 2016

**3120.08 - EMPLOYMENT OF PERSONNEL FOR CO-CURRICULAR/EXTRA-CURRICULAR ACTIVITIES**

The Board of Education may find it necessary to employ, on a part-time basis, coaches or activity sponsors. Employment of coaches in sports governed by the WIAA shall be consistent with WIAA rules and guidelines.

~~Is this true and would it apply to support staff?~~

Members of the district professional staff will be afforded first opportunity for coaching positions, provided they are qualified for the position.

The District Administrator shall require that each person employed as a coach or activity sponsor has the appropriate qualifications, has been properly interviewed, and signs a co-curricular appointment letter that specifies the assignment and the stipend associated with the assignment. Any such appointment may be terminated at the recommendation of the District Administrator to the Board for any reason that is not arbitrary or capricious. There must also be verification that the District through appropriate State agencies or other applicable means has conducted a satisfactory background check.

Coaching/advisory duties accepted by a member of the teaching staff or administrative staff shall not be incorporated into the staff member's regular teaching or administrative contract. There shall be no guarantee or reasonable expectation that a coach/advisor will receive an offer to coach/advise in the same position the following school year. Compensation for coaching/advising duties shall be determined by the Board.

Nonrenewal procedures are not applicable to coaching/advising assignments.

Any coach/advisor not offered similar duties in any subsequent year may not pursue a grievance through Policy 3340 – Grievance Procedure.

Revised 5/16/16

© Neola 2015

Legal

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	JOB SHARING
Code	po3120.10 - No Revision
Status	First Reading
Adopted	May 16, 2016
Last Revised	November 16, 2020

**3120.10 - JOB SHARING**

The Board of Education recognizes the value to the District of obtaining the services of quality staff members who may not be available on a full-time basis but wish to offer their knowledge and skills part-time through a job-sharing process.

Part-time positions in which two (2) currently employed staff members will be allowed to share one (1) full-time position may be approved.

The District will consider job share requests that are in the District's best interests considering the educational program, and whether the cost (including benefits) of employing two (2) staff members on a part-time basis exceeds the cost of employing one (1) full-time staff member.

Entry into the program shall be voluntary. Assignment openings shall be available to professional staff who jointly submit a written proposal to share a position. Application does not mean automatic approval.

The District Administrator may consider job-sharing arrangements that he/she determines to be educationally consistent with the philosophy and objectives of the District.

Job sharing rationale include:

- A. health reasons that are substantiated by a physician;
- B. child-rearing for a specified length of time;
- C. continuance of education; or
- D. any other reason at the discretion of the District Administrator.

In order to avoid any inconsistency, misunderstanding, or disagreement, job-sharing arrangements shall be made in accordance with established guidelines.

The Board of Education authorizes the District Administrator to create a job-sharing program, provided it does not impact adversely on the District or any current staff member.

T. C. 11/19/18

© Neola 2020

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	Copy of EMPLOYMENT OF SUPPORT STAFF
Code	po3120A - Delete; Combined into 3120
Status	First Reading
Adopted	May 16, 2016
Last Revised	January 17, 2022

### ~~3120A~~ **EMPLOYMENT OF SUPPORT STAFF**

~~The Board recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with qualified and competent support staff.~~

~~All employees other than the District Administrator or Professional Staff Members (Policy 0100 — Definitions) are considered Classified or Support Employees.~~

~~The Board shall approve the employment and fix the compensation for each support staff member employed by this District.~~

~~The District Administrator shall provide a description of the work schedule, hours of work per week, a determination of whether the employee is exempt or non-exempt for purposes of overtime eligibility (See Policy 6700). For non-exempt employees, there shall be a clear statement in the job description and employee handbook which states the following: "No non-exempt employee may perform work for the District outside of his/her regular schedule without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment," and for overtime eligible employees, there shall be a clear statement in the job description and employee handbook which states the following: "No overtime eligible employee may perform overtime work for the District without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment."~~

~~Such approval shall be given only to those candidates for employment recommended by the District Administrator.~~

~~When any recommended candidate has been rejected by the Board, the District Administrator shall make a substitute recommendation.~~

~~All applications for employment shall be referred to the District Office.~~

~~Relatives of Board Members may be employed by the Board, provided the Board Member does not participate in any way in the discussion or vote on any matter related to said employment.~~

~~Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which s/he would be supervised directly by the relative staff member.~~

~~Any support staff member's intentional misstatement of fact material to his/her qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.~~

~~The employment of support staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board at the next regular meeting.~~

~~When appropriate, no candidate for employment as a support staff member shall receive recommendation for such employment without having proffered visual evidence of proper certification, when appropriate, or that application for such certification is in process. There must also be verification that a satisfactory background check has been conducted in compliance with District procedures to include local, State, and Federal sources of information.~~

~~The District Administrator shall prepare procedures for the recruitment and selection of all support staff that include reporting newly hired employees to the Wisconsin Department of Workforce Development.~~



## **REQUIREMENTS FOR TITLE I PARAPROFESSIONALS**

All paraprofessionals hired for a Title I supported program must have a secondary school diploma or its recognized equivalent and one of the following:

- ~~A. Completed two (2) years study at an institution of higher education; or~~
- ~~B. Obtained at least an associates degree; or~~
- ~~C. Met a rigorous standard of quality and demonstrate through formal State or local academic assessment:
 
  - ~~1. knowledge of and the ability to assist in instructing, reading, writing and mathematics; or~~
  - ~~2. knowledge of and the ability to assist in instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.~~~~

Existing paraprofessionals — All current paraprofessionals working for a Title I supported program must:

- ~~A. Have a secondary school diploma or its recognized equivalent;~~
- ~~B. Meet the requirements for newly hired paraprofessionals as described above.~~

Exceptions — These requirements do not apply to a paraprofessional:

- ~~A. Who is proficient in English and a second language and serves as a translator primarily to enhance the participation of children in Title I programs; or~~
- ~~B. Whose duties consist solely of conducting parental involvement activities.~~

Paraprofessional duties — Paraprofessionals working for a Title I supported program may be assigned to:

- ~~A. provide one on one tutoring for eligible students during times when the teacher would not otherwise be instructing the student;~~
- ~~B. assist with classroom management, such as organizing instructional and other materials;~~
- ~~C. provide assistance in a computer laboratory;~~
- ~~D. provide support in a library or media center;~~
- ~~E. conduct parental involvement activities;~~
- ~~F. act as a translator;~~
- ~~G. provide instructional services to students, if working under the direct supervision of a teacher;~~
- ~~H. perform limited duties beyond classroom instruction.~~

Revised 5/16/16

Revised 7/17/17

T.C. 3/15/21

© Neola 2021

Legal 20 U.S.C. 6319

Last Modified by Melanie Oppor on June 22, 2023



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po3121
Status	First Reading
Adopted	May 16, 2016
Last Revised	December 19, 2022

3121 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

**Criminal History Record Check**

To more adequately safeguard students and staff members, the Board of Education requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's professional staff. Any contracts with outsourced services, employment agencies, or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The District Administrator shall establish the necessary procedures for obtaining any criminal history of the applicant.

Should it be necessary to employ a person in order to maintain the continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

**Employee Self-Reporting Requirement**

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses (e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking). However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension or any moving violation must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

T.C. 11/16/20  
Revised 4/25/22

© Neola 2022

Legal 111.335, Wis. Stats.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po3122
Status	First Reading
Adopted	October 17, 2016
Last Revised	August 29, 2022

3122 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board of Education does not discriminate in the employment of professional staff on the basis of 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.

Notice of the Board's policy on nondiscrimination and the identity of the School District's Compliance Officer(s) (see below) will be published on the District's website, posted throughout the District, and included in the District's recruitment statements or general information publications.

**Definitions**

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

**Complainant** is the individual who alleges, or is alleged, to have been subjected to discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

**Military status:** refers to a person's status in the uniformed services, which includes the performance of duty on a voluntary or involuntary basis in a uniformed service, including active duty, active duty for training, initial active duty for training, inactive duty for training, full-time National Guard duty, and performance of duty or training by a member of Wisconsin organized militia. It also includes the period of time for which a person is absent from employment for the purpose of an examination to determine the fitness of the person to perform any duty listed above.

**Respondent** is the individual who has been alleged to have engaged in discrimination/retaliation, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

**School District community** means students and Board employees (i.e., administrators, and professional and support staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

**Third Parties** include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

**District Compliance Officers**

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinators"; hereinafter referred to as the "COs").

**Carmen O'Brien** **Michelle Johnson**  
~~Business Manager~~ **Manawa Middle/Little Wolf High School Principal**  
 School District of Manawa  
 800 Beech 515 E. Fourth Street  
 Manawa, WI 54949  
 920-596-5840 5310  
 cobrienmjohanson@manawaschools.org

**Dr. Abe El Manssouri** **Jeff Bortle**  
 Manawa Middle School/Little Wolf High School ~~Principal~~ **Dean of Students**  
 920-596-5310 806  
 515 East 4th Street  
 Manawa, WI 54949  
 aelmanssouri@manawaschools.org  
 jbortle@manawaschools.org

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

The COs are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation, or denial of equal access. The COs shall also verify that proper notice of nondiscrimination has been provided for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public.

### **Reports and Complaints of Discrimination and Retaliation**

Employees are required to report incidents of discrimination and/or retaliation to an administrator, supervisor, or other supervisory employees so that the Board may address the conduct. Any administrator, supervisor, or other supervisory employees who receive such a report shall file it with the CO at the employee's first opportunity, but no later than two (2) days.

Discrimination against an individual based on their sex (including gender status, sexual orientation, and gender identity) is discrimination in violation of Title VII. Specifically, discrimination on the basis of sex stereotyping/gender-nonconformity constitutes sex discrimination. This is true irrespective of the cause of the person's gender non-conforming behavior. Employment actions based upon an individual's sex could be suspect and potentially impermissible.

COs are required to investigate allegations of conduct involving the discrimination or harassment of an employee or applicant based upon his/her gender status, sexual orientation, and gender identity.

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

Employees who believe they have been discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint will not adversely affect the Complainant's employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to discrimination/retaliation. COs shall accept reports of discrimination/retaliation directly from any member of the School District community or a Third Party, or receive reports that are initially filed with another Board employee. Upon receipt of a report of alleged discrimination/retaliation, the CO will contact the Complainant and begin either an informal or formal complaint process (depending on the Complainant's request and the nature of the alleged discrimination/retaliation), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. The CO will provide a copy of this policy to the Complainant and the Respondent upon request.

Any Board employee who directly observes discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO must contact the Complainant within two (2) business days to advise of the Board's intent to investigate the alleged wrongdoing.

### **Investigation and Complaint Procedure**

Except for sex discrimination and/or sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, any employee who alleges to have been subjected to discrimination or retaliation may seek resolution of the complaint through the procedures described below. The complaint procedures involve an investigation of the individual's claims of discrimination/retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of discrimination or retaliation with the United States Department of Education Office for Civil Rights, the Wisconsin Equal Rights Division, or the Equal Employment Opportunity Commission ("EEOC").

### **Complaint Procedure**

A Complainant who alleges discrimination/retaliation may file a complaint, either orally or in writing: 1) with a Principal; 2) the CO; or 3) to the District Administrator or other supervisory employees. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall coordinate with the other appointed/designated CO or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.

Due to the sensitivity surrounding complaints of discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals are encouraged to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employees, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO at the employee's first opportunity, but no later than two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including but not limited to a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions are deemed appropriate in consultation with the District Administrator.

Within two (2) days of receiving the complaint, the CO or designee will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.

Simultaneously, the CO will inform the Respondent that a formal complaint has been received. The Respondent will be informed about the nature of the allegations and upon request provided with a copy of any relevant policies and/or administrative guidelines, including this Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint and the obligation to do so within five (5) days.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint.

The investigation will include:

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

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Respondent has engaged in harassment/retaliation of the Complainant. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used.

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

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

this policy.

Absent extenuating circumstances, within five (5) days of receiving the report of the CO, the District Administrator either must issue a written decision regarding whether the charges have been substantiated or request further investigation. A summary of the District Administrator's final decision will be provided to both the Complainant and the Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days, or as quickly as possible if additional time is necessary due to the availability of necessary witness(es) or documents. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in discrimination/retaliation toward the Complainant, the District Administrator must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the District Administrator may appeal through a signed written statement to the Board within five (5) days of the party's receipt of the District Administrator's decision. The written statement of appeal must be submitted to the District Administrator, who will forward the request to the Board President.

In an attempt to resolve the complaint, the Board shall review the findings and may meet with the concerned parties and their representatives within twenty (20) days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) days of its decision. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of discrimination/retaliation regardless of whether the Complainant pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The parties may be represented, at their own cost, at any of the above-described interviews/meetings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

### **Privacy/Confidentiality**

The Board will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity.

During the course of an investigation, the CO will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

### **Remedial Action and Monitoring**

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due to the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

### **Sanctions and Disciplinary Action**

The Board shall vigorously enforce its prohibitions against discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and any relevant codes of conduct.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

## Retaliation

Retaliation against a person who makes a report or files a complaint alleging discrimination/retaliation, or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

## Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff where appropriate. All training, as well as all information provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

## Retention of Investigatory Records and Materials

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but are not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt;
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy;

**It is suggested the following records also be maintained, as appropriate.**

- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
- S. copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;
- T. copies of any notices sent to the Complainant and alleged perpetrator in advance of any interview or hearing;
- U. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

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

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

Revised 11/19/18  
 Revised 7/22/19  
 Revised 7/17/22  
 T.C. 8/29/22

© Neola 2021

Legal

- 111.31 et seq., Wis. Stats.
- 111.335(d)(2), Wis. Stats.
- 118.195, Wis. Stats.
- 118.20, Wis. Stats.
- Fourteenth Amendment, U.S. Constitution
- 20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
- 20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act
- 29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended
- 38 U.S.C. 4301 et seq., Uniformed Services Employment and Reemployment Rights Act
- 42 U.S.C. 2000 et seq., Civil Rights Act of 1964
- 42 U.S.C. 2000d et seq., Title VI of the Civil Rights of 1964
- 42 U.S.C. 2000e et seq., Civil Rights Act of 1964
- 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
- 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
- 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
- 29 C.F.R. Part 1635, The GINA Regulations
- 34 C.F.R. Part 110, The Age Discrimination Act Regulations

**Last Modified by Melanie Oppor on June 22, 2023**





Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	DRUG-FREE WORKPLACE
Code	po3122.01
Status	First Reading
Adopted	October 1, 2015
Last Revised	April 25, 2022

### 3122.01 - **DRUG-FREE WORKPLACE**

The Board of Education believes that quality education is not possible in an environment affected by the use of illegal drugs and alcohol as well as the abuse of prescription drugs. It will seek, therefore, to establish and maintain a drug-free workplace.

#### **Prohibited Acts**

The Board prohibits any member of the District's staff from any of the following at any time while on or in District property or while performing duties at a District-related activity or event:

- A. manufacturing, possessing, using, distributing, dispensing, or being under the influence of any controlled substance or alcohol;
- B. using, distributing, or possessing drug paraphernalia; or
- C. unlawfully possessing, using, distributing, dispensing, or abusing a prescribed or over-the-counter medication.

#### **Permitted Acts**

Staff members who use or possess a prescription drug that has been lawfully prescribed to the staff member according to Wisconsin and Federal law, and take the prescription in accordance with the prescribed dosage, shall not be deemed to be in violation of this policy. Staff members who use or possess over-the-counter medications and take them in accordance with the recommended dosage, shall not be deemed to be in violation of this policy. Wherever possible, a staff member should take prescribed and/or over-the-counter medications at home and not bring them to school. Where that cannot be accomplished, any staff member in possession of prescribed and/or over-the-counter medications while at school is responsible for taking appropriate precautions to assure that the drugs remain in the staff member's possession at all times and are taken only in private, out of the view of students. CBD products are prohibited on District grounds and at school events.

#### **Reasonable Suspicion Testing**

Staff members shall be required to undergo alcohol and/or drug testing at any time the District has reasonable suspicion to believe that the staff member may have violated this policy.

#### **Disciplinary Action**

Any staff member who violates this policy shall be subject to disciplinary action, up to and including termination from District employment in accordance with the Employee Handbook and District policies. In addition to disciplinary action, the District may, at its discretion, refer the staff member to drug and alcohol counseling or to employee assistance or rehabilitation programs and/or may refer the matter to law enforcement.

The District Administrator shall establish whatever programs and procedures are necessary to meet the Federal certification requirements under the Drug-Free Workplace Act of 1988 and shall provide these to staff. Nothing in this policy shall prohibit the District Administrator from evaluating a staff member's fitness for duty pursuant to Policy 3161 - Unrequested Leaves of Absence/Fitness for Duty.

**Off Work Conduct**

Disciplinary action may result from conduct related to drug and alcohol usage even on the staff member's personal time if the circumstances create a connection to or nexus with the staff member's role with the District. Disciplinary action may result if a staff member's conduct involves the depiction of the staff member engaging in use of alcohol or drugs with involvement of minors. If the District administration becomes aware of such circumstances, the matter will be investigated even though the events occurred on one's personal time and not on District property or at a District event.

**Use of Resources for Treatment**

The District makes available resources to assist staff members in overcoming substance abuse. However, the decision to seek diagnosis and accept treatment for substance abuse is primarily the individual staff member's responsibility. Any costs associated with treatment in excess of those costs covered by the staff member's medical insurance plan shall be borne by the individual.

Revised 6/19/17  
Revised 12/18/17  
Revised 6/15/20  
Revised 11/16/20

**© Neola 2021**

Legal                      Drug-Free Workplace Act of 1988, 41 U.S.C. 8101 et seq.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE
Code	po3122.02
Status	First Reading
Adopted	May 16, 2016
Last Revised	January 17, 2022

### 3122.02 - **NONDISCRIMINATION BASED ON GENETIC INFORMATION OF THE EMPLOYEE**

The Board of Education prohibits discrimination on the basis of genetic information in all aspects of employment, including hiring, firing, compensation, job assignments, promotions, layoffs, training, fringe benefits, or any other terms, conditions, or privileges of employment. The Board also does not limit, segregate, or classify applicants or employees in any way that would deprive or tend to deprive them of employment opportunities or otherwise adversely affect the status of the person as an employee, based on genetic information. Harassment of a person because of genetic information also is prohibited. Likewise, retaliation against a person for identifying, objecting to, or filing a complaint concerning a violation of this policy is prohibited.

The identity of the Compliance Officer (see Policy 3122 - Nondiscrimination and Equal Employment Opportunity) shall be posted throughout the District and published in any District statement regarding the prohibition of discrimination on the basis of genetic information in all aspects of employment, in any staff handbooks, and in general information publications of the District as required by Federal and State law and on the District website.

In accordance with Title II of the Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff, et seq., and 29 C.F.R. Part 1635 ("GINA"), the Board shall not request, require or purchase genetic information of employees, their family members or applicants for employment. Further, in compliance with GINA, applicants and employees are directed not to provide any genetic information, including the individual's family medical history, in response to necessary requests for medical information, with the exception that family medical history may be provided as part of the certification process for FMLA leave, or when an employee is asking for leave to care for an immediate family member with a serious health condition. Applicants for employment are directed not to provide any genetic information, including the individual's family medical history, in response to requests for medical information as part of the District's application for employment process. Employees and applicants for employment shall not be penalized for providing genetic information in good faith in response to a request from a Board employee or agent, unless that applicant or employee refuses to delete the information at the request of the employee or agent of the Board.

The Board recognizes that genetic information may be acquired through commercially and publicly available media including newspapers, books, magazines, periodicals, television shows or the Internet. The Board prohibits its employees and agents including commercial background investigation agents from searching these sources with the intent of finding or obtaining genetic information, or accessing sources from which they are likely to acquire genetic information. If genetic information about an employee or applicant is obtained in error, it shall be redacted immediately and not shared beyond the point of first receipt.

As used in this policy, "genetic information" means information about: (a) an individual's genetic tests; (b) the genetic tests of that individual's family members; (c) the manifestation of disease or disorder in family members of the individual (i.e., family medical history); (d) an individual's request for, or receipt of, genetic services, or the participation in clinical research that includes genetic services by the individual or a family member of the individual; or (e) the genetic information of a fetus carried by an individual or a pregnant woman who is a family member of the individual and the genetic information of an embryo legally held by an individual or family member using assistive reproductive technology.

The term "genetic information" does not include information about the sex or age of the individual, the sex or age of family members, or information about the race or ethnicity of the individual or family member that is not derived from a genetic test.

As used in this policy, "genetic test" means an analysis of human DNA, RNA, chromosomes, proteins, or metabolites that detect genotypes, mutations, or chromosomal changes. The term includes any test of a person's DNA/RNA.

If the Board's employees or agents legally and/or inadvertently receive genetic information about an employee or applicant, it shall be treated as a confidential medical record in accordance with law.

The Compliance Officer (See Policy 3122 - Nondiscrimination and Equal Employment Opportunity) is responsible for overseeing the Board's compliance with this policy and GINA and proposing revisions and additions to this policy as necessary to ensure the Board's compliance with GINA. This person shall be responsible for working with the Board's legal counsel to fully implement the requirements of GINA in all activities of the School District. The Compliance Officer shall also verify that proper notice of nondiscrimination for Title II of GINA is provided to staff members, and that all requests for health-related information (e.g., to support an employee's request for reasonable accommodation under the ADA or a request for sick leave) are accompanied by a written warning that directs the employee or health care provider not to collect or provide genetic information. The warning shall read as follows:

#### **Genetic Information Nondiscrimination Act of 2008 (GINA) Disclosure Requirement**

The Genetic Information Nondiscrimination Act of 2008 or "GINA" prohibits employers and other entities covered by the law, including the Board, from requesting or requiring genetic information of an employee or applicant or family member of an employee or applicant, except as specifically allowed by law. To comply with GINA, do not provide any genetic information when responding to this request for medical information (unless the request pertains to a request for FMLA leave for purposes of caring for an immediate family member with a serious health condition). "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic test, the fact that an individual or an individual's family member sought or received genetic services or participated in clinical research that includes genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services. Questions concerning compliance with the requirements of GINA may be directed to the Compliance Officer at 920-596-5840.

The Board offers health services, including a wellness program. Participation in the services/program is voluntary. Genetic information (such as family medical history) may be obtained as part of an individual's participation in the service/program. If that occurs, individual genetic information may be provided to the individual receiving the services and to his/her health services providers, but only genetic information in aggregate form will be provided to the Board and no applicant or employee shall be identified or identifiable from the reported information.

The grievance procedure for complaints of discrimination in Policy 3122 applies to complaints of discrimination, including harassment, or retaliation prohibited by GINA and may be utilized if a District employee alleges discrimination or harassment on the basis of genetic information or retaliation for identifying, objecting to, or filing a complaint concerning a violation of GINA or this policy.

#### **© Neola 2021**

Legal                      42 U.S.C. 2000ff et seq.  
                                  Title II, The Genetic Information Nondiscrimination Act of 2008  
                                  29 C.F.R. Part 1635

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	po3123
Status	First Reading
Adopted	October 17, 2016
Last Revised	August 29, 2022

### 3123 - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board of Education prohibits discrimination against any employee or applicant based upon his/her the employee or applicant's disability. As such, the Board of Education will not engage in employment practices or adopt policies that discriminate on the basis of disability, or otherwise discriminate against qualified individuals with disabilities in regard to job application procedures, the hiring, advancement or discharge of employees, employee compensation, job training, or other terms, conditions and privileges of employment. The Board further will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

Notice of the Board's policy on nondiscrimination in employment practices and the identity of the School District's Compliance Officer(s) (see below) will be published on the District's website, posted throughout the District, and included in the District's recruitment statements or general information publications.

#### Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

**Complainant:** is the individual who alleges or is alleged to have been subjected to discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

**Respondent:** is the individual who is alleged to have engaged in discrimination/retaliation, regardless of whether the Complainant files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

**District community:** means students, District employees (i.e., administrators, and professional and support staff), and Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

**Third Parties:** include but are not limited to guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with or seeking to do business with the Board, and other individuals who come in contact with members of the District community at school-related events/activities (whether on or off District property).

**An individual with a disability** means a person who has, has a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities.

#### Major Life Activities

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

### **Impairment That Substantially Limits a Major Life Activity**

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aids or services," learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

### **Qualified Individual with a Disability**

A qualified individual with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position the individual holds or desires and can perform the essential functions of the job in question, with or without reasonable accommodation.

### **Reasonable Accommodation**

The Board will provide a reasonable accommodation to a qualified individual who has an actual disability or who has a record of a disability unless the accommodation would impose an undue hardship on the operation of the Board's program and/or activities. A reasonable accommodation is not required for an individual who is merely regarded as having a disability.

### **Facilities**

No qualified person with a disability will be denied the benefits of, excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/American with Disabilities Act (ADA) applies because the District's facilities are inaccessible to or unusable by persons with disabilities.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.

### **District Compliance Officers**

The Board designates the following individual(s) to serve as the District's 504 CO(s)/ADA Coordinator(s) (hereinafter referred to as the "COs").

~~Carmen O'Brien~~ Jeff Bortle  
~~Business Manager~~ Dean of Students  
 School District of Manawa  
~~800 Beech Street~~ 515 E. Fourth Street  
 Manawa, WI 54949  
 920-596-5840/806  
~~cobrien~~jbortle@manawaschools.org

~~Dr. Abe El Manssour~~ M  
 Michelle Johnson  
 Manawa Middle School/Little Wolf High School Principal  
 920-596-5310  
 515 East 4th Street  
 Manawa, WI 54949  
~~aelmanssour~~i@manawaschools.org  
 mjohnson@manawaschools.org

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

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination/retaliation or denial of equal access. The COs also shall verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act of 1975 is provided to staff members and the general public. A copy of each of the Acts and regulations on which this notice is based will be made available upon request from the CO.

The COs will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints, as appropriate. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. (See Complaint Procedure below.)

### Complaint Procedures

If a person believes that ~~s/he has~~ they have been discriminated against on the basis of ~~his/her~~ their disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation, or misapplication of Section 504. In addition, employees will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed with COs within the time limits specified below. The COs are available to assist individuals in filing a complaint.

### Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. An employee with a complaint based on alleged discrimination on the basis of disability may first discuss the problem with the CO.
- B. If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the CO. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the Complainant or someone authorized to sign for the Complainant, describe the alleged discriminatory action in sufficient detail to inform the CO of the nature and date of the alleged violation and propose a resolution. The complaint must be filed within thirty (30) days of the circumstances or event giving rise to the complaint unless the time for filing is extended by the CO for good cause.
- C. The CO will conduct an independent investigation of the matter (which may or may not include a hearing). This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint. The CO will provide the Complainant with a written disposition of the complaint within ten (10) days. If no decision is rendered within ten (10) business days, or the decision is unsatisfactory in the opinion of the Complainant, the employee may file, in writing, an appeal with the District Administrator. The CO shall maintain the District's files and records relating to the complaint.
- D. The District Administrator will, within ten (10) days of receiving the written appeal, conduct a hearing with all parties involved in an attempt to resolve the complaint.

The District Administrator will render ~~his/her~~ a decision within ten (10) days of the hearing.

- E. The employee may be represented, at ~~his/her~~ the employee's own cost, at any of the above-described meetings/hearings.
- F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If it is determined that the Complainant was subjected to discrimination, the CO must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, effective, and tailored to the specific situation.

### OCR Complaint

At any time, if an employee believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the ADA, the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

U.S. Department of Education Office for Civil Rights Citigroup Center  
500 W. Madison Street Suite 1475  
Chicago, IL 60661  
(312) 730-1560

FAX: (312) 730-1576  
TDD: (877) 521-2172  
E-mail: OCR.Chicago@ed.gov

### **Privacy/Confidentiality**

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigate, take appropriate action, and conform with any discovery or disclosure obligations.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

### **Remedial Action and Monitoring**

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due to the discrimination or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

### **Sanctions and Disciplinary Action**

The Board shall vigorously enforce its prohibitions against discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and any relevant codes of conduct.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

### **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging discrimination/retaliation, or participates as a witness in an investigation, is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce, or interfere with any individual because the person opposed any act or practice made by Section 504 or the ADA, or because that individual made a report, formal complaint, testified, assisted or participated, or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator shall provide appropriate information to all members of the District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training and information provided regarding the Board's policy and discrimination, in general, will be age and content-appropriate.

### **Retention of Investigatory Records and Materials**

The CO is responsible for overseeing the retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but are not limited to:



- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;
- D. written witness statements;
- E. narratives, notes from, and audio, video, or digital recordings of witness interviews/statements;
- F. e-mails, texts, and social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
- G. notes and summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- J. documentation of any supportive measures offered and/or provided to the Complainant and the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- L. copies of the Board policy and procedures/guidelines used by the District to conduct the investigation and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- N. documentation of any training provided to District personnel related to this policy including, but not limited to notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conduct an investigation of an alleged violation of this policy;

**It is suggested the following records also be maintained, as appropriate.**

- O. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- P. copies of any notices sent to the Respondent of the allegations constituting a potential violation of this policy;
- Q. copies of any notices sent to the Complainant and the Respondent in advance of any interview or meeting;
- R. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report and any written responses submitted by the Complainant or the Respondent.

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

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

Revised 7/22/19  
 Revised 1/17/22  
 T.C. 8/29/22

© Neola 2021

Legal 29 C.F.R. Part 1630

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

34 C.F.R. Part 104

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	EMPLOYMENT CONTRACTS/REASONABLE ASSURANCE OF EMPLOYMENT
Code	po3124
Status	First Reading
Adopted	May 16, 2016
Last Revised	July 17, 2017

3124 - **EMPLOYMENT CONTRACTS/REASONABLE ASSURANCE OF EMPLOYMENT—PROFESSIONAL STAFF**

**PROFESSIONAL STAFF:**

It will be the responsibility of the District Administrator to ensure that all members of the professional staff execute a written employment contract in accordance with the legal requirements related to their position in the District.

The District Administrator is authorized to execute employment contracts for the Board of Education upon approval of employment by the Board.

**SUPPORT STAFF:**

Support staff employed in less than year-round positions shall be issued a letter of reasonable assurance of continued employment by July 1st for the subsequent year or term when such employment is anticipated.

© Neola 2016

Legal                      Legal 108.04 (17)(d), Wis. Stats.  
                                  118.21, Wis. Stats.

**Last Modified by Melanie Oppor on June 22, 2023**



Book                    Staff Section Revisions  
Section                3000 Staff/Personnel - Revisions  
Title                    Copy of SUPPORT STAFF EMPLOYMENT  
Code                    po3124.01 - Merged with 3124 - DELETE  
Status                  First Reading  
Adopted                May 16, 2016

~~41243124.01~~ **SUPPORT STAFF EMPLOYMENT**

~~Support staff employed in less than year round positions shall be issued a letter of reasonable assurance of continued employment by July 1st for the subsequent year or term when such employment is anticipated.~~

~~© Neola 2015~~

Legal                    108.04 (17)(d), Wis. Stats.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	WISCONSIN QUALITY EDUCATOR INITIATIVE
Code	po3125 - No Revision
Status	First Reading
Adopted	May 16, 2016
Last Revised	April 27, 2020

**3125 - WISCONSIN QUALITY EDUCATOR INITIATIVE**

The Board of Education is committed to having a quality teacher in every classroom and a strong leader in every building. The Board encourages the use of best educational practices to improve instruction and increase student achievement. To this end, the Board requires that the District seek to hire the most qualified and experienced staff available and that all staff be licensed as required by law.

Attaining and maintaining proper State licensure under P.I. 34, which describes the requirements for attaining and maintaining educator’s licensing for practicing in the State, is primarily the licensee’s responsibility. However, the Board recognizes its responsibilities under P.I. 34 and supports efforts that promote the effectiveness of staff through career-long preparation and learning and performance-based assessment.

Any teacher employed by the District while holding a Tier II license, and who has fewer than three (3) years of full-time teaching experience, shall be provided all of the following:

- A. Ongoing orientation and support which is collaboratively developed by teachers, administrators, and other School District stakeholders.
- B. A licensed mentor who successfully completed a mentor training program approved by the Wisconsin Department of Public Instruction.

The building administrator is responsible for providing any mentoring, or other support services required for any teacher employed by the District while holding a Tier I license.

Revised 4/23/18

© Neola 2020

Legal P.I. 34, Wis. Adm. Code

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	ASSIGNMENT AND TRANSFER
Code	po3130
Status	First Reading
Adopted	May 16, 2016

### 3130 - **ASSIGNMENT AND TRANSFER**

The Board of Education believes that the appropriate placement of qualified and competent staff is essential to the successful functioning of the District.

#### **Professional Staff**

The District Administrator shall be responsible for the proper assignment and transfer of all ~~professional~~ staff members and shall attempt to effect the optimum assignment of the ~~professional~~ staff in conformance with any applicable contractual or legal requirements and certification requirements.

#### **Support Staff**

~~Responsibility for the assignment and transfer of support staff members shall be vested in the District Administrator subject to and consistent with any applicable terms of the Employee Handbook.~~

© Neola 2020

Last Modified by Melanie Oppor on June 22, 2023



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	ASSIGNMENT AND TRANSFER
Code	po3130
Status	First Reading
Adopted	May 16, 2016

### 3130 - **ASSIGNMENT AND TRANSFER**

The Board of Education believes that the appropriate placement of qualified and competent staff is essential to the successful functioning of the District.

#### **Professional Staff**

The District Administrator shall be responsible for the proper assignment and transfer of all professional staff members and shall attempt to effect the optimum assignment of the professional staff in conformance with any applicable contractual or legal requirements and certification requirements.

#### **Support Staff**

Responsibility for the assignment and transfer of support staff members shall be vested in the District Administrator subject to and consistent with any applicable terms of the Employee Handbook.

#### **© Neola 2020**

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	REDUCTION IN STAFF
Code	po3131
Status	First Reading
Adopted	May 16, 2016
Last Revised	March 15, 2021

### 3131 - **REDUCTION IN STAFF**

It is the responsibility of the Board of Education to provide the staff necessary for the implementation of the educational program of the District and the operation of the schools and to do so efficiently and economically.

The Board of Education reserves the right to abolish positions in the District and to reduce the staff whenever reasons of decreased enrollment of students, return to duty of regular professional staff members after leaves of absence, suspension of schools or territorial changes affecting the District, or other circumstances warrant.

The District Administrator shall develop administrative guidelines for the reduction of staff based on the best interests of the District and consistent with the terms of any applicable inter-district agreements, and applicable law.

Where appropriate, attrition may be used to achieve the necessary number of position reductions.

Selection of staff for reduction once positions have been identified, will be based on the following considerations:

- A. qualifications of the employees being considered for reduction
- B. performance of employees, based on performance evaluations
- C. input from direct supervisors
- D. length of service to the District

The District Administrator shall determine the appropriate employees for reduction considering all factors that s/he the District Administrator deems important and in the best interests of the District.

No employee whose position has been eliminated shall have any right to be contacted by the District in the event that a vacancy opens in the future for which the laid-off employee may be qualified. Likewise, no such employee is entitled to a future position or is provided any preference over other applicants. Staff whose employment ended with the District due to a reduction in force, shall not be prevented from applying for future positions with the District.

#### **Staff Furloughs**

A furlough is a temporary reduction in hours for individuals or groups of employees that is intended to be of a short and predetermined duration, either in terms of days, weeks, or until the resumption of school operations. Furloughs differ from lay-offs in that a lay-off is of an indefinite, potentially permanent nature.

In the event of a temporary disruption to school services due to unforeseen circumstances, such as a public health emergency, natural disaster, or some other disruption to school programming the Board may authorize the District Administrator to temporarily furlough employees by reducing employee hours, provided that a plan is presented to the Board of Education for consideration.



Furloughs may be targeted to a particular department, building, or program. Furloughs may be used to reduce all employees' hours consistent with the District's needs while minimizing the impact on individual staff members. Generally speaking, furloughs should be administered in a way to avoid any employee from serving a furlough period of a full week or more in a row, wherever possible. This may involve distributing furlough days or blocks of days shorter than a full week, spread out over a period of several weeks or months.

Furloughs may be unpaid if based on budgetary concerns, or employees may be allowed to use available accrued paid time off. Furloughs shall be used only in a manner consistent with any individual contract requirements, or other employee rights or benefits, such as FMLA benefits.

Revised 11/16/20

T.C. 3/15/21

© Neola 2020

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	VACANCIES
Code	po3132
Status	First Reading
Adopted	May 16, 2016
Last Revised	November 18, 2019

3132 - **VACANCIES**

It shall be the policy of the Board of Education to employ the person best suited to perform the duties of a particular District vacancy at any level.

Vacancies shall be announced in accordance with established District procedures. Vacancies will be posted externally and internally simultaneously with no preference given to current employees. The best candidate, as determined by the Administration, will be selected for approval by the Board of Education.

The District Administrator shall establish procedures to facilitate the identification and evaluation of candidates for administrative, supervisory, and other leadership positions.

© Neola 2019

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	STAFF DISCIPLINE
Code	po3139
Status	First Reading
Adopted	May 16, 2016
Last Revised	July 22, 2019

### 3139 - **STAFF DISCIPLINE**

The Board of Education retains the right and the responsibility to oversee all District personnel. When the discipline of a staff member becomes necessary such action shall be consistent with the requirements of any applicable Board policy, and State and Federal law. ~~The District Administrator or designee may issue discipline when s/he deems appropriate and with the seriousness of the offense. However, student performance on examinations however, may not form the basis for staff discipline.~~ This policy does not cover decisions to terminate or non-renew a staff member's employment (see Policy 3140).

#### **Investigation of Possible Criminal Activity**

The District may be required to investigate potential wrongdoings on the part of its employees. Such investigations may require that the employee answer questions relating to the activity. Employees may be required to answer such questions, consistent with any applicable law. Failure to cooperate in an investigation may result in discipline, up to and including termination of the employee. In cases where this possible wrongdoing may involve criminal activity, the District shall inform the employee that answers to questions relating to the employee's conduct may be used by the District for determining appropriate discipline, but will not be provided to law enforcement officials in the course of their independent criminal investigation, unless otherwise required by law. Employees must also be informed that refusal to answer questions may be considered in determining discipline.

#### **General Provisions**

Staff may be disciplined for violations of Board policy or for other failure to meet the expectations and obligations of their position. No staff member may be subject to arbitrary or capricious disciplinary action, or disciplinary action that is otherwise in violation of law or public policy.

#### **Student performance on examinations however, may not form the basis for staff discipline.**

The District Administrator may issue discipline to staff members when ~~s/he deems~~ **deemed** appropriate. The level of discipline may range from oral reprimands to suspension or recommendation for termination consistent with the process established for termination as set forth in Policy 3140. The level of discipline shall be consistent with the seriousness of the offense as determined by the District Administrator.

Management efforts engaged to improve an employee's job performance or address specific performance concerns, including letters of direction, performance improvement plans, mandatory training, etc., are not disciplinary in nature and are not subject to this policy or to Policy 3340 - Grievance Procedure.

All instances of staff discipline are subject to the employee grievance procedure, set forth in Policy 3340.

Revised 11/19/18

© Neola 2019

Legal 66.0509(1m)(a), Wis. Stats.  
Franklin v. City of Evanston, 384 F.3d 838 (7th Cir. 2004)

Garrity v. New Jersey, 385 U.S. 493 (1967)

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	NON-RENEWAL, RESIGNATION, AND TERMINATION
Code	po3140
Status	First Reading
Adopted	May 16, 2016
Last Revised	July 22, 2019

### 3140 - **NON-RENEWAL, RESIGNATION, AND TERMINATION**

A critical function of the Board of Education is maintaining personnel necessary to carry out the District's educational program and mission. In the course of carrying out this function, the Board of Education will at times find it necessary to end an employment relationship with a member of the professional staff. This policy governs the process of nonrenewal and termination of employees, as well as the conditions under which a resignation may be accepted.

#### **Full-Time Teachers**

All full-time teachers are required to be under contract with the District. A full-time teacher's employment contract is automatically void and employment ended if the teacher does not have an appropriate teaching license issued by the DPI. Otherwise, a full-time teacher's employment shall be subject to non-renewal, termination, or resignation as follows:

##### **A. Non-Renewal**

In the event that the District Administrator intends to recommend the non-renewal of a full-time teacher's contract, all applicable statutory non-renewal procedures and timelines will apply, including both preliminary and final notice of nonrenewal. No teacher may be non-renewed solely on the basis of the results of mandatory student examinations. The District Administrator shall be responsible for notifying the affected teacher of his/her rights relative to the non-renewal process.

Teacher contracts may be non-renewed upon a majority vote of the full membership of the Board.

##### **B. Termination**

A full-time teacher's contract may be terminated only by a majority vote of the full membership of the Board. The District Administrator shall, if deemed appropriate, recommend a teacher's termination to the Board. The District Administrator is responsible for providing the teacher with appropriate notice regarding the hearing and for taking the necessary steps to present any such recommendation to the Board.

##### **C. Resignation**

A full-time teacher may resign from his/her position only upon approval of a majority of the full membership of the Board. The District Administrator may negotiate terms of resignation with such a teacher as appropriate and present those terms to the Board in an appropriately noticed, regular or special Board meeting, as necessary. A resignation is only in effect once approved by the Board. A resignation, once accepted by the Board, may not be rescinded without approval by the Board.

#### **Part-Time Teachers**

Teachers employed less than full-time, but not including substitute teachers whose employment is covered by Policy 3120.04, and whose employment contract does not specify procedures for termination of contract, may be terminated either by the District for appropriate reasons or through resignation by a majority vote of a quorum of the Board members present at a properly noticed meeting. A resignation, once accepted, may not be rescinded by the teacher.

A part-time teacher whose contract does not specify otherwise is not entitled to notice of intent to renew or of intent not to renew his/her the contract for a subsequent school year.

The terms of the part-time teacher contract shall apply when the contract provides for procedures different than those noted in this policy.

## Administrators

The Board employs administrative employees under a variety of employment arrangements. Generally, those arrangements include those administrators who, by law, are required to have an employment contract and are provided statutory rights with respect to those contracts; those that are not required to have contracts by law, but are nonetheless employed pursuant to a written contract approved by the Board; and those who perform administrative functions, but who do not have a contract which specifies the terms of employment as they relate to termination, resignation, and nonrenewal of the employment arrangement.

### A. Statutory Administrators

The Board of Education shall employ by contract the following persons: the District Administrator, business manager, school principals, and assistants to such persons, as well as the following persons employed solely to perform administrative functions: personnel administrators and supervisors, curriculum administrators, and assistants to such administrative personnel.

Such administrators may only be terminated, either due to appropriate circumstances justifying termination of employment or by tendered resignation, by a majority of the full membership of the Board of Education.

Such administrators are entitled to contract renewal or notice of intent not to renew the administrator's contract pursuant to applicable statutory procedures, and any additional procedures incorporated into the said contract.

The District Administrator shall be responsible for assuring compliance with the procedures necessary for Board action to terminate or to non-renew an administrator's contract. In the case of the District Administrator's contract, the Board President with the assistance of Board legal counsel, shall be responsible for assuring procedural compliance with termination or non-renewal processes.

A resignation, once accepted by the Board, may not be rescinded except by approval of the majority of the full membership of the Board.

### B. Administrators with Contracts including Provisions Governing Termination

The Board may employ administrators who are not statutorily entitled to an employment contract or to statutory termination and non-renewal procedures, but who nonetheless are issued employment contracts with provisions governing this process applicable to the manner in which the employment relationship is concluded, either by resignation, termination, or non-renewal. In such cases, the District Administrator shall be responsible for assuring adherence to applicable contractual procedures.

### C. Administrative Personnel with no Contractual or Statutory Coverage

Employees performing administrative functions, but who are not covered by applicable statutory termination or non-renewal procedures, and who have not been issued an employment contract with provisions governing the termination or non-renewal process, are not entitled to notice of intent to renew or not to renew an employment agreement. In such a case, an employment agreement shall expire and the employee shall have no expectation of continued employment beyond the term of the agreement.

Such an administrative employee's employment may be terminated by a majority of a quorum of the Board present at a regular or special Board meeting.

Such an administrative employee's resignation may be accepted by a majority of a quorum of the Board present at a regular or special Board meeting.

A resignation, once accepted, may not be rescinded without agreement of the Board of Education.

## Support Staff

### + Termination

Employment may be terminated upon a majority vote of the Board of Education.

### + Resignation

A support staff member may resign by filing a written resignation with the District Administrator.

A resignation, once accepted, may not then be rescinded.

The District Administrator may act for the Board in the acceptance of a resignation

Revised 7/17/17

© Neola 2019

Legal                    118.30(2)(c), Wis. Stats.  
                              118.22, Wis. Stats.  
                              118.24, Wis. Stats.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	PHYSICAL EXAMINATION
Code	po3160 - No Revision
Status	First Reading
Adopted	May 16, 2016
Last Revised	April 25, 2022

**3160 - PHYSICAL EXAMINATION**

The Board of Education requires any candidate who has been offered employment in a position that involves contact with children or the preparation of food for children, as a condition of employment, to submit to an examination, including a tuberculosis screening questionnaire. Additional testing may be required to assure freedom from tuberculosis in communicable form.

No physical examination may be required of any employee who has filed an affidavit with the District Office requesting such exemption on the basis that the employee relies exclusively on prayer or spiritual healing in accordance with the teaching of a bona fide religious sect, denomination, or organization and that the employee is to the best of his or her knowledge and belief in good health. An employee exempt from the physical examination requirement may still be required to submit to an examination if there is reason to believe the employee may have an illness that is detrimental to the health of students. Such examination shall be only to the extent sufficient to determine whether the employee suffers from such illness.

Freedom from tuberculosis in a communicable form is a condition of employment.

The Board of Education shall also require the candidate, based on a contingent job offer, to submit to a test for controlled substances the results of which must indicate there is no evidence of unlawful drug use. Such examinations shall be done in accordance with the District Administrator's guidelines and applicable law.

Employees will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act in order to allow the report of the medical examination to be released to the Board of Education/District Administrator and to allow the District Administrator to speak to the health care provider who conducted the medical examination in order to get clarification.

Reports of all such examinations or evaluations shall be delivered to the District Administrator, who shall protect their confidentiality. Reports will be discussed with the employee or candidate. In compliance with the Genetic Information Nondiscrimination Act (GINA) and Board Policy 3122.02 the successful candidate who is required to submit to a medical examination, as well as the health care provider who is designated by the Board of Education to conduct the examination, are directed not to collect genetic information or provide any genetic information, including the candidate's family medical history, in the report of the medical examination.

Employees will be notified of the results of the medical examination upon receipt. Any and all reports of such examination will be maintained in a separate confidential personnel file in accordance with the Americans with Disabilities Act, as amended ("ADA"), and the Genetic Information Nondiscrimination Act (GINA).

The results of any physical examination conducted in the course of the employment process shall be solely for the purpose of determining employment eligibility or as may otherwise be required by law. Consideration of physical information in employment shall be consistent with the Americans with Disabilities Act (ADA) as amended and the Wisconsin Fair Employment Act (WFEA).

The Board of Education shall assume any fees for required examinations.

- Revised 7/17/17
- Revised 4/23/18
- Revised 11/19/18
- T.C. 11/16/20
- T.C. 1/17/22



© Neola 2021

Legal

- 118.25, Wis. Stats.
- 118.25(2)(a), Wis. Stats.
- 121.52(3), Wis. Stats.
- 29 C.F.R. Part 1630
- 29 C.F.R. Part 1635
- 42 U.S.C. 12101 et seq. Americans with Disabilities Act of 1990, as amended
- 42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY
Code	po3161
Status	First Reading
Adopted	May 16, 2016
Last Revised	April 27, 2020

**3161 - UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY**

It is the policy of the Board of Education to protect students and employees from the effects of contagious diseases and other circumstances that render professional staff members unable to perform their duties.

The Board of Education authorizes the District Administrator to place a professional staff member on unrequested leave of absence for physical or mental inability to perform assigned duties in conformance with the law.

The District Administrator may require that the professional staff member submit to an appropriate examination by a healthcare provider of the professional staff member's choice, a healthcare provider designated and compensated by the District, or both.

The professional staff member will be required to execute a medical examination release to the Board/District Administrator that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and allow the District Administrator to speak to the health care provider who conducted the medical examination in order to get clarification. Refusal to submit to an appropriate examination or to execute the HIPAA release will be grounds for disciplinary action, up to and including termination.

As required by Federal law and regulation and Board Policy 3122.02, the District Administrator shall direct the provider designated by the Board to conduct the examination not to collect genetic information or provide any genetic information, including the individual's family medical history, in the report of the medical examination.

Pursuant to State law and in accordance with the Americans with Disabilities Act, as amended (ADA) and the Genetic Information Nondiscrimination Act (GINA), the results of any such examination shall be treated as a confidential medical record and will be exempt from release, except as provided by law. If the District inadvertently receives genetic information about an individual who is required to submit to an appropriate examination from the medical provider, it shall be treated as a confidential medical record as required by the ADA.

If, as a result of such examination, the professional staff member is found to be unable to perform assigned duties, the professional staff member shall be placed on leave of absence pending further determination of ability to perform duties, including evaluation of any reasonable accommodations in the event of the existence of a disability.

Should a professional staff member refuse to submit to the examination requested by the District Administrator such refusal shall subject the professional staff member to disciplinary action.

The Board of Education may designate any period of leave under this policy as qualifying leave under State and/or Federal FMLA leave entitlement consistent with Policy 3430.01 as provided by law.

In the event the District Administrator is the employee subject to this policy, the Board shall direct the appropriate actions pursuant to this policy.

© Neola 2020

Legal 111.32, et seq., the Wisconsin Fair Employment Act

29 C.F.R., Part 1630

29 C.F.R., Part 1635

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	STAFF ETHICS
Code	po3210
Status	First Reading
Adopted	October 1, 2015
Last Revised	June 19, 2017

### 3210 - **STAFF ETHICS**

An effective educational program requires the services of ~~people~~ **employees** of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Board of Education expects all ~~professional~~ staff members to maintain high standards in their working relationships, and in the performance of their ~~professional~~ duties, to:

- A. recognize basic dignities of all individuals with whom they interact in the performance of duties;
  - B. represent accurately their qualifications;
  - C. exercise due care to protect the mental and physical safety of students, colleagues, subordinates and superiors;
  - D. seek and apply the knowledge and skills appropriate to assigned responsibilities;
  - E. keep in confidence legal-confidential information;
  - F. ensure that their actions or those of another on their behalf private economic interests;
  - G. refuse accepting anything of value offered by another for the purpose of influencing judgment;
  - H. adheres to the policies of the Board;
- +** refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. This ethics policy will in no way limit constitutionally or legally protected rights as a citizen.

© Neola 2023

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	WHISTLEBLOWER PROTECTION
Code	po3211
Status	First Reading
Adopted	May 16, 2016

### 3211 - WHISTLEBLOWER PROTECTION

The Board of Education expects all its employees to be honest and ethical in their conduct, and to comply with applicable State and Federal law, Board policies and administrative procedures. Pursuant to State law, the Board of Education expects ~~instructional staff members~~ employees to report to their immediate supervisors any violation or suspected violation of any Federal, State or local law, policy, or regulation committed by any employee, or agent of an agency or independent contractor doing business with the Board, that creates and presents a substantial or specific danger to the public's health, safety, or welfare. Additionally, pursuant to State law, ~~instructional staff members~~ employees are expected to report any act or suspected act of gross mismanagement, malfeasance, misfeasance, gross waste of public funds, suspected or actual Medicaid fraud or abuse, or gross neglect of duty committed by an employee or agent of an agency or independent contractor doing business with the Board.

It is the responsibility of an employee who is aware of conduct on the part of any Board member or employee that possibly violates Federal or State law, or Board policy, to call this conduct to the attention of ~~his/her~~ the employee's immediate supervisor. If the employee's immediate supervisor is not responsive or is the employee whose behavior is in question, the employee should report the alleged misconduct to the District Administrator.

After such a report is made, the immediate supervisor will ask that the report be put in writing.

Any employee making such a report shall be protected from discipline, retaliation, or reprisal for making such report as long as the employee made such a report based on a reasonable and good faith belief that the report is accurate and not based on the employee's intent to harm, harass, intimidate, or retaliate against another individual.

Employees are subject to disciplinary action, up to and including termination, for purposely, knowingly, or recklessly making a false report under this policy. Conversely, employees are subject to disciplinary action, up to and including termination, if they are aware of a violation of Federal, State, or local law that the Board has the authority to correct and they do not make a written report to their immediate supervisor.

If the alleged misconduct involves a Board member, the employee shall report to the District Administrator who is authorized to engage the Board's legal counsel to manage an investigation concerning the matter. If the report concerns the District Administrator the employee shall make the report to the Board President, who is authorized to engage the Board's legal counsel to manage the investigation.

Upon receipt of a report made by an ~~instructional staff member~~ employee pursuant to this policy, an investigation shall commence as soon as possible and shall be handled expeditiously.

© Neola 2014

Last Modified by Melanie Oppor on June 22, 2023



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	STUDENT SUPERVISION AND WELFARE
Code	po3213
Status	First Reading
Adopted	May 16, 2016
Last Revised	December 19, 2022

### 3213 - **STUDENT SUPERVISION AND WELFARE**

~~Professional staff~~ Staff members are frequently confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the ~~professional~~ staff member, and/or harm to the welfare of the student(s). It is the intent of the Board of Education to direct the preparation of guidelines that would minimize that possibility.

This policy should not be construed as affecting any obligations on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462.

Each District employee shall maintain a standard of care for the supervision, control, and protection of students commensurate with the employee's assigned duties and responsibilities which include, but are not limited to the following standards:

- A. A ~~professional staff~~ staff member shall report immediately any accident or safety hazard about which the ~~professional educator~~ employee is informed or detects to the supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
- B. A ~~professional~~ staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety. **Additionally, each support staff member shall also promptly report to the Principal any knowledge of threats of violence by students.**
- C. A ~~professional~~ staff member should not volunteer to assume responsibility for duties the professional staff member cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. A ~~professional~~ staff member shall provide proper instruction in the safety matters presented in assigned course guides.
- E. A ~~professional~~ staff member shall not send students on any personal errands.
- F. A ~~professional~~ staff member shall not associate with students at any time in a manner which gives the appearance of impropriety including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.

This provision should not be construed as precluding a ~~professional~~ staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.

- G. A ~~professional~~ staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- H. A ~~professional~~ staff member shall not transport students for school-related activities in a private vehicle without the approval of the employee's immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is ~~a professional staff member's~~ an employee's family member.

- I. A student shall not be required to perform work or services that may be detrimental to the student's health.
- J. Staff members are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.
- K. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student. This section does not apply to depictions of a ~~professional~~ staff member's own child.

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each ~~professional~~ staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 11/19/18  
Revised 7/22/19  
Revised 4/27/20  
Revised 3/15/21

© Neola 2022

Legal                      48.981, 948, 948.095 Wis. Stats.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	USE OF TOBACCO AND NICOTINE BY STAFF MEMBERS
Code	po3215
Status	First Reading
Adopted	May 16, 2016
Last Revised	January 17, 2022

### 3215 - **USE OF TOBACCO AND NICOTINE BY PROFESSIONAL STAFF MEMBERS**

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

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

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

#### **Exceptions**

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

FDA approved cessation products or tobacco dependence products are exempt from this policy for adults and staff eighteen years and older. Staff using such products and bringing them to any school property or school-sponsored activity are responsible for safe-keeping of these products at all times and are responsible for assuring that no students are able to obtain access to these products.

#### **Policy Specific Definitions**

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

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



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

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

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

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

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

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

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

Revised 11/16/20

© Neola 2021

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

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	STAFF DRESS AND GROOMING
Code	po3216
Status	First Reading
Adopted	May 16, 2016
Last Revised	January 17, 2022

**3216 - STAFF DRESS AND GROOMING**

The Board of Education believes that professional staff members set an example in dress and grooming for their students to follow.

The Board of Education authorizes the development of standards for staff dress and grooming that promote a professional educational atmosphere that gives consideration to the impact on the educational process and the diversity of the District's staff.

When assigned to District duty, all professional staff members shall follow the guidelines as identified in the Employee Handbook.

© Neola 2021

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	WEAPONS
Code	po3217
Status	First Reading
Adopted	May 16, 2016
Last Revised	January 17, 2022

### 3217 - **WEAPONS**

The Board of Education prohibits professional staff members from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

#### **Concealed Carry Permit Holders**

Nothing in this policy prohibits an employee with a properly issued permit to carry a concealed weapon from exercising his/her the employee's rights consistent with Wisconsin's concealed carry law and the State and Federal gun free school zones laws. However, a staff member who is the holder of a concealed carry permit license issued or recognized by the State of Wisconsin may not, by virtue of Wis. Stat. 948.605(2)(b)1r, possess a concealed weapon anywhere in or on school grounds, including parking areas.

A staff member who is a concealed carry permit licensee may not carry a concealed weapon or otherwise store a weapon or ammunition in his or her the staff member's personal vehicle while transporting students for school-sponsored events or school-related purposes in his or her their own vehicle. This does not apply to the transportation of students related by blood or marriage to the staff member if only such students are being transported.

#### **Definition of "Weapon"**

For this policy, the term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type, including air and gas-powered guns (whether loaded or unloaded), knives (subject to the exceptions below) razors with unguarded blades, clubs, electric weapons (as defined in 941.295(1c)(a), Wis. Stats.), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

Exceptions to this policy include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to, hunters' education courses, if used for the purpose of and in the manner approved. Working firearms, except those protected at all times by a cable or trigger lock, and live ammunition shall never be approved;
- C. theatrical props used in appropriate settings;
- D. starter pistols used in appropriate sporting events.

The District Administrator may refer a staff member who violates this policy to law enforcement officials. The staff member may also be subject to disciplinary action, up to and including termination, as permitted by applicable Board policy.

Any staff member who has reason to believe that a person has or will violate this policy shall report to the school Principal or their supervisor immediately. Failure to report such information may subject the staff member to disciplinary action, up to and including termination.

This policy shall be published and distributed to staff members annually. Publication is not a precondition to enforcement of this policy.

Revised 8/22/16  
Revised 4/23/18  
T.C. 3/15/21  
T.C. 1/17/22

© Neola 2021

Legal                    120.13(1), Wis. Stats.  
                              175.60, Wis. Stats.  
                              939.22(10), Wis. Stats.  
                              941.295, Wis. Stats.  
                              943.13, Wis. Stats.  
                              948.605, Wis. Stats.  
                              948.61, Wis. Stats.  
                              18 U.S.C. 921(a)(3)  
                              18 U.S.C. 922  
                              20 U.S.C. 7151

**Last Modified by Melanie Oppor on June 22, 2023**



Book                    Staff Section Revisions

Section                3000 Staff/Personnel - Revisions

Title                    Copy of EVALUATION OF SUPPORT STAFF

Code                    po3220.01 - Merged with 3220 - DELETE

Status                  First Reading

Adopted                May 16, 2016

~~42203220.01~~ **EVALUATION OF SUPPORT STAFF**

~~The Board of Education recognizes the importance of implementing a program of support staff member evaluations for the purpose of promoting individual job performance and improving services to students.~~

~~The goals of the Board's evaluation plan for support staff are:~~

~~A. to improve and reinforce the skills, attitudes, and abilities that enable a support staff member to be effective in achieving assigned job goals;~~

~~B. to identify and remediate weaknesses that prevent a support staff member from achieving the goals of assigned duties.~~

~~The District Administrator shall prepare administrative guidelines for the conduct of support staff member evaluations.~~

~~© Neola 1995~~

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	ETHICS AND CONFLICT OF INTEREST
Code	po3230
Status	First Reading
Adopted	May 16, 2016
Last Revised	January 17, 2022

### 3230 - ETHICS AND CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board of Education members, and the District's employees, officers, and agents and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board adopts the following guidelines designed to avoid the occurrence or appearance of any conflicts of interest do not occur. These guidelines apply to all District employees, officers, and agents, including members of the Board. These guidelines are not intended to be all-inclusive, nor to substitute for good judgment on the part of all professional employees, officers, and agents. Professional employees are expected to perform their duties in an ethical manner and free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No professional employee, officer, or agent shall engage in or have a personal or financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system. Specifically, professional employees must perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in an amount that exceeds \$15,000 but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private pecuniary interest and/or benefit.
- B. Professional employees, officers, and agents shall not engage in business, private practice of their profession, the rendering of services, anything of substantial value, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any employee, student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

1. the provision of any private lessons or services for a fee unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the professional staff member's regular duties.
2. soliciting on school premises or under circumstances that are coercive for the private sale of goods or services to students or other employees
3. the use, sale, or improper divulging of any privileged information through his/her the employees access to School District records, about a student or client granted in the course of the employee's, officer's, or agent's employment or professional relationship with the School District.
4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals

5. the requirement of employees, students, or clients to purchase any private goods or services provided by an employee, officer, or agent or any business or professional practitioner with whom any employee, officer, or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations

C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator and approval of the Board of Education of Education before entering into any private relationship?

D. Professional e Employees, officers, and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.

E. Professional e Employees, officers, and agents shall not participate in the selection, award, and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit, or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. 'Dependent' includes the employee's spouse; unemancipated child, stepchild, or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A 'pecuniary interest' means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Professional e Employees, officers, and agents may not solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an employee, officer, or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, 'nominal value' means that the gift has a monetary value of \$50.00 or less.

F. Professional e Employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

G. Professional e Employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action up to and including termination.

No professional staff employee may accept or engage in any employment, consulting, advising, or other professional activity with any organization other than the District, whether the employee will receive compensation for such outside activity or not, without first providing notice to the District Administrator.

In the event that, within the course of administering a Federally funded grant program or service to the District, any professional employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use his/her their public position to obtain a financial gain or anything of substantial value for himself/herself the employee or his/her their immediate family, as defined in 19.42(7), Wis. Stats.

Revised 8/22/16  
Revised 11/19/18  
Revised 7/22/19  
Revised 4/27/20  
Revised 11/16/20

© Neola 2021

Legal 19.59, 19.42(7), 946.13, Wis. Stats.  
2 C.F.R. 200.12  
7 C.F.R. 3019.42  
2 C.F.R. 200.113  
2 C.F.R. 200.318

7 C.F.R. 3016.36(b)(3)

**Last Modified by Melanie Oppor on June 22, 2023**





Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	OUTSIDE ACTIVITIES OF STAFF
Code	po3231
Status	First Reading
Adopted	May 16, 2016
Last Revised	November 16, 2020

### 3231 - **OUTSIDE ACTIVITIES OF STAFF**

The Board of Education expects professional staff members to avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. If such situations threaten a staff member's effectiveness within the School District, the District Administrator shall evaluate the impact of such interest, activity, or association upon the professional staff member's responsibilities. Staff members are expected to notify the District Administrator of their involvement in any outside organization, association, or the like if the staff member identifies him or herself as a staff member employee of the District as part of his/her involvement, or if the staff member will receive compensation for any outside activities (refer also to Policy 3230 - Conflict of Interest).

- A. Staff members should not give work time to an outside interest, activity, or association without valid reason to be excused from assigned duties.
- B. Staff members shall not use school property or school time to solicit or accept customers for private enterprises without written administrative permission.
- C. Staff members shall not engage in business transactions on behalf of private enterprises in which s/he the staff member may profit by virtue of his/her their official position or authority or benefit financially from confidential information which the employee has obtained or may obtain by reason of his/her position or authority.
- D. Staff members shall not campaign on school property during duty hours on behalf of any political issue or candidate for local, State, or National office.

### **Research and Publishing**

- A. Professional sStaff members are encouraged to contribute articles to professional publications and to engage in approved professional research.
- B. Materials that might be considered for publication and/or production, that identify the District in any manner, shall be cleared with the District Administrator prior to publication and/or production.
- C. Publications and productions shall be subject to the following copyright provisions:
  1. Rights to copyrights or patents of books, materials, devices, etc. developed by professional staff members on their own time will be relinquished by the Board upon request of the staff member provided that:
    - a. the books, materials, devices, etc. were prepared without the use of District data, facilities, and/or equipment;
    - b. the District is granted the privilege of purchasing the materials or products free of any copyright or royalty charges;
    - c. the staff member does not become involved in any way in the selling of the product to the District.

The final decision regarding whether materials were produced independently of any work assignment, and/or without using school equipment, facilities, data, or equipment rests with the District Administrator.

~~Professional staff~~ **Staff** members who desire to publish or produce materials on their own time should make such action known to the District Administrator prior to the time such work is started in order that proper procedures can be established to assure that District interests and the interests of the staff member are protected.

2. All books, materials, devices, or products that result from the paid work time and/or prescribed duties of ~~professional~~ staff members shall remain the property of the District. The District shall retain all rights and privileges pertaining to the ownership thereof.

In the event that any of these products have commercial possibilities, the District Administrator is authorized to secure copyrights, patents, etc. that will ensure the ownership of the product by the District.

The District Administrator is authorized to negotiate with appropriate agencies for the production and distribution of products with commercial appeal. Such negotiations shall ensure fair and appropriate compensation, including sharing of royalties, for the staff member(s) who developed the products.

© **Neola 2020**

Legal                      17 U.S.C. 101 et seq.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	PROFESSIONAL GROWTH
Code	po3242 - Does this apply to support staff? Yes
Status	First Reading
Adopted	May 16, 2016

**3242 - PROFESSIONAL GROWTH**

The School District of Manawa Board of Education is committed to providing opportunities for ongoing staff development and leadership development for all employee groups in order to achieve an enhanced learning environment for all staff and students.

The Board recognizes that effective staff development is one of the key components of an infrastructure that supports its schools and the system, as a whole, to manage change in a manner that encourages meaningful and sustained renewal and improvement. The Board, through its resolutions and the District Staff Development and Curriculum Committee, is committed to identifying staff development plans, strategies, and budgets as an integral part of all activities.

The Curriculum Director shall plan programs of staff development for staff members. Such staff development programs should be designed to address the professional development needs of staff members who are working at a particular level, involved in a particular course or subject, or need to be prepared for a new assignment. The development plan shall be designed to meet the needs of staff members or curriculum areas in each school.

Whenever feasible, principals will participate with their staff members in order to ensure better follow-up and support.

The Board may reimburse staff members for the costs incurred in participation therein, subject to prior approval of the District Administrator.

Professional staff members are expected to comply with the Professional Development Plan requirements of their license and provide timely verification of progress towards fulfilling this responsibility.

© Neola 2011

Legal	121.02(b), Wis. Stats. P.I. 8.01(2)(b), Wis. Adm. Code
-------	---

**Last Modified by Melanie Oppor on June 22, 2023**



Book                    Staff Section Revisions

Section                3000 Staff/Personnel - Revisions

Title                    PROFESSIONAL MEETINGS

Code                    po3243 - Does this apply to support staff employees? Yes

Status                  First Reading

Adopted                May 16, 2016

**3243 - PROFESSIONAL MEETINGS**

The Board of Education encourages opportunities for **staff members** to develop increased competence attained **ed** through the performance of their assigned duties and through attendance of ~~professional~~ meetings.

For purposes of this policy, a ~~professional~~ meeting shall be defined as any meeting that is related to the activities, duties, or responsibilities of ~~professional~~ staff members as determined by the District Administrator.

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

The Board may reimburse actual and necessary expenses incurred in attending approved meetings.

Legal                    118.24(5), Wis. Stats.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	PERSONAL PROPERTY OF STAFF MEMBERS
Code	po3281
Status	First Reading
Adopted	May 16, 2016

**3281 - PERSONAL PROPERTY OF STAFF MEMBERS**

Employees may bring personal property, including personal communication devices, to school either for reasons associated with professional responsibilities or for use during off-duty time ~~(see Policy 7540-02)~~. The owner of the personal property bears all responsibility and assumes all risk for loss, damage, or misuse of said personal property while it is on Board of Education property.

© Neola 2015

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	EMPLOYEE EXPRESSION IN NONINSTRUCTIONAL SETTINGS
Code	po3310
Status	First Reading
Adopted	May 16, 2016
Last Revised	July 17, 2017

### 3310 - **EMPLOYEE EXPRESSION IN NONINSTRUCTIONAL SETTINGS**

The Board of Education acknowledges the right of its ~~professional~~ staff members, as citizens in a democratic society, to speak out on issues of public concern. When those issues are related to the District, however, including matters related to the performance of their job duties or responsibilities, the ~~professional~~ staff member's expression must be balanced against the interests of this District.

~~This section is in the Support Staff version but Not the Professional Staff version. Should it be included?~~

The following employee expectations are adopted by the Board of Education to help clarify and, therefore, avoid situations in which the support staff member's expression could conflict with the District's interests. In such situations, the employee should:

- A. state clearly that their expression represents personal views and not necessarily those of the School District;
- B. refrain from expressions that would disrupt harmony among co-workers or interfere with the maintenance of discipline by school officials;
- C. not make threats or abusive or personally defamatory comments about co-workers, administrators, or officials of the District;
- D. refrain from making public expressions that the employee knows to be false or are made without regard for truth or accuracy.

© Neola 2021

Last Modified by Melanie Oppor on June 22, 2023



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	GRIEVANCE PROCEDURE
Code	po3340 - No Revision
Status	First Reading
Adopted	May 16, 2016
Last Revised	January 3, 2023

### 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 of Education:**

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  
 Revised 4/25/22  
 T.C. 1/3/23

© Neola 2022

Legal



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

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	EMPLOYEE ANTI-HARASSMENT
Code	po3362 - No Revision
Status	First Reading
Adopted	October 17, 2016
Last Revised	August 29, 2022

### 3362 - **EMPLOYEE ANTI-HARASSMENT**

#### **Prohibited Harassment**

The Board of Education is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board of Education will vigorously enforce its prohibition against discriminatory harassment based on race, color, national origin, age, sex (including gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters (collectively, "Protected Classes"), or any other characteristic protected by law in its employment practices (hereinafter referred to as "harassment"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of harassment and, in those cases where harassment is substantiated, take immediate steps to end the harassment, prevent its recurrence, and remedy its effects.

Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

#### **Notice**

Notice of the Board's policy on anti-harassment related to employment practices and the identity of the District's Compliance Officers will be posted throughout the District and published in any District statement regarding the availability of employment, staff handbooks, and general information publications of the District as required by Federal and State law and this policy.

#### **Definitions**

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

**Complainant:** is the individual who alleges, or is alleged, to have been subjected to harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

**Day(s):** Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

**Respondent:** is the individual who has been alleged to have engaged in harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

**School District community:** means students and Board employees (i.e., administrators, and professional and support staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

**Third Parties:** include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

### **Bullying**

Bullying rises to the level of harassment when one or more persons systematically and chronically inflict physical hurt or psychological distress on one (1) or more students or employees and that bullying is based upon one (1) or more Protected Classes, that is, characteristics that are protected by Federal civil rights laws. It is defined as any unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational or work environment; cause discomfort or humiliation; or unreasonably interfere with the individual's school or work performance or participation; and may involve:

- A. teasing;
- B. threats;
- C. intimidation;
- D. stalking;
- E. cyberstalking;
- F. cyberbullying;
- G. physical violence;
- H. theft;
- I. sexual, religious, or racial harassment;
- J. public humiliation; or
- K. destruction of property.

"Harassment" also includes "hate speech"—the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples are:

- A. making statements that promote violence toward a racial or ethnic group;
- B. drawing, displaying, or posting images or symbols of prejudice (e.g., swastikas).

### **Sexual Harassment**

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

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

Sexual Harassment covered by Policy 2266/AG 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266/AG 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome sexual propositions, invitations, solicitations, and flirtations;
- B. unwanted physical and/or sexual contact;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls, text messages, or social media postings;
- E. sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings, or literature placed in the work environment that reasonably may embarrass or offend individuals;
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
- G. asking or telling about sexual fantasies, sexual preferences, or sexual activities;
- H. speculation about a person's sexual activities or sexual history or remarks about one's own sexual activities or sexual history;
- I. giving unwelcome personal gifts, such as lingerie, that suggest the desire for a romantic relationship;
- J. leering or staring at someone in a sexual way, such as staring at a person's breasts, buttocks, or groin;
- K. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment;
- L. inappropriate boundary invasions by a District employee or other adult member of the School District community into a student's personal space and personal life; and
- M. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

### **Boundary Invasions**

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However, other behaviors might be going too far, are inappropriate and may be signs of sexual grooming. Inappropriate boundary invasions may include, but are not limited to the following:

- A. hugging, kissing, or other physical contact with a student;
- B. telling sexual jokes to students;
- C. engaging in talk containing sexual innuendo or banter with students;
- D. talking about sexual topics that are not related to curriculum;
- E. showing pornography to a student;
- F. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
- G. initiating or extending contact with students beyond the school day for personal purposes;

- H. using e-mail, text messaging, or websites to discuss personal topics or interests with students;
- I. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
- J. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
- K. going to a student's home for non-educational purposes;
- L. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
- M. giving gifts or money to a student for no legitimate educational purpose;
- N. accepting gifts or money from a student for no legitimate educational purpose;
- O. being overly "touchy" with students;
- P. favoring certain students by inviting them to come to the classroom at non-class times;
- Q. getting a student out of class to visit with the staff member;
- R. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
- S. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
- T. being alone with a student behind closed doors without a legitimate educational purpose;
- U. telling a student "secrets" and having "secrets" with a student;
- V. other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal or the District Administrator.

### **Religious (Creed) Harassment**

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

### **National Origin/Ancestry Harassment**

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

### **Age Harassment**

Prohibited age-based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

### **Race/Color Harassment**

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references regarding racial customs.

### **Disability Harassment**

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may

occur where conduct is directed at the characteristics of a person's current or past disability or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

### Anti-Harassment Compliance Officers

The following individual(s) shall serve as the District's Anti-Harassment Compliance Officer(s) (hereinafter, "the Compliance Officer(s)" or "CO" "COs"):

~~Carmen O'Brien~~ Jeff Bortle  
~~Business Manager~~ Dean of Students  
 School District of Manawa  
~~800 Beech~~ 515 E. Fourth Street  
 Manawa, WI 54949  
 920-596-584006  
~~cobrien~~jbortle@manawaschools.org

~~Dr. Abe El Manssouri~~  
 Michelle Johnson  
 Manawa Middle School/Little Wolf High School Principal  
 920-596-5310  
 515 East 4th Street  
 Manawa, WI 54949  
~~aelmanssouri~~@manawaschools.org  
 mjohanson@manawaschools.org

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

### Reports and Complaints of Harassing Conduct

The Compliance Officer(s) will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the individual in those instances where concerns have not resulted in the filing of a formal complaint and where all parties are in agreement to participate in an informal process.

Compliance Officers shall accept reports of harassment directly from any member of the School District community or a Third Party or receive reports that are initially filed with an administrator, supervisor, or other District-level official. Upon receipt of a report of alleged harassment, the Compliance Officer(s) will contact the Complainant and begin either an informal or formal complaint process (depending on the request of the Complainant or the nature of the alleged harassment), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. In the case of a formal complaint, the Compliance Officer(s) will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer within two (2) days of learning of the incident.

Any Board employee who directly observes harassment is obligated, in accordance with this policy, to report such observations to the Compliance Officer(s) within two (2) days. Additionally, any Board employee who observes an act of harassment is expected to intervene to stop the harassment, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the harassment. Thereafter, the Compliance Officer(s) or designee must contact the Complainant, if age eighteen (18) or older, or Complainant's parents/guardians if the Complainant is under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing.

Members of the School District community along with Third Parties are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a report shall file it with the Compliance Officer within two (2) days of receiving the report of harassment.

Members of the School District community and Third Parties who believe they have been harassed by another member of the School District community or a Third Party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment unless the complaining individual makes the complaint maliciously or with the knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other District officials who have knowledge of or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.

- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate District officials are as follows:
1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who will coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.
  2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- E. The reporting party or Complainant shall be encouraged to use a report form available from the Principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator or other supervisory employee.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

If during an investigation of alleged bullying, aggressive behavior, and/or harassment in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may have created a hostile work environment and may have constituted discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior and/or harassment to the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01 investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266. The Compliance Officer shall keep the Principal informed of the status of the Policy 1662 investigation and provide the Principal with a copy of the resulting written report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 grievance process.

### **Investigation and Complaint Procedure**

Except for sexual harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, any employee or other member of the School District community or Third Party (e.g., visitor to the District) who believes that they have been subjected to harassment or has witnessed harassment of another may seek resolution of the complaint through the procedures described below. The complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR"), the Wisconsin Equal Rights Division, and/or Equal Employment Opportunity Commission ("EEOC"). The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor, Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

### **Complaint Procedure**

A Complainant who alleges harassment based on a protected class or retaliation may file a complaint, either orally or in writing: 1) with a Principal; 2) directly to one of the COs; or 3) to the District Administrator or other supervisory employee. As noted above, any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who will consult with the other appointed/designated CO, if any, and if necessary appoint/designate another individual to serve in the role of CO for a complaint regarding a CO.

Due to the sensitivity surrounding complaints of harassment and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) days.

Throughout the course of the process as described herein, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All written complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); a list of potential witnesses; and the resolution sought by the Complainant.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the Complainant and/or the Respondent. In making such a determination, the CO should consult the Complainant to assess whether the individual agrees with the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions deemed appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the Complainant or Respondent.

Within two (2) days of receiving a complaint, the CO will inform the Respondent that a complaint has been received.

The Respondent is not entitled to receive a copy of any written complaint unless the CO determines it is appropriate to do so; however, the Respondent will be informed about the nature of the allegations. The CO shall inform the Respondent of the requirements of this policy, which may include providing the Respondent with a copy of this policy or information about where to find it. Respondent shall be afforded the opportunity to submit a written response to the complaint. The CO shall inform the Respondent of the Respondent's deadline to provide the CO with the written response to the allegations in the complaint.

Within five (5) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.

Although certain cases may require additional time, the CO or designee will attempt to complete an investigation into the allegations of harassment based on a protected class or retaliation within thirty (30) days of receiving the formal complaint.

The investigation will include:

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

At the conclusion of the investigation, the CO or designee shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the Respondent engaged in harassment of or retaliation toward the Complainant. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if discriminatory harassment or retaliation occurred, a preponderance of evidence standard will be used.

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

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

Absent extenuating circumstances, within five (5) days of receiving the report of the CO, the District Administrator must either issue a written decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and the Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

If the District Administrator determines the Respondent engaged in harassment of or retaliation toward the Complainant, the District Administrator must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the harassment or retaliation. The corrective action should be reasonable, timely, age-appropriate, effective, and tailored to the specific situation.

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 3340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

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



The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

All timelines pertinent to the investigation process are intended to be guidelines to assure that the investigation proceeds with all deliberate efficiency. Failure of the CO to meet any specific timeline does not invalidate the investigation or provide a defense to the allegations.

### **Privacy/Confidentiality**

The District will employ reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of harassment. The School District will respect the privacy of the Complainant, the Respondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided with the Complainant's identity.

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation.

### **Directives During Investigation**

The CO may recommend to the District Administrator placing any employee involved in an investigation under this Policy on administrative leave pending resolution of the matter. If the District Administrator is the Respondent, the CO shall make such recommendation to the Board. Administrative leave may be appropriate in situations in which protecting the safety of any individual or the integrity of the investigation necessitates such action.

The CO shall determine whether any witnesses in the course of an investigation should be provided a *Garrity* warning apprising the person of his/her obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution.

Every employee interviewed in the course of an investigation is required to provide truthful responses to all questions. Failure to do so may result in disciplinary action.

### **Remedial Action and Monitoring**

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due to because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be an employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

### **Sanctions and Disciplinary Action**

The Board shall vigorously enforce its prohibitions against harassment/retaliation by taking appropriate action reasonably calculated to stop the harassment and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

### **Retaliation**

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

### **Allegations Constituting Criminal Conduct**

If the CO has reason to believe that the Complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the Complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made, the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the COs obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause after consultation with the District Administrator.

### **Reprisal**

Submission of a good faith complaint or report of harassment will not affect the Complainant's or reporter's work status or work environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The District will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

### **Miscellaneous**

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in educational employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A link to this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the Complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

### **Retention of Investigatory Records and Materials**

The CO(s) is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but are not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;

- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to Complainant and/or the Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt;
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy;

**It is suggested the following records also be maintained, as appropriate.**

- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
- S. copies of any notices sent to the Complainant and the Respondent in advance of any interview, meeting, or hearing;
- T. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

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

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

Revised 7/22/19

Revised 4/27/20

Revised 1/17/22

T.C. 8/29/22

© Neola 2021

Legal                    111.31, 118.195, 118.20, Wis. Stats.  
                               29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967  
                               29 U.S.C. 794, Rehabilitation Act of 1973  
                               42 U.S.C. 1983  
                               42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964  
                               42 U.S.C. 2000e et seq., Title VII of the Civil Rights Act of 1964

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

29 U.S.C. 6101, The Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

29 C.F.R. Part 1635

National School Boards Association Inquiry and Analysis - May 2008

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	THREATENING BEHAVIOR TOWARD STAFF MEMBERS
Code	po3362.01 - No Revision
Status	First Reading
Adopted	May 16, 2016
Last Revised	November 16, 2020

### 3362.01 - **THREATENING BEHAVIOR TOWARD STAFF MEMBERS**

The Board of Education believes that a staff member should be able to work in an environment free of threatening speech or actions.

Threatening behavior consisting of any words or deeds that intimidate, or are intended to intimidate, a staff member or are reasonably likely to cause concern for his/her physical and/or psychological well-being is strictly forbidden. Such actions by any student, parent, visitor, staff member, Board member, contractor, or agent of the Board is prohibited, and the Board authorizes appropriate corrective and remedial action including disciplinary action where appropriate, referral to law enforcement, or pursuit of other remedies, including injunctive relief if appropriate. This policy should be read consistent with, and in conjunction with, school safety and the mandatory reporting of threats of violence in Policy 8462.01 - Threats of Violence.

The District Administrator may administer guidelines to implement procedures for complaints and for investigation, as well as resolution of complaints.

© **Neola 2020**

Legal Chapter 947, Wis. Stats.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	GROUP HEALTH PLANS
Code	po3419 - No Revision
Status	First Reading
Adopted	May 16, 2016
Last Revised	July 17, 2017

**3419 - GROUP HEALTH PLANS**

The Board of Education shall have discretion to establish and maintain group health plans for the benefit of eligible employees. These group health plans may provide certain health benefits through as permitted by law.

The Board has elected to provide minimum value health coverage for some or all of its eligible employees. The terms and conditions of the health coverage are set forth in the appropriate plan documents.

© Neola 2016

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	PATIENT PROTECTION AND AFFORDABLE CARE ACT
Code	po3419.03
Status	First Reading
Adopted	July 17, 2017
Last Revised	November 16, 2020

#### 3419.03 - **PATIENT PROTECTION AND AFFORDABLE CARE ACT**

The Board of Education acknowledges that the Patient Protection and Affordable Care Act ("ACA") imposes certain obligations upon the District. Such obligations may include the following:

- A. The District shall notify new employees of health insurance options available through the Health Insurance Marketplace within fourteen (14) **calendar** days of an employee's employment start date. Such notice shall be consistent with the sample notice language provided by the U.S. Department of Labor.
- B. Employees of the District have the option to enroll in the Health Insurance Marketplace. If a full-time employee (as defined by the ACA) of the District enrolls in the Health Insurance Marketplace and receives a subsidy, then the District may be liable for a penalty.

In event that the District concludes that it is fiscally-wise to incur the potential penalty in lieu of providing affordable, minimum value coverage to all full-time employees, the District shall incur the potential penalty.

T.C. 11/16/2020

© **Neola 2020**

Legal	26 USC 4980H
	29 USC 218B

**Last Modified by Melanie Oppor on June 22, 2023**



Book                    Staff Section Revisions

Section                3000 Staff/Personnel - Revisions

Title                    BENEFITS

Code                    po3425 - No Revision

Status                  First Reading

Adopted                May 16, 2016

Last Revised           December 19, 2022

**3425 - BENEFITS**

It is the Board of Education's policy to provide a competitive and comprehensive package of employee benefits to its employees to effectively attract and retain high- quality employees.

The Board retains final authority to establish, modify, rescind, add, or in any way affect employee benefits.

Covered employees shall be provided continuation rights to the extent required under applicable provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA).

The Board shall determine annually, in conjunction with the budget process, the anticipated shared cost of all employee benefits, specifying both employee and employer share of applicable premiums through Board action.

© Neola 2022

Legal                    Consolidated Omnibus Budget Reconciliation Act of 1985 Pub. L. 99-272

**Last Modified by Melanie Oppor on June 22, 2023**





Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	LEAVES OF ABSENCE
Code	po3430
Status	First Reading
Adopted	May 16, 2016
Last Revised	April 27, 2020

### 3430 - LEAVES OF ABSENCE

Employees must submit a written request for an unpaid leave of absence to the Board of Education and shall state the reason for the leave and the expected duration of the leave.. The Board of Education may grant the request for a leave of absence at its discretion. The leave of absence will begin and end on the dates approved by the Board. A leave of absence may not exceed twelve (12) calendar months.

Employee participation in fringe benefits will be discontinued during a leave of absence. The employee may remain a member of the District's group insurance plans (to the extent permitted by the carrier); however, he/she/the employee must pay the premiums to the District during the leave of absence.

Sick leave will not accrue during a leave of absence; however, any accumulated sick leave at the time of the leave of absence will be reinstated upon return.

This policy governs leaves in addition to leave under Policy 34430.01 (FMLA); however, any leave under this policy that is also qualifying leave under Policy 3430.01 will be designated as such and count towards the employee's leave entitlement. Approved leave under this policy shall state the conditions applicable to the employee's return to work. Nothing in this policy shall serve as a guarantee of any job protection for leave beyond otherwise protected leave.

Any professional staff member granted a leave of absence by the Board shall be considered to have stopped performance of all work with the District until the completion of the leave. Exceptions may be made by the District Administrator in cases where the best interest of the District might be served.

Revised 7/17/17

© Neola 2020

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	NURSING MOTHERS - NON-EXEMPT EMPLOYEES
Code	po3430.05
Status	First Reading
Adopted	May 16, 2016

#### 3430.05 - **NURSING MOTHERS - NON-EXEMPT EMPLOYEES**

As required by the Fair Labor Standards Act (FLSA) it shall be the policy of the Board of Education to support the decision of support staff members to breastfeed their infants by providing unpaid breaks for lactating employees to express breast milk for infants on District premises.

The building administrator shall designate a private area, other than a restroom, where an employee can express breast milk. The designated area shall be a space where intrusion from coworkers, students, and the public can be prevented, and one where an employee who is using this area can be shielded from view.

Prior to returning to work from maternity leave, the employee shall notify her supervisor of her intent to continue breastfeeding her infant(s), and of her need to express milk during work hours. It shall be the responsibility of the employee to keep her supervisor informed of her needs in this regard throughout the period of lactation.

The employee can express milk during regularly scheduled unpaid break periods. The building administrator or employee's supervisor shall make accommodation in the event that the time of regular breaks needs to be adjusted or, in the event that additional and/or longer unpaid breaks are needed. In the event that the number and duration of the unpaid breaks requires modification to the employee's work schedule, the building administrator or the employee's supervisor shall work with the employee to determine the necessary modifications.

© Neola 2010

Legal 29 U.S.C. 207 (Section 4207)

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	EMPLOYEE LEAVES
Code	po3431
Status	First Reading
Adopted	May 16, 2016
Last Revised	March 15, 2021

### 3431 - **EMPLOYEE LEAVES**

The Board of Education recognizes that there may be instances in which employees can not report to work and recognizes that in certain circumstances it is appropriate to provide compensation or job protection during those absences. The leave provided for in this policy is provided in conjunction with other Board leave policies, including Policy 3161 (Unrequested Leaves of Absence), Policy 3430.01 (FMLA) and Policy 3430 (Leaves of Absence).

#### A. Bereavement Leave

Staff members are eligible for bereavement leave as specified in the Employee Handbook.

#### B. Military Leave

Staff members will be afforded protected leave from employment to perform their obligations to the United States Armed Forces, whether for reserve duty or a call to active duty, and potential deployment. Leave shall be provided in accordance with the law.

#### C. Leave for Jury Duty

Staff members who are called to perform their civic responsibility as potential jurors shall be excused without penalty for any days or portion of days on which the staff member is required to report. Staff members shall inform their immediate supervisor when they are called for jury duty or a court appearance. Staff members that miss work due to jury duty must provide verification from the court that they attended on that date.

Staff members receive full pay and are required to designate the school as the payee on the check received from the court or pay the amount shown on their jury duty record slip less travel allowance within fifteen (15) days of return from jury duty.

While on jury duty, staff members are required to report daily their schedule for the following day and must report to work when excused for a day or more.

Staff members must submit to the Business Manager a court record of the number of days served.

#### D. Volunteer Firefighter, Emergency Medical Technician, First Responder, or Ambulance Driver

A staff member who is a volunteer firefighter, emergency medical technician, first responder, or ambulance driver for a volunteer fire department or fire company, a public agency, or a nonprofit corporation may be late for or absent from work without pay if the lateness or absence is due to the staff member responding to an emergency that begins before the staff member is required to report to work and if the staff member complies with all of the following requirements:

1. By no later than thirty (30) days after becoming a member of a volunteer fire department or fire company or becoming affiliated with an ambulance service provider, submits to the District a written statement signed by the chief of the volunteer fire department or fire company or by the person in charge of the ambulance service provider notifying the District that the staff member is a volunteer firefighter, emergency medical technician, first responder, or ambulance driver for a volunteer fire department or fire company, a public agency, or a nonprofit corporation;

2. When dispatched to an emergency, makes every effort to notify the District that the staff member may be late for or absent from work due to the staff member responding to the emergency or, if prior notification cannot be made due to the extreme circumstances of the emergency or the inability of the staff member to contact the District, submits to the District a written statement from the chief of the volunteer fire department or fire company or from the person in charge of the ambulance service provider explaining why prior notification could not be made; and
3. When late for or absent from work due to responding to an emergency, provides, on the request of the District, a written statement from the chief of the volunteer fire department or fire company or from the person in charge of the ambulance service provider certifying that the staff member was responding to an emergency at the time of the lateness or absence and indicating the date and time of the response to the emergency.

When the status of a staff member as a member of a volunteer fire department or fire company or as an affiliate of an ambulance service provider changes, including termination of that status, the staff member shall notify the District of that change in status.

#### E. Organ Donor Leave

A staff member may take up to six (6) weeks of leave in a twelve (12) month period as necessary for the employee to undergo a bone marrow or organ donation procedure and to recover from the procedure. The employee may be required to provide written medical certification that s/he will serve as a donor and the amount of leave time necessary.

Leave taken for this purpose is unpaid, however, an employee is eligible to substitute available accrued paid leave for all or some of the leave taken under this policy. An employee must provide as much advance notice as possible so as not to unduly disrupt the District's operations. The employee will be returned to the same position upon return or if that position is no longer available an equivalent position and shall not lose any benefits during leave, including the right to continue health insurance coverage as provided for in the District's FMLA policy, Policy 3430.01.

#### F. Leave for Voting

A staff member who is eligible to vote may take up to three (3) consecutive hours of unpaid leave to vote while the polls are open on Election Day. The staff member must submit a leave request to the District Administrator prior to Election Day. The District Administrator must approve the leave, but may identify a specific three (3) hour period during the staff member's work hours that the staff member is permitted to utilize for voting.

Leave for voting is provided on an unpaid basis. However, the District Administrator may approve the leave with pay or allow the employee to substitute paid leave for the unpaid Election Day leave. Staff members may not be penalized for using voting leave.

#### G. Election Official Leave

The District Administrator shall approve a one (1) day unpaid leave of absence for any staff member who is appointed to serve as an election official, provided the staff member has given the District at least seven (7) days' notice of the leave. In accordance with State law, the District may request confirmation from the municipal clerk of the staff member's appointment as an election official.

Leave to serve as an election official is provided on an unpaid basis. If available, a staff member may substitute paid leave such as personal leave. Staff members may not be penalized for using leave to serve as an election official.

#### H. Leave to Testify

Any employee who is issued a subpoena to testify in a criminal court proceeding shall be provided the following:

1. If the proceeding relates to a criminal matter under Chapters 48 or 938 of the Wisconsin Statutes, the employee may not be discharged from employment for absences due to testifying, provided that the employee provides notice within one (1) business day of receiving the subpoena;
2. Any employee subpoenaed to testify in a matter that involves a crime committed against the employer or against the employee in the course of employment (including an act committed by a juvenile that would be a crime if committed by an adult), shall be provided paid time off to do so such that no loss of wages or benefits occurs as a result of compliance with the subpoena.

#### I. Administratively Approved Leave

Staff members are eligible for administratively approved leave as specified in the Employee Handbook.

Revised 7/17/1  
 Revised 4/27/2020  
 T.C. 11/16/2020  
 T.C. 3/15/21

© Neola 2020

Legal

7.33, 103.88, Wis. Stats.

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	JOB-RELATED EXPENSES
Code	po3440
Status	First Reading
Adopted	October 1, 2015
Last Revised	January 3, 2023

#### 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 of Education 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.

Revised 6/19/17  
T.C. 1/3/23

© Neola 2022

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

**Last Modified by Melanie Oppor on June 22, 2023**



Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	UNAUTHORIZED WORK STOPPAGE
Code	po3531
Status	First Reading
Adopted	May 16, 2016
Last Revised	March 15, 2021

### 3531 - **UNAUTHORIZED WORK STOPPAGE**

The Board of Education is obligated and committed to provide certain basic services to students participating in District programs.

Recognizing the fact that the District, for various reasons, could experience an unauthorized work stoppage, the Board remains committed to providing educational and related services.

~~Professional staff~~ Staff members who fail to perform their normal duties when so required as part of a concerted unauthorized work stoppage will be subject to loss of pay and fringe benefits, including paid insurance coverage, as well as disciplinary measures in accordance with the laws of the State.

© Neola 2020

Legal 111.70(4)(L), Wis. Stats.

**Last Modified by Melanie Oppor on June 22, 2023**





Book	Staff Section Revisions
Section	3000 Staff/Personnel - Revisions
Title	STAFF EVALUATION AND EDUCATOR EFFECTIVENESS
Code	po3220 - Merged all staff
Status	First Reading
Adopted	May 16, 2016
Last Revised	March 15, 2021

### 3220 - **STAFF EVALUATION AND EDUCATOR EFFECTIVENESS**

The Board of Education is responsible for the employment and discharge of all personnel. To carry out this responsibility, it delegates to the District Administrator the function of developing professional staff job descriptions for Board approval in accordance with Policy 3120.01 - Job Descriptions. The District Administrator is responsible for implementing approved job descriptions, a program of personnel assessment that identifies specific criteria and a systematic procedure to evaluate staff. This procedure shall include an appropriate and approved Educator Effectiveness program for the evaluation of teachers and principals in the District.

A professional staff member shall be given a copy of any documents relating to his/her performance that will be placed in the personnel file.

#### **Licensed Teachers and Principals/Directors**

Evaluations shall be conducted annually for all principals and directors.

Evaluations shall be conducted in the first three years of employment and at least every third year thereafter for instructional staff, or more frequently as determined by the administration or the protocols of the Educator Effectiveness program adopted and used by the Board. Pursuant to Wisconsin's Educator Effectiveness law, the Board delegates to the District Administrator the task of selecting and implementing an approved Educator Effectiveness program such that the District is in compliance with State law.

The Board will use the educator effectiveness model available from CESA 6 and will assess, upon the recommendation of the District Administrator, whether to use an alternative program.

Evaluations shall be conducted based on the model in place and consistent with applicable State law and the District's guidelines.

A positive rating from the educator effectiveness model does not necessarily preclude the District from taking adverse employment action towards an employee for other performance or conduct-related reasons, or from implementing remedial or performance improvement measures.

#### **Support Staff**

The Board of Education recognizes the importance of implementing a program of support staff member evaluations for the purpose of promoting individual job performance and improving services to students.

The goals of the Board's evaluation plan for support staff are:

- A. to improve and reinforce the skills, attitudes, and abilities that enable a support staff member to be effective in achieving assigned job goals;
- B. to identify and remediate weaknesses that prevent a support staff member from achieving the goals of assigned duties.

The District Administrator shall prepare administrative guidelines for the conduct of support staff member evaluations.

T.C. 3/15/21

© Neola 2020

Legal P.I. 8.01(2q), P.I. 47 Wis. Adm. Code  
118.225, 118.30, 121.02 (1) (q) Wis Stats  
20 USC 6311

**Last Modified by Melanie Oppor on June 22, 2023**

## Notification of General Records Schedule Adoption

Schedule Title: Administrative and Related Records General Records Schedule Date: \_\_\_\_\_

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed

## Notification of General Records Schedule Adoption

Schedule Title: Budget and Related Records General Records Schedule Date: \_\_\_\_\_

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed

## Notification of General Records Schedule Adoption

Schedule Title: Facilities Management and Related Records General Records Schedule      Date: \_\_\_\_\_

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed

## Notification of General Records Schedule Adoption

Schedule Title: Fiscal and Accounting and Related Records General Records Schedule Date: \_\_\_\_\_

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed

## Notification of General Records Schedule Adoption

Schedule Title: Human Resources and Related Records General Records Schedule Date: \_\_\_\_\_

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed

## Notification of General Records Schedule Adoption

Schedule Title: Information Technology and Related Records General Records Schedule Date: \_\_\_\_\_

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed



## Notification of General Records Schedule Adoption

Schedule Title: Payroll and Benefits and Related Records General Records Schedule Date: \_\_\_\_\_

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed

## Notification of General Records Schedule Adoption

Schedule Title: Purchasing and Procurement and Related Records General Record Schedule Date: \_\_\_\_\_

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed

## Notification of General Records Schedule Adoption

Schedule Title: Risk Management and Related Records General Records Schedule Date: \_\_\_\_\_

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed

### Notification of General Records Schedule Adoption

Schedule Title: Wisconsin Municipal and Related Records General Records Schedule Date: \_\_\_\_\_

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
\_\_\_\_\_  
\_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
\_\_\_\_\_  
\_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed

### Notification of General Records Schedule Adoption

Schedule Title: Wisconsin Public School District and Related Records Date: \_\_\_\_\_  
General Records Schedule

**Instructions:**

Complete and send the original and 2 copies to: State Archivist, Wisconsin Historical Society (WHS), 816 State St., Madison, WI 53706.

- Do not opt out of a record series because your agency does not create or use these types of records. Signing the form does not obligate an agency to create records. It only requires that records be retained in accordance with the retention time periods and dispositions if such records exist. See the Introduction to General Records Schedules for more information.
- Attach a brief narrative explaining your rationale for opting out of each record series. When a separate schedule is prepared, identify that the record series is in lieu of the general schedule and cross reference the specific series.

**NOTE: Destruction or transfer of records is not permitted until this form is signed by the WHS and the Public Records Board.**

Wisconsin Government Agency: \_\_\_\_\_

Address: \_\_\_\_\_

This is to notify the Wisconsin Historical Society and the Public Records Board that the agency named above has reviewed the general records schedule and taken the following action (check appropriate box):

- Opt In: We adopt the entire schedule. (Available for University of Wisconsin [UW] System and Local Units of Government)
- Opt In With Revisions: We opt (out of), (in to), (circle one) the following record series. (Available for UW System and Local Units of Government) List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_
- Opt Out: We opt out of the general records schedule (in whole), (in part), (circle one). (Available for State Agencies) **(All applicable records disposition must cease until separate retention schedules are developed and approved by the Public Records Board.)** List the specific retention schedule numbers and titles:  
 \_\_\_\_\_  
 \_\_\_\_\_

Agency Head/Deputy Signature	Date Signed
Agency Records Officer Signature	Date Signed

The Public Records Board and Wisconsin Historical Society acknowledge your Notification of Adoption. You are hereby authorized to retain, transfer, and dispose of records as indicated on the schedule.

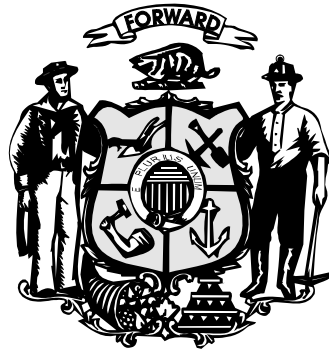
State Archivist Signature	Date Signed
PRB Executive Secretary Signature	Date Signed

# General Records Schedule

## Wisconsin Public School District and Related Records

Approved by the Public Records Board:

**March 20, 2023**



**Expiration: March 20, 2033**

## I. Scope

This schedule governs the records retention obligations of state agencies pursuant to [Wis. Stat. § 16.61](#), and applies to “public records” as defined in [Wis. Stat. § 16.61\(2\)\(b\)](#). These “public records” are referred to as “records” in this schedule.

This schedule covers records created and used in the operation of Wisconsin public school districts. This general records schedule provides retention periods for records common to all school districts and denotes records of historical importance. The schedule is applicable to all records regardless of format or media.

This general schedule may *not* include records which are unique to the mission of a single government unit. Records that are unique to the mission of a specific government unit require a separate Records Disposition Authorization (RDA). The department or institution is responsible for creating a RDA that must be submitted to, and approved by, the [Public Records Board \(PRB\)](#).

See the [Introduction to General Records Schedules](#) for additional information about how to use this schedule. In particular please review the restrictions on conditions that might preclude the authorized destruction of documents in the normal course of business including open records requests, ongoing legal holds, or audits currently underway or known to be planned.

This schedule goes into effect upon final approval by the Public Records Board.

## II. Records Format

Records covered in this schedule may be in paper, electronic, or other formats. Electronic format examples include those created or transmitted via e-mail, data contained in database systems, and tapes/cartridges. To safeguard the information contained in records maintained *exclusively* in electronic format, agencies must meet the standards and requirements for the management of electronic records outlined in [Wis. Admin. Code ch. Admin 12](#).

## III. Personally Identifiable Information

Wisconsin law requires authorities to specifically identify certain record series within a general records schedule that contain Personally Identifiable Information (PII). [Wisconsin Stat. § 19.62\(5\)](#) defines PII broadly as “information that can be associated with a particular individual through one or more identifiers or other information or circumstances.” Despite this broad definition, [Wis. Stat. § 16.61\(3\)\(u\)\(2\)](#), requires that record series within a schedule containing the following types of PII need not be identified as such: a) the results of certain computer matching programs; b) mailing lists; c) telephone or e-mail directories; d) record series pertaining exclusively to agency employees; and e) record series that contains PII incidental to the primary purpose for which the records series was created, and f) those relating to state agency procurement or budgeting. If in doubt as to whether a specific record series contains PII, check with your agency legal counsel.

## **IV. Confidentiality of Records**

Most records are not confidential and are open to public disclosure, however, there are exceptions. This GRS will identify any record series that may contain information required by law to be kept confidential or specifically required to be protected from public access, identifying the state or federal statute, administrative rule, or other legal authority that so requires. If in doubt as to whether or not a specific record, or content in that record, is confidential, check with your agency legal counsel. A record series should be identified as confidential even if not all records in the series contain confidential information and not all parts of records covered by the series are confidential.

## **V. Superseded Record Series**

“Superseded” means that a new record series or RDA number has been used to cover records that were previously identified differently. The last column in the following GRS table titled “Previous RDA Number (if applicable)” provides a cross walk between new and any superseded RDA numbers. When revising a GRS, an attempt is made to retain the previous RDA number, providing the underlying records remain the same.

## **VI. Closed Record Series**

When revising a GRS it is common for some previously included record series to be closed. The “Closed Series” section lists series containing records that are no longer created, nor are they expected to be in the future. See the “Closed Series” section included in this document.

## **VII. Revision History**

See the “Revision History” section for a listing of changes to this GRS

## **VIII. Additional Schedules**

School Districts should adopt [General Records Schedules](#) to augment the Public School Records GRS. These additional schedules have been approved by the PRB for state agency and local unit of government use. Information on adopting schedules can be found on the PRB [Counties and Municipalities Resource Webpage](#).

### To adopt the Schedule:

- Submit the original and two copies of the Notification of General Schedules Adoption (PRB-002) form to:  
State Archivist  
Wisconsin Historical Society  
816 State St.  
Madison, WI 53706
- Complete one (PRB-002) form for each unique GRS.
- A signed copy will be returned once the form is approved by The Wisconsin Public Records Board (PRB).



RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>School Board and Administrative Records</b>								
<b>PUBSC100</b>	School Board and School Board Committee Meeting Materials - Open Session	Official written minutes and agenda packets for meetings held in open session per Wisconsin Open Meetings Law, Wis. Stat. §§ 19.81 to 19.98.	Yes	No	Permanent	Retention Justification:  These records contain historical information used to make current and future decisions.	This does not include Ad Hoc or Board Appointed citizen committees.  This does not include audio or video recordings of board meetings.	1.1.1, 1.1.2
<b>PUBSC120</b>	School Board and School Board Committee Meeting Materials - Closed Session	Official written minutes and agenda packets for meetings held in closed session per exceptions to the Wisconsin Open Meetings Law, Wis. Stat. §§ 19.35(1)(a) and 19.85(1).	Yes	Yes Wis. Stat. §§ 19.35(1)(a) and 19.85(1)	Permanent	Retention Justification:  These records contain historical information used to make current and future decisions.	School board minutes related to specific students, including expulsion hearing minutes, are to be governed under SCH400.  This does not include audio or video recordings of board meetings.	

RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>PUBSC140</b>	Public Correspondence – Policy Related	Policy-related correspondence received by the school board or provided to the public regarding issues or concerns of general applicability to a school or school district.	May include PII	Yes Wis. Stat. § 118.125; FERPA	Event+10 years and destroy confidential	Event is end of school year.	This does not include any formal legal opinion. This does not include complaints made to the school board that involve specific students or situations not generally applicable to school district policy.	
<b>School District Historical Records</b>								
<b>PUBSC160</b>	Referendum Results	Official results of a referendum presented to voters in an election.	No	No	Permanent	Retention Justification:  These records contain historical information used to make current and future decisions.		1.1.12

RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>PUBSC180</b>	School District Boundary Acknowledgements	Acknowledgements of organization orders and descriptions of boundaries and boundary changes provided by the Dept. of Public Instruction.	No	No	Permanent	Retention Justification:  These records contain historical information used to make current and future decisions.		1.2.1
<b>PUBSC200</b>	Historical Materials and Artifacts	Records documenting significant events or milestones of individual schools and school districts.  Records may include but are not limited to award lists, commencement programs, honor roll lists, student newspapers, and yearbooks/annuals.	May include PII	May include confidential information per  Wis. Stat. § 118.125; FERPA	Permanent	Retention Justification:  These records contain information with historic value.	These events are not documented in other records such as board minutes or student transcripts.	6.1.1, 6.1.2
<b>Transportation Records</b>								
<b>PUBSC220</b>	Parent or Other School District Transportation Contracts	Individually negotiated contracts for transporting students outside of standard district provided transportation.	Yes	Yes  Wis. Stat. § 118.125; FERPA	Event+1 year and destroy confidential	Event is date of the end of the school year.		1.3.1

RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>PUBSC240</b>	Transportation Aid Records	Records related to board approved bus routes that determine transportation aid school districts receive from the Dept. of Public Instruction.  Records may include but are not limited to main bus route listing including all stops made and the students being picked up at each stop.	Yes	Yes  Wis. Stat. § 118.125; FERPA	Event+4 years and destroy confidential	Event is date of the end of the school year.		1.3.6
<b>Reporting Records</b>								
<b>PUBSC260</b>	Reporting to the Department of Public Instruction	Records related to fulfilling school district reporting requirements set forth by the Department of Public Instruction per Wis. Stat. § Ch. 118 where not covered by a more specific records series.  Records may include but are not limited to reports, supporting documentation, confirmation of submission, correspondence, inquiries, revisions, and corrections.	May include PII	May include confidential information per  Wis. Stat. § 118.125; FERPA	Event+5 years and destroy confidential	Event is date report is certified by DPI.		1.3.8, 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.5.5, 1.5.9, 1.5.15, 1.5.16, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.2.8, 2.2.10, 2.2.11, 2.2.22, 2.2.24, 2.2.39, 2.2.41, 4.1.2, 4.1.8, 4.1.9, 4.1.10, 4.1.11, 4.1.12, 4.1.13, 5.1.3, 5.2.12, 5.2.13, 5.2.14, 5.2.15, 5.2.16, 5.2.18, 5.2.20

RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>PUBSC280</b>	Reporting to Enforcement Agencies	Reports on child abuse or neglect, communicable disease, dog bites, drug offenses, missing children, or sexually transmitted disease submitted to the Wisconsin Department of Health or local law enforcement and animal control agencies.	Yes	Yes  Wis. Stat. § 118.125; FERPA	Event+5 years and destroy confidential	Event is date report is submitted.		4.3.4
<b>Management of Student Records</b>								
<b>PUBSC300</b>	Record of disclosure of pupil record	Listing of each time a record was disclosed with reason, date, and to whom. FERPA Records of Access to Information Record of each request to access to and each disclosure of personally identifiable information from the educational records of a student.  Records may include but are not limited to documentation of requests from and disclosure to the parent or eligible student, to an official of the district for what the district has determined are legitimate educational interests, to a party with written consent from the parent or eligible student, or to a party seeking directory data. Documentation of requests from and disclosures to any party not referenced above.	Yes	Yes  34 C.F.R. 99.32, 34 C.F.R. 300.614	Event+0 years and destroy confidential	Event is date underlying disclosed public record is no longer retained.		4.3.8
<b>PUBSC320</b>	Protest of Record Statements	Statements by parents or eligible students commenting on contested information in a student record or stating why they disagree with a district's decision not to amend a record, or both.	Yes	Yes  34 C.F.R. 99.21	Event+0 years and destroy confidential	Event is date underlying contested public record is no longer retained.		4.4.0

RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>Student Records</b>								
<b>PUBSC340</b>	Full-time Open Enrollment Program Records	Open enrollment applications, nonresident and resident district notice of approval or denial, and notice of assignment and intent to attend.  Retention is outlined in PI 36.08 (4)	Yes	Yes  Wis. Stat. § 118.125	Event+3 years and destroy confidential	Event is date student application is rejected, the student declines enrollment, or the student is no longer enrolled in the nonresident district, whichever is later.		4.1.4, 5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.8
<b>PUBSC380</b>	Custody Documents	Records documenting legal custody of a student.	Yes	Yes  Wis. Stat. § 118.125(1)(a)	Event+1 year and destroy confidential	Event is date student graduates or withdraws from district or date superseded by a subsequent order.		4.4.1

RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
PUBSC400	Behavioral Records	<p>Per Wis. Stat. § 118.125(1)(a) behavioral records include all pupil records that are not identified by a more specific RDA, including but not limited to, psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual pupil's behavior, tests relating specifically to achievement or measurement of ability, law enforcement records, and the pupil's physical health records.</p> <p>Records may include but are not limited to:</p> <ul style="list-style-type: none"> <li>-Enrollment and registration forms</li> <li>-Records of transfers of pupil records</li> <li>-Physical Health Records <ul style="list-style-type: none"> <li>• Basic health information</li> <li>• Emergency medical card</li> <li>• Log of first aid and medicine administered</li> <li>• Accident reports</li> <li>• Athletic permit card</li> <li>• Routine screening test results such as hearing, vision, or scoliosis</li> <li>• Records concerning ability to participate in an education program</li> <li>• Immunization exclusion verification</li> </ul> </li> <li>-Disciplinary records <ul style="list-style-type: none"> <li>• Disciplinary file, expulsion and suspension reports</li> <li>• Assault against staff reports</li> </ul> </li> </ul> <p>-504 records</p>	Yes	Yes.  Wis. Stat. § 118.125; FERPA	Event+1 year and destroy confidential	Event is date of creation.	<p>Does not include immunization records or any lead screening records required under s. 254.162.</p> <p>Per Wis. Stat. § 118.125(3), no behavioral record may be maintained for more than one year after the pupil ceases to be enrolled in the school, unless the pupil specifies in writing that his or her behavioral records may be maintained for a longer period.</p>	1.3.3, 1.3.7, 4.1.1, 4.1.3, 4.1.6, 4.2.2, 4.3.2, 4.3.3, 4.4.3, 4.4.4, 4.4.6, 4.4.7, 5.1.4

RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>PUBSC410</b>	Student Expulsion Order	An order expelling a pupil issued under Wis. Stat. §§ 119.25 or 120.13(1).	Yes	Yes Wis. Stat. § 118.125; FERPA	Event+0 and destroy confidential	Event is date the order is no longer in effect.		4.4.5
<b>PUBSC420</b>	Progress Records	Per Wis. Stat. § 118.125(1)(c) progress records may include but are not limited to pupil's grades, a statement of the courses the pupil has taken, the pupil's attendance record, the pupil's immunization records, any lead screening records, records of the pupil's school extracurricular activities, teacher grade book, and athletic records.	Yes	Yes Wis. Stat. § 118.125(2)	Event+5 years and destroy confidential	Event is date student graduates or withdraws from district.		4.1.5, 4.1.14, 4.1.15, 4.2.1, 4.2.1.1, 4.2.1.2, 4.2.1.3, 4.2.1.4, 4.2.1.5, 4.2.1.6
<b>PUBSC440</b>	Individuals with Disabilities Education Act (IDEA) Records	Records pertaining to compliance with the Individuals with Disabilities Education Act.  Records may include but are not limited to individualized education programs (IEPs), progress reports, test reports, assessments and evaluations, functional behavioral assessments (FBAs), behavioral intervention plans (BIPs), manifestation determinations.	Yes	Yes Wis. Stat. § 118.125; FERPA; IDEA	Event+1 year and destroy confidential	Event is date student graduates or withdraws from district.	See note below.	4.5.0, 4.5.1, 4.5.2

**NOTE for SCH440:**

Under federal law, recipients of federal funds must maintain certain records for financial or program audit purposes. These records include a child's IEP Team evaluation reports, IEPs and placement notices. The records must be kept for the current fiscal year plus four more years.

Under the IDEA, a school district must inform the parents of a child with a disability when personally identifiable information is no longer needed to provide educational services to the child. The notice would normally be given at the time the child graduates or otherwise ceases to be enrolled in the school district. The purpose of the notice is to alert parents that certain pupil records may be needed for proof of eligibility for benefits or other purposes. The personally identifiable information that is no longer needed must be redacted or otherwise removed at the request of the parent. Otherwise, as noted above, under state law the information may be maintained for only one year after the child graduates or otherwise ceases to be enrolled, unless the parent or adult pupil specifies in writing that the records may be maintained for a longer period of time. [34 CFR. 300.373 or 300.573]

Therefore, the department recommends that when a child graduates or otherwise ceases to be enrolled, the district obtains the permission of the parent or adult pupil to maintain IEP team evaluation reports, IEPs, and placement notices for the current fiscal year plus four more years for audit purposes. If the parent requests destruction of the records or will not grant permission to maintain the records for five years, then the Office of Special Education Program (OSEP), U.S. Department of Education, recommends removing the personal identifiers from the records. Once personal identifiers are removed, the records are not pupil records and may be maintained until they are no longer needed to satisfy the federal record maintenance requirement.



RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>PUBSC460</b>	Patient Health Care Records	<p>Per Wis. Stat. § 146.81(4) patient health care records mean all records related to the health of a patient prepared by or under the supervision of a health care provider; and all records made by an ambulance service provider or an emergency medical services practitioner administering emergency care procedures to and handling and transporting sick, disabled, or injured individuals.</p> <p>Records may include but are not limited to:</p> <ul style="list-style-type: none"> <li>-Treatment records from health care providers including mental health providers</li> <li>-Parent's requests and physician's authorization for specialized health care</li> <li>-Billing statements and invoices for treatment or services provided by a health care provider</li> </ul>	Yes	Yes  Wis. Stat. §§ 146.81(4), 118.125(2m)(a), FERPA	Event+1 year and destroy confidential	Event is date of creation.	These records do not include physical health records maintained by a school under Behavioral Records.	4.3.1, 4.3.5, 4.3.6
<b>PUBSC480</b>	High School Transcripts and Degrees/Awards	Official high school transcripts and listings of any other degrees/awards received while in high school.	Yes	Yes  Wis. Stat. § 118.125; FERPA	Permanent	Retention Justification:  These records contain historical information used to make current and future decisions.		4.2.1.9

RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>PUBSC500</b>	4K-8 Report Cards	Report cards received while in elementary and middle school.	Yes	Yes Wis. Stat. § 118.125; FERPA	Event+5 years and destroy confidential	Event is date student graduates or withdraws from district.		4.2.1.8
<b>School Library Records</b>								
<b>PUBSC520</b>	School Library Media Plans	Library program plan created to meet requirements of Wisconsin Administrative Code PI § 8.01(2)(h).	No	No	Event+1 year and destroy	Event is date plan is superseded.		
<b>PUBSC540</b>	Circulation Records	Records documenting the loan of library materials by students and school staff.	May include PII	May include confidential information per Wis. Stat. § 118.125; FERPA	Event+0 and destroy confidential	Event is date item is returned or the item is noted as lost.		
<b>PUBSC560</b>	Library Use Reports	Records documenting the use of library materials, equipment, services, and space by students and school staff.	No	No	Event+1 year and destroy	Event is date report is superseded.		
<b>PUBSC580</b>	Overdue Notices	Notices sent to students and school staff to remind them to return borrowed items.	May include PII	May include confidential information per Wis. Stat. § 118.125; FERPA	Event+0 and destroy confidential	Event is date item is returned or the item is noted as lost		

RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>Food Service Records</b>								
<b>PUBSC600</b>	Food Service Program Records	<p>Records related to food and nutrition programs including the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, Wisconsin School Day Milk Program, and Elderly Nutrition Program.</p> <p>Records may include but are not limited to contracts and agreements, food and nutrition program contracts, policy statements, and applications with DPI, applications for free and reduced price meals, direct certification reports, and verification summary and documentation, daily participation/meal count records by district and by building, food service financial records, monthly claim worksheets for each food nutrition program, sales records for food and nutrition programs, and sales records for non-program foods, monthly food inventory records, menus/food production records, professional standards training and civil rights training compliance records, and complaints regarding USDA programs.</p>	No	No	FIS+3 years and destroy	Event end of fiscal year.		2.2.34.1, 2.2.34.4, 2.2.34.5, 2.2.34.6, 2.2.34.7, 2.2.34.8, 2.2.34.9, 2.2.34.10, 2.2.45, 2.2.46, 2.2.47
<b>PUBSC620</b>	Free and Reduced-Price Eligibility Records	Records related to a student's eligibility to receive free or reduced lunch.	Yes	Yes Wis. Stat. § 118.125; FERPA	Event+3 years and destroy confidential	Event is the end of the federal fiscal year.		2.2.34.2

RDA Number	Record Series Title	Series Description	PII (See III. above)	Confidential (See IV. above)	Minimum Retention and Disposition	Event Description	Examples/ Notes	Previous RDA Number (if applicable)
<b>PUBSC640</b>	School Nutrition Procurement Contract and Agreement Records	Food service procurement records may include but are not limited to bids (successful and unsuccessful), the food service management company contracts, and the joint and vendor agreements for food, equipment, and supplies.	No	No	Event+6 years and destroy	Event is date contract expires or the final payment is recorded, whichever occurs first.		2.2.34.3
<b>School Finance Records</b>								
<b>PUBSC660</b>	School District Debt Documentation	Records documenting debt owed by a school district in the form of long-term bonds, long-term and short-term notes, and land contracts.  Records may include but are not limited to indebtedness statements and notifications, approved state trust fund applications, certificates of bond sales, schedules of bond retirements, and cancelled bond of indebtedness and interest.	No	No	Event+7 years and destroy	Event is date debt is paid off or cleared.		2.2.27, 2.2.27.1, 2.2.27.2, 2.2.27.3, 2.2.27.4, 2.2.27.5, 2.2.27.6, 2.2.27.7, 2.2.28
<b>PUBSC680</b>	State Tuition Claim Documentation	Records relating to filing a state tuition claim from the state to Wisconsin school districts for enrolling students who reside in eligible facilities defined by Wis. Stat. § 121.79.  Records may include but are not limited to reports, supporting documentation, confirmation of submission, correspondence, inquiries, revisions, and corrections.	Yes	Yes Wis. Stat. § 118.125; FERPA	Event+1 year and destroy	Event is date of final audit of claims.		2.2.37, 2.2.38
<b>PUBSC700</b>	Tuition Waiver Records	Records documenting a request for tuition waiver due to move.	Yes	Yes Wis. Stat. § 118.125	Event+3 years and destroy confidential	Event is date waiver is approved.		5.2.5, 5.2.6, 5.2.7

### Closed Series

A closed series contains records that are no longer created, nor are they expected to be in the future.

RDA Number	Record Series Title	Minimum Retention and Disposition	Rationale
1.5.3	ESEA NCLB Assurances (PI-9550-Assurances)	7 years	Obsolete
1.5.4	Title I Paraprofessional Compliance School Report Summary (PI-9550-II-BB)	7 years	Obsolete
1.5.7	VEERS Composite Enrollment Report (PI-1330-R)	5 years	Obsolete
1.5.8	Vocational Student Concentrator Completer Graduate Follow-up Survey (PI-1335-VEERS)	5 years	Obsolete
1.5.12	Grant Application: Alcohol and Other Drug Abuse Grant (PI-1816)	5 years	Obsolete
1.5.13	State AODA Grants Renewal Form (PI-1813)	5 years	Obsolete
1.5.14	State AODA Grants End of Year Report	5 years	Obsolete
2.2.9	Regular Tuition Reports (PI-1514)	Permanent	Obsolete
2.2.20	District Equalization Valuation Report	7 years	Records maintained by the Wisconsin Dept. of Revenue.
2.2.21	State Aid Computation Cards (PI-1519)	7 years	Obsolete
2.2.23	State Aid Payment Vouchers (PI-1518)	7 years	Obsolete
2.2.25	Common School Fund Voucher	7 years	Obsolete
2.2.26	State Superintendent Acknowledgment of District Boundary Changes	7 years	Obsolete
2.2.40	Notification to Exceed Revenue Limits (PI-1572-B)	Permanent	Obsolete
2.2.44	District Development Levels Aligned to Grades in PI 34.27.29 (PI-1675)	Permanent	Obsolete
4.1.7	Application for Driver Education Certificates (PI-1715)	1 year	Obsolete
4.3.7	Family Educational Rights and Privacy Act (FERPA) Access Policies	Until superseded	Not a school district record.

**Closed Series**

A closed series contains records that are no longer created, nor are they expected to be in the future.

<b>RDA Number</b>	<b>Record Series Title</b>	<b>Minimum Retention and Disposition</b>	<b>Rationale</b>
5.2.11	State AODA Grants: AODA Program Interim Report (PI-7101/PI-7102)	4 years after end of project	Obsolete

## Revision History

A listing of changes to this GRS.

Revision Date	RDA Number	Record Series Title	Revision Made
02/2023	1.1.3	Citizens Advisory Committee Meeting Minutes	Supersede with Administrative Records GRS.
02/2023	1.1.4	Management Team Meeting Minutes	Supersede with Administrative Records GRS.
02/2023	1.1.5	Reports to the School Board	Supersede with Administrative Records GRS.
02/2023	1.1.6	School Board Policies and Procedures	Supersede with Administrative Records GRS.
02/2023	1.1.7	School Board Correspondence	Supersede with Administrative Records GRS.
02/2023	1.1.8	Management Guidelines	Supersede with Administrative Records GRS.
02/2023	1.1.9	Legal Opinions	Supersede with Municipal Records GRS.
02/2023	1.1.10	Notice of Meetings	Supersede with Administrative Records GRS.
02/2023	1.1.11	Petitions	Supersede with Municipal Records GRS.
02/2023	1.1.13	Complaints to the School Board	Supersede with Administrative Records GRS.
02/2023	1.1.14	Newsletters/Bulletins	Supersede with Administrative Records GRS.
02/2023	1.1.15	Special Project Studies/Reports/Strategic Plans/Task Force Reports	Supersede with Administrative Records GRS.
02/2023	1.1.16	Management Correspondence/Memos	Supersede with Administrative Records GRS.
02/2023	1.1.17	Election Notices	Supersede with Municipal Records GRS.
02/2023	1.1.18	Election Petitions	Supersede with Municipal Records GRS.
02/2023	1.1.19	Election Poll Lists	Supersede with Municipal Records GRS.
02/2023	1.1.20	Election Tally	Supersede with Municipal Records GRS.
02/2023	1.1.21	Election Tally Books and Returns	Supersede with Municipal Records GRS.
02/2023	1.1.22	Election Canvassing	Supersede with Municipal Records GRS.

## Revision History

A listing of changes to this GRS.

<b>Revision Date</b>	<b>RDA Number</b>	<b>Record Series Title</b>	<b>Revision Made</b>
02/2023	1.1.23	Election Registrations	Supersede with Municipal Records GRS.
02/2023	1.2.2	Architecture Building Blueprints	Supersede with Facilities Records GRS.
02/2023	1.2.3	Building and Site Data Books	Supersede with Facilities Records GRS.
02/2023	1.2.4	Tools and Equipment Inventory	Supersede with Fiscal and Accounting Records GRS.
02/2023	1.2.5	Specification	Supersede with Facilities Records GRS.
02/2023	1.2.6	Building Permits	Supersede with Facilities Records GRS.
02/2023	1.2.7	Electrical Information	Supersede with Facilities Records GRS.
02/2023	1.2.8	Maintenance Requests	Supersede with Facilities Records GRS.
02/2023	1.2.9	Abstract/Deeds/Title Papers/Mortgages	Supersede with Facilities Records GRS.
02/2023	1.2.10	Chemical Wastes Manifest (including asbestos and radon checks)	Supersede with Risk Management Records GRS.
02/2023	1.3.2	Bus Transportation Contract	Supersede with Purchasing and Procurement Records GRS.
02/2023	1.3.4	Financial Statement for Out-of-District Field Trips	Supersede with Fiscal and Accounting Records GRS.
02/2023	1.3.5	Bus Rules/Policy	Supersede with Administrative Records GRS.
02/2023	1.5.1	ESEA Consolidated Application (PI-9550)	Supersede with Administrative Records GRS.
02/2023	1.5.2	ESEA Affirmation of Consultation with Private School Officials (PI-9550-AC)	Supersede with Administrative Records GRS.
02/2023	1.5.6	Carl Perkins Basic Grant Application (PI-1303)	Supersede with Administrative Records GRS.
02/2023	1.5.10	Title I Part C – Education of Migratory Children Local Project Application – Summer (PI-1730)	Supersede with Administrative Records GRS.
02/2023	1.5.11	Title I Comparability Report (PI-1753)	Supersede with Administrative Records GRS.



## Revision History

A listing of changes to this GRS.

<b>Revision Date</b>	<b>RDA Number</b>	<b>Record Series Title</b>	<b>Revision Made</b>
02/2023	2.1.1	Purchase Requisition	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.1.2	Purchase Orders	Supersede with Purchasing and Procurement Records GRS.
02/2023	2.1.3	Bids & Contracts	Supersede with Purchasing and Procurement Records GRS.
02/2023	2.1.4	Performance Guarantee/Warrant of Vendor	Supersede with Purchasing and Procurement Records GRS.
02/2023	2.1.5	Vacation/Personal Leave Records	Supersede with Payroll Records GRS.
02/2023	2.1.6	W-2 Forms	Supersede with Payroll Records GRS.
02/2023	2.1.7	W-4 Forms	Supersede with Payroll Records GRS.
02/2023	2.1.8	Social Security Report	Supersede with Payroll Records GRS.
02/2023	2.1.9	Retirement Reports	Supersede with Payroll Records GRS.
02/2023	2.1.10	Enrollment Cards	Supersede with Payroll Records GRS.
02/2023	2.1.11	Disability Insurance	Supersede with Payroll Records GRS.
02/2023	2.1.12	Life Insurance	Supersede with Payroll Records GRS.
02/2023	2.1.13	Health/Dental Insurance	Supersede with Payroll Records GRS.
02/2023	2.1.14	Tax Sheltered Annuity	Supersede with Payroll Records GRS.
02/2023	2.1.15	United Way Contributions	Supersede with Payroll Records GRS.
02/2023	2.1.16	Union Dues	Supersede with Payroll Records GRS.
02/2023	2.1.17	Payroll Distribution Report	Supersede with Payroll Records GRS.
02/2023	2.1.18	Payroll Deduction Report	Supersede with Payroll Records GRS.

## Revision History

A listing of changes to this GRS.

Revision Date	RDA Number	Record Series Title	Revision Made
02/2023	2.1.19	Additional Pay Authorization Forms	Supersede with Payroll Records GRS.
02/2023	2.1.20	Insurance Reports and Bills	Supersede with Payroll Records GRS.
02/2023	2.1.21	Absence Report/Time Sheets	Supersede with Payroll Records GRS.
02/2023	2.1.22	State and Federal Tax Reports	Supersede with Payroll Records GRS.
02/2023	2.1.23	Stop Payments	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.1.24	Cancelled Payroll Checks	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.2.12	Annual Audit Reports	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.2.13	Disbursement and Receipt Journal	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.2.14	General Ledger – All Funds	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.2.15	Fund Ledger Cards	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.2.16	Canceled General Voucher Checks	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.2.17	Monthly Bank Statements	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.2.18	Monthly Reconciliation Ledger	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.2.19	Bank Deposit Receipts	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.2.29	Invoices	Supersede with Fiscal and Accounting Records GRS.
02/2023	2.2.30	Short-Term Contracts for Contest Officials (e.g., spelling bee, Academic Decathlon, etc.)	Supersede with Human Resources Records GRS.
02/2023	2.2.31	Short-Term Contracts for Athletic Officials (seasonal referee, etc.)	Supersede with Human Resources Records GRS.
02/2023	2.2.32	Insurance Policies	Supersede with Human Resources Records GRS.
02/2023	2.2.33	Damage and Loss Reports	Supersede with Risk Management Records GRS.

## Revision History

A listing of changes to this GRS.

Revision Date	RDA Number	Record Series Title	Revision Made
02/2023	2.2.35	Grant Applications – Successful ++	Supersede with Administrative Records GRS.
02/2023	2.2.36	Grant Applications – Unsuccessful	Supersede with Administrative Records GRS.
02/2023	2.2.42	Mentoring Grant for Initial Educators (PI-1640)	Supersede with Administrative Records GRS.
02/2023	2.2.43	Peer Review and Mentoring Grants (PI-1653)	Supersede with Administrative Records GRS.
02/2023	3.1.1	Teaching Certificates (Including permits and certifications)	Supersede with Human Resources Records GRS.
02/2023	3.1.2	Transcript of College Credit	Supersede with Human Resources Records GRS.
02/2023	3.1.3	Certified Staff Certificates of Previous Experience	Supersede with Human Resources Records GRS.
02/2023	3.1.4	Evaluation Records	Supersede with Human Resources Records GRS.
02/2023	3.1.5	Individual Teaching Contracts	Supersede with Human Resources Records GRS.
02/2023	3.1.6	Other Individual Employment Contracts	Supersede with Human Resources Records GRS.
02/2023	3.1.7	Applications (Hired)	Supersede with Human Resources Records GRS.
02/2023	3.1.8	Applications (Not Hired)	Supersede with Human Resources Records GRS.
02/2023	3.1.9	Immigration and Nationalization Services INS-9 Forms	Supersede with Human Resources Records GRS.
02/2023	3.1.10	Staff Accident Reports	Supersede with Human Resources Records GRS.
02/2023	3.1.10.1	Injury Claims	Supersede with Human Resources Records GRS.
02/2023	3.1.10.2	Workers Compensation	Supersede with Human Resources Records GRS.
02/2023	3.1.10.3	Public Liability	Supersede with Human Resources Records GRS.
02/2023	3.1.10.4	Settlements	Supersede with Human Resources Records GRS.
02/2023	3.1.11	Medical Records	Supersede with Human Resources Records GRS.

### Revision History

A listing of changes to this GRS.

Revision Date	RDA Number	Record Series Title	Revision Made
02/2023	3.1.11.1	Physical Examinations	Supersede with Human Resources Records GRS.
02/2023	3.1.11.2	TB Tests	Supersede with Human Resources Records GRS.
02/2023	3.1.12	Health & Dental Insurance Waivers	Supersede with Human Resources Records GRS.
02/2023	3.1.13	Affirmative Action Files	Supersede with Human Resources Records GRS.
02/2023	3.1.14	Arbitration Decisions – Negotiator	Supersede with Human Resources Records GRS.
02/2023	3/1/2023	Athletic Activity Contracts	Supersede with Human Resources Records GRS.
02/2023	3.1.16	Classification Studies – Description of job duties of individual school district positions.	Supersede with Human Resources Records GRS.
02/2023	3.1.17	Disability Insurance Claims – Claims filed by employees for disability insurance program.	Supersede with Human Resources Records GRS.
02/2023	3.1.18	Eligibility Register – List of job applicants who have qualified for positions within district.	Supersede with Human Resources Records GRS.
02/2023	3.1.19	Employee Deficiency/Termination Reports	Supersede with Human Resources Records GRS.
02/2023	3.1.20	Equal Employment Opportunity Reports/Summary Data Reports sent to Federal Government	Supersede with Human Resources Records GRS.
02/2023	3.1.21	Fair Labor Standards Act – Salary schedules, employee classification, compensation periods, work schedules/periods	Supersede with Human Resources Records GRS.
02/2023	3.1.22	Grievance Files – Employee grievances and/or complaints filed under a labor agreement or personnel rules. This also relates to arbitration files and related court cases.	Supersede with Human Resources Records GRS.
02/2023	3.1.23	Insurance Certificates and Policies	Supersede with Human Resources Records GRS.
02/2023	3.1.24	Insurance Premium Reports	Supersede with Human Resources Records GRS.
02/2023	3.1.25	Insurance Working Files	Supersede with Human Resources Records GRS.

## Revision History

A listing of changes to this GRS.

Revision Date	RDA Number	Record Series Title	Revision Made
02/2023	3.1.26	Labor Union – Contracts	Supersede with Human Resources Records GRS.
02/2023	3.1.27	Labor Union – Disputes	Supersede with Human Resources Records GRS.
02/2023	3.1.28	Labor Union – Negotiations Minutes	Supersede with Human Resources Records GRS.
02/2023	3.1.29	Non-Union Salary Determination – Annual salary schedules for all non – union employees.	Supersede with Human Resources Records GRS.
02/2023	3.1.30	OSHA – Employee Accident Reports	Supersede with Human Resources Records GRS.
02/2023	3.1.31	OSHA – Employee Exposure Records	Supersede with Human Resources Records GRS.
02/2023	3.1.32	OSHA – Employee Medical Records	Supersede with Human Resources Records GRS.
02/2023	3.1.33	Performance of Work Contracts	Supersede with Human Resources Records GRS.
02/2023	3.1.34	Personnel Files	Supersede with Human Resources Records GRS.
02/2023	3.1.35	Personnel files – Summer School	Supersede with Human Resources Records GRS.
02/2023	3.1.36	Personnel and Promotion List	Supersede with Human Resources Records GRS.
02/2023	3.1.37	Position Recruitment File	Supersede with Human Resources Records GRS.
02/2023	3.1.38	Requisition for Personnel	Supersede with Human Resources Records GRS.
02/2023	3.1.39	Substitute Teacher Reports	Supersede with Human Resources Records GRS.
02/2023	3.1.40	Unemployment Claims/Compensation	Supersede with Human Resources Records GRS.
02/2023	3.1.41	Summons/Pleadings, Other Legal Documents	Supersede with Human Resources Records GRS.
02/2023	3.1.42	Notices of Claims	Supersede with Human Resources Records GRS.
02/2023	4.1.16	Lesson Plans	Supersede with Administrative Records GRS.
02/2023	5.1.1	Special Education Plan/Claim (PI-2199 or equivalent)	Supersede with Administrative Records GRS.

## Revision History

A listing of changes to this GRS.

Revision Date	RDA Number	Record Series Title	Revision Made
02/2023	5.1.2	IDEA Application/Plan (PI-2111)	Supersede with Administrative Records GRS.
02/2023	5.1.2.1	Flow-Through Funds	Supersede with Administrative Records GRS.
02/2023	5.1.2.2	Discretionary Funds	Supersede with Administrative Records GRS.
02/2023	5.1.2.3	Local Educational Agency Transfer Funds	Supersede with Administrative Records GRS.
02/2023	5.1.2.4	Preschool Entitlement Funds	Supersede with Administrative Records GRS.
02/2023	5.1.2.5	Preschool Discretionary Funds	Supersede with Administrative Records GRS.
02/2023	5.1.5	National Instructional Materials Access Center and Accessibility Standard Statement of Assurance (PI-2194)	Supersede with Administrative Records GRS.
02/2023	5.2.19	Application to Offer GED Option #2 (PI-8201)	Supersede with Administrative Records GRS.
02/2023	5.2.21	Local Use Form; Homeless Student Identification (PI-Q03-8)	Supersede with Administrative Records GRS.
02/2023	5.2.9	Alternative Education Program Grant Application (PI-9710)	Supersede with Administrative Records GRS.
02/2023	5.2.10	Disproportionality Application (PI-8801)	Supersede with Administrative Records GRS.
02/2023	5.2.17	High Cost Special Education Initiative Claim Form (Pi-1570)	Supersede with Administrative Records GRS.

Special Education Policies and Procedures  
Changes/Additions for 2023-24

**Emotional Behavioral Disability - Section should be changed to info below (page 24):**

Emotional behavioral disability, pursuant to Wis. Stat. 115.76(5)(a)5, means a condition in which a child demonstrates frequent and intense observable behaviors, either over a long period of time or of sudden onset due to an emerging mental health condition which includes a diagnosis by a licensed mental health professional, which adversely affects the child's educational performance. Wis.Admin. Code PI11.36(7). The behaviors shall occur in an academic setting in school, in a non-academic setting in school, and in the child's home or community.

The IEP team may identify a child as having an emotional behavioral disability if the child exhibits at least one of the following:

1. Behaviors that interfere with the development and maintenance of age and grade-appropriate interpersonal relationships.
2. Observable affective or behavioral responses during routine daily activities inconsistent with the norms of the child or the child's community.
3. Pervasive unhappiness, depression or anxiety.
4. Physical symptoms or fears associated with personal or school problems.
5. Insufficient progress toward meeting age or grade level academic standards that cannot be explained by intellectual, sensory, or health factors.
6. Isolation from peers and avoidance of social interactions impacting the child's access and engagement in instructional activities.
7. Patterns of behaviors across settings and individuals presenting risks to the physical safety of the child or others.

The IEP team shall conduct a comprehensive evaluation and shall consider current data from all of the following:

1. The results of evidence-based positive behavioral interventions implemented within general education settings.
2. Systematic observations of the child in both academic and non-academic settings documenting consistency, frequency, rate or duration of observable target behaviors as well as other ecological factors that may be impacting the child's behavior.
3. Interviews of the child and parent or family that includes gathering information regarding the child and family's norms and values, as well as other ecological factors that may impact the child's behavior.

4. Interviews of the child's teachers that includes gathering information regarding the child's strengths and ecological factors that may impact the child's behavior.
5. Interview of an LEA staff member, identified by the child when possible, as having the most positive or more positive relationship with the child, that includes gathering information regarding the child's strengths and ecological factors that may impact the child's behavior unless the LEA staff member has already been interviewed.
6. Review of educational information maintained by the LEA, including health, academic and disciplinary records.
7. Results of standardized behavior rating scales, which are normed using nationally representative samples, from a minimum of 2 sources from school and one source from the home or community. If only one source from the school is familiar enough with the student to obtain valid rating scale results, as defined by publisher recommendations for the individual rating scale, then that shall be documented in the evaluation report. Nationally normed behavior rating scales shall include when available, normative data that reflects the child's background. If the child's background is not included in the normative data of a standardized rating scale used, the evaluation report shall include an explanation.

The IEP team shall consider the effects of any known history of trauma or mental health disorder on the child's functioning. The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability based solely on a known history of trauma or mental health disorder. The IEP team shall discuss and determine, based on information and data collected whether behaviors are a result of a difference between the norms of the child's family and community or an emotional behavioral disability. The IEP team may not identify a child as a child with an emotional behavioral disability when there is evidence that the difference is the primary causal factor of the behaviors. The IEP team for a child being evaluated for emotional behavior disabilities may include the LEA staff member, if identified by the child when possible, as having a positive or the most positive relationship with the child.

**Add the following to the end of the following sections - Orthopedic Impairment (page 25), Traumatic Brain Injury (page 31)**

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code PI 11.35, including specially designed instruction, is a child with a disability under this section.

**Add the following to the end of the Significant Developmental Delay section (page 26)**



Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code PI 11.35, including specially designed instruction, is a child with a disability under this section. In conducting the reevaluation, the IEP team must consider all other suspected impairments before continuing to identify the child's primary impairment as significant developmental delay.

**Add the following to Specific Learning Disability under 2. Insufficient Progress (pg. 46)**

b. *Significant discrepancy or insufficient progress in achievement as compared to measured ability.* This method may be used only to evaluate a child attending a private school or participating in a home-based private educational program. This method shall not be used to evaluate a child attending a public school, including a public charter school.

A parent of a child attending a private school or participating in a home-based private educational program may request the IEP team to evaluate the child using significant discrepancy. Upon such request, the IEP team shall consider whether use of this method to evaluate the child is feasible. If the IEP team determines that it is not feasible to use this method, the reason for that determination shall be provided to the parent in writing.

Upon initial evaluation, the child exhibits a significant discrepancy between the child's academic achievement in any of the eight areas of potential specific learning disabilities and intellectual ability as documented by the child's composite score on a multiple-score instrument or the child's score on a single score instrument.

The IEP team may base a determination of significant discrepancy only upon the results of individually administered, norm-referenced, valid, and reliable diagnostic assessment of achievement. A significant discrepancy means a difference between standard scores for ability and achievement equal to or greater than 1.75 standard errors of the estimate below expected achievement, using a standard regression procedure that accounts for the correlation between ability and achievement measures.

This regression procedure shall be used except when the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores, or

the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age. If the IPE team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimated cut-off for this subdivision paragraph, the child's performance in any of the eight areas of potential specific learning disabilities is variable, and the IEP team determines that the child meets all other criteria, the IEP team may consider that a significant discrepancy exists.

**Add section after Protections for Children Not Yet Eligible for Special Education and Related Services (page 45)**

**Seclusion and Physical Restraint**

The School District of Manawa must meet the requirements of state law regarding the use of seclusion and physical restraint. Wis. Stat 118.305.

"Physical restraint" means a restriction that immobilizes or reduces the ability of a pupil to freely move his or her torso, arms, legs, or head.

"Seclusion" means the involuntary confinement of a pupil, apart from other pupils, in a room or area from which the pupil is physically prevented from leaving.

**IEP Team Meeting Requirement.** The second time seclusion or restraint is used on a child with a disability in the same school year, the IEP team must meet as soon as possible and no later than 10 days after the incident. The IEP team must review and revise the IEP to include appropriate positive behavioral interventions and other strategies to address behaviors of concern, which are based on a functional behavioral assessment.



# SCHOOL DISTRICT OF MANAWA

## Special Education Policies and Procedures 2022-23



---

Adopted from:

Model Local Educational Agency Special Education Policies and Procedures

~~Revised August 2021~~ July 2022

Jill K. Underly, PhD, State Superintendent Wisconsin Department of Public Instruction

Approved by the School District of Manawa Board of Education August 2022

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.

# SCHOOL DISTRICT OF MANAWA

## Student/Parent Handbook

### TABLE OF CONTENTS

*Preface*

**Definitions**..... 4

**Full Educational Opportunity Goal** ..... 13

**Free Appropriate Public Education** ..... 13

- General
- Hearing Aids and External Components of Surgically Implanted Devices  
Physical Education
- Assistive Technology Extended School Year Participation in Assessments
- Methods of Ensuring a Free Appropriate Public Education

**Public Information** ..... 15

**Child Find** ..... 15

- General Referral

**IEP Team**..... 16

- Participants
- IEP Team Attendance
- Parent Participation in IEP Team Meetings IEP Team Duties
- Timeline

**Evaluation** ..... 18

- General
- Initial Evaluations
- IEP Team Determination of Eligibility or Continuing Eligibility (Initial and Reevaluation) Reevaluation
- Evaluation Report Evaluation Safeguards
- Additional Requirements for Specific Learning Disabilities

**Determination of Eligibility**..... 22

**Disability Categories** ..... 22

- Autism
- Blind and Visually Impaired Deaf and Hard of Hearing Deafblind
- Emotional Behavioral Disability Intellectual Disability Orthopedic Impairment
- Other Health Impairment Significant Developmental Delay Specific Learning Disability Speech and Language Impairment
- Traumatic Brain Injury

**Developing, Reviewing and Revising an IEP**..... 31

- IEP in Effect

**IEP Development**..... 32

**IEP Review and Revision** ..... 32

**Amendments to the IEP** ..... 33

**IEP Content** ..... 33

**Placement**..... 34

- Least Restrictive Environment Notice of Placement
- Consent for Placement

**Parent Revocation of Consent**..... 35

*Bullets*

# TABLE OF CONTENTS

<b>Related Services: Physical and Occupational Therapy .....</b>	<b>35</b>
■ <u>Physical Therapists' Licensure and Service Requirements School Physical Therapist Assistants' Qualifications and Supervision of Physical Therapy</u>	
■ <u>Occupational Therapists' Licensure and Service Requirements Delegation and Supervision of Occupational Therapy Responsibility of a School Occupational Therapist</u>	
■ School Occupational Therapy Assistants' Qualifications and Supervision	
<b>Transition from Birth to 3 Programs .....</b>	<b>37</b>
<b>Transfer Pupils.....</b>	<b>37</b>
■ In-State Transfer Students	
■ Out-of-State Transfer Students <u>Transmittal of Records</u>	
■ Charter Schools	
■ <u>Due Process Procedures</u>	
■ <u>Opportunity to Examine Records and Parent Participation in Meetings Notice</u>	
■ <u>Procedural Safeguards Notice Independent Educational Evaluations Surrogate Parents</u>	
■ Mediation	
■ Due Process Hearings	
■ Transfer of Rights at Age of Majority	
<b>Discipline Procedures.....</b>	<b>42</b>
■ Authority of School Personnel	
■ <u>Placement in Interim Alternative Educational Settings (Manifestation Determination Reviews)</u>	
■ Placement During Appeals	
■ Protections for Children Not Yet Eligible for Special Education & Related Services	
<b>Confidentiality of Information.....</b>	<b>46</b>
■ <u>Notice to Parents Access Rights</u>	
■ <u>Amendment of Records at Parent's Request Consent</u>	
■ Safeguards	
■ Destruction of Information	
■ Transfer of Confidentiality Rights at Age of Majority	
<b>Children With Disabilities Enrolled in Private Schools by Their Parents.....</b>	<b>48</b>
■ Child Find	
■ <u>Provision of Services (Expenditures Consultation)</u>	
■ <u>Equitable Services Determined Equitable Services Provided</u>	
■ <u>Location of Services and Transportation Requirement that Funds Not Benefit a Private School Use of Personnel</u>	
■ <u>Separate Classes Prohibited (Property, Equipment, and Supplies)</u>	
■ Parentally Placed Children in Private Schools when FAPE is at Issue	
<b>Children with Disabilities in Private Schools Placed or Referred by the School District of Manawa.....</b>	<b>51</b>
■ Development, Review, and Revision of the IEP	
<b>Children in Residential Care Centers.....</b>	<b>52</b>
<b>Placement Disputes; School Board Referrals; Interagency Cooperation .....</b>	<b>52</b>
<b>Local Educational Agency Reporting to State .....</b>	<b>53</b>
<b>Appendix of Federal law and regulations referenced in the Model Policies and Procedures.....</b>	<b>54</b>

*New Section*

*Add: Seclusion + Restraint*

# MODEL LOCAL EDUCATIONAL AGENCY SPECIAL EDUCATION POLICIES AND PROCEDURES

## Preface

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

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

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

## Definitions

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

- “Assistive technology device” means any item, piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device. 34 CFR § 300.5.
- “Assistive technology service” means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:
  - evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
  - purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
  - selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
  - coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
  - training or technical assistance for a child with a disability or, if appropriate, the child's family; and
  - training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child. 34 CFR § 300.6.

- “Business day” means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day. 34 CFR § 300.11.
- “Charter school” means a school under contract with a school board under Wis. Stat. § 118.40, or with one of the entities under Wis. Stat. § 118.40(2)(2r)(b), or a school established and operated by one of the entities under Wis. Stat. §§ 118.40(2r)(b), 115.001(1).
- “Child” means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school, and includes a child who is homeless, a child who is a ward of the state, county, or child welfare agency, and a child who is attending a private school. Wis. Stat. § 115.76(3).
- “Child with a disability” means a child who, by reason of any of the following, needs special education and related services:
  - autism;
  - blind and visually impaired
  - deaf and hard of hearing
  - deafblind
  - emotional behavioral disability;
  - intellectual disabilities;
  - orthopedic impairments;
  - other health impairments;
  - significant developmental delay;
  - specific learning disabilities;
  - speech or language impairments; or
  - traumatic brain injury.

If the School District of Manawa determines through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. “Child with a disability” may, at the discretion of the local educational agency and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services. 34 CFR § 300.8; Wis. Stat. § 115.76(5).

- “Consent” means:
  - the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
  - the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
  - the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). 34 CFR § 300.9.
- “Controlled substance” means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act, 21 U.S.C. § 812(c). 34 CFR § 300.530(i)(1).
- “Core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography. 34 CFR § 300.10.
- “Day” means calendar day unless otherwise indicated as business day or school day. 34 CFR § 300.11.
- “Destruction,” as used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable. 34 CFR § 300.611(a).
- “Division” means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction. Wis. Stat. § 115.76(6).

- “Education records” means the type of records covered under the definition of “education records” set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974. See Appendix; 34 CFR § 300.611(b).
- “Elementary school” means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law. State law defines elementary grades as including K4-8th grade. 34 CFR § 300.13; Wis. Stat. § 115.01(2).
- “Equipment” means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents; and other related materials. 34 CFR § 300.14.
- “Evaluation” means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. 34 CFR § 300.15.
- “Extended school year services” means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the local educational agency, in accordance with the individualized education program (IEP), and at no cost to the parents of the child. 30 CFR § 300.106(b).
- “Free appropriate public education” means special education and related services that are provided at public expense and under public supervision and direction, and without charge, meet the standards of the Department of Public Instruction, include
  - an appropriate preschool, elementary or secondary school education; and are provided in conformity with an IEP. 30 CFR § 300.17; Wis. Stat. § 115.76(7).
  - “General curriculum” means the same curriculum as for nondisabled children. 34 CFR § 300.320(a)(1)(i).
  - “Hearing officer” means an independent examiner appointed to conduct due process hearings under Wis. Stat. § 115.80. Wis. Stat. § 115.76(8).
  - “Highly Qualified Teacher” means that a person has met the Department of Public Instruction’s approved or recognized certification, licensing, registration in which he/she is providing special education or related services, consistent with provision 34 CFR § 300.18.
  - “Homeless children” has the meaning given the term homeless children and youths in section 725 of the McKinney-Vento Homeless Assistance Act 42 U.S.C. § 11434(a), as amended, 42 U.S.C. § 11431 et seq. See Appendix; 34 CFR § 300.19.
  - “Illegal drug” means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under federal law. 34 CFR § 300.530(i)(2).
  - “Include” means that the items named are not all of the possible items that are covered whether like or unlike the ones named. 34 CFR § 300.20.
  - “Independent educational evaluation” means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question. 34 CFR § 300.502.
  - “Individualized education program” (IEP) means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with Wis. Stat. § 115.787, and 34 CFR §§ 300.320 through 300.324. 34 CFR § 300.22; Wis. Stat. § 115.76(9).
  - “IEP Team” means a group of individuals described in Wis. Stat. § 115.78 that is responsible for evaluating the child to determine the child’s eligibility or continued eligibility for special education and related services and the educational needs of the child; developing, reviewing, or revising an IEP for the child; and determining the special education placement for the child. 34 CFR § 300.23; Wis. Stat. § 115.78.



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

Wis. Stat. § 115.76(10).

- “Native language,” for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication). 34 CFR § 300.29; Wis. Stat. §. 115.76(11).
- “Nonacademic and extracurricular services and activities” may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available. 34 CFR § 300.107.
- “Parent” means any of the following:
  - a biological parent;
  - a husband who has consented to the artificial insemination of his wife under Wis. Stat. § 891.40;
  - a male who is presumed to be the child’s father under Wis. Stat. § 891.41;
  - a male who has been adjudicated the child’s father under subchapter VIII of chapter 48, under subchapter IIX of chapter 767, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state;
  - an adoptive parent;
  - a legal guardian;
  - a person acting as a parent of a child with whom the child lives;
  - a person appointed as a sustaining parent under Wis. Stat. § 48.428;
  - a person assigned as a surrogate parent under Wis. Stat. § 115.792(1)(a)2; and
  - a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

The biological or adoptive parent, when attempting to act as a parent of the child, must be presumed to be the parent unless that person does not have legal authority to make educational decisions for the child. 34 CFR § 300.30(b).

“Parent” does not include any person whose parental rights have been terminated; the state, county, or a child welfare agency if a child was made a ward of the state, county, or child welfare agency under chapter 54 or 880 or if a child has been placed in the legal custody or guardianship of the state, county, or a child welfare agency under chapter 48 or chapter 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency. 34 CFR § 300.30; Wis. Stat. § 115.76(12).

[BACK TO TABLE OF CONTENTS](#)

“Person acting as a parent of a child” means a relative of the child or a private individual allowed to act as a parent of a child by the child’s biological or adoptive parents or guardian, and includes the child’s grandparent, neighbor, friend, or private individual caring for the child with the explicit or tacit approval of the child’s biological or adoptive parents or guardian. “Person acting as a parent of a child” does not include any person that receives public funds to care for the child if such funds exceed the cost of such care. 34 CFR § 300.30(a)(4); Wis. Stat. § 115.76(13).

- “Participating agency,” as used in the section on Confidentiality of Information in these policies, means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act. 34 CFR § 300.611(c).
- “Personally identifiable” means information that includes the name of the child, the child’s parent or other family member; the address of the child; a personal identifier such as the child’s social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty. 34 CFR § 300.32.
- “Parentally-placed private school children with disabilities” are children with disabilities enrolled by their parents in private schools or facilities, including
- religious schools or facilities that meet the definition of elementary school or secondary school, other than children with disabilities placed or referred to private schools by public agencies. 34 CFR § 300.130.
- “Public Agency” includes the State Educational Agency, Local Educational Agency, Cooperative Educational Service Agency (CESA), charter schools operating under Wis. Stat. § 118.40(2r), county children with disabilities education board, and any other political subdivisions of the State that are responsible for providing education to children with disabilities. 34 CFR § 300.33.
- “Pupil Records” means all records relating to individual pupils maintained by a school but does not include:
  - notes or records maintained for personal use by a teacher or other person to be licensed if such records or notes are not available to others;
  - records necessary for, and available only to persons involved in, the psychological treatment of a pupil; and
  - law enforcement unit records.

Wis. Stat. § 118.125(1)(d).

- “Record” means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics. Wis. Stat. § 118.125(1)(e).
- “Related services” means transportation and such developmental, corrective and other supportive services (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school health services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child’s IEP; parent counseling and training; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluative purposes only; and the early identification and assessment of disabilities in children) as may be required to assist a child with a disability to benefit from special education. “Related services” does not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device, or the replacement of such a device. Nothing in this definition limits the rights of a child with a surgically implanted device to receive related services as determined by the IEP Team to be necessary, limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly. 34 CFR § 300.34; Wis. Stat. § 115.76(14).

In this definition:

- “Audiology” includes:
  - identification of children with hearing loss;
  - determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
  - provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
  - creation and administration of programs for prevention of hearing loss;
  - counseling and guidance of pupils, parents, and teachers regarding hearing loss; and
  - determination of the child’s need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.
- “Counseling services” means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.
- “Early identification and assessment of disabilities in children” means the implementation of a formal plan for identifying a disability as early as possible in a child’s life.
- “Interpreting services,” as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and special interpreting services for children who are deaf-blind.
- “Medical services” means services provided by a licensed physician to determine a child’s medically-related disability that results in the child’s need for special education and related services.
- “Occupational therapy” means services provided by a qualified occupational therapist, and includes:
  - improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
  - improving ability to perform tasks for independent functioning if functions are impaired or lost; and
  - preventing, through early intervention, initial or further impairment or loss of function.
- “Orientation and mobility services” means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following as appropriate:
  - spatial and environmental concepts and use of information received by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
  - to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
  - to understand and use remaining vision and distance low vision aids, as appropriate; and
  - other concepts, techniques, and tools.
- “Parent counseling and training” means assisting parents in understanding the special needs of their child, providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP.
- “Physical therapy” means services provided by a qualified physical therapist.

- “Psychological services” includes:
  - administering psychological and educational tests, and other assessment procedures;
  - interpreting assessment results;
  - obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
  - consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
  - planning and managing a program of psychological services, including psychological counseling for children and parents; and
  - assisting in developing positive behavioral intervention strategies.
- “Recreation” includes:
  - assessment of leisure function;
  - therapeutic recreation services;
  - recreation programs in schools and community agencies; and
  - leisure education.
- “Rehabilitation counseling services” means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
- “School health services” means health services provided by a qualified school nurse or other qualified person that are designed to enable a child with a disability to receive FAPE as described in the child’s IEP.
- “School nurse services” mean health services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child’s IEP.
- “Social work services in schools” includes:
  - preparing a social or developmental history on a child with a disability;
  - group and individual counseling with the child and family;
  - working in partnership with parents and others on those problems in a child’s living situation (home, school, and community) that affect the child’s adjustment in school;
  - mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
  - assisting in developing positive behavioral intervention strategies.
- “Speech-language pathology services” include:
  - identification of children with speech or language impairments;
  - diagnosis and appraisal of specific speech or language impairments;
  - referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
  - provision of speech and language services for the habilitation or prevention of communicative impairments; and
  - counseling and guidance of parents, children, and teachers regarding speech and language impairments.

- “Transportation” includes:
  - travel to and from school and between schools;
  - travel in and around school buildings; and
  - specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

34 CFR § 300.34.

- “Residential care center for children and youth” means a facility operated by a child welfare agency licensed under Wis. Stat. § 48.60 for the care and maintenance of children residing in that facility. Wis. Stat. § 115.76(14g).
  - “Responsible Local Educational Agency:” as used in the section on children in residential care centers means the local educational agency that was responsible for providing a free, appropriate public education to the child before the placement of the child in a residential care center for children and youth.
  - Except “responsible local educational agency” means the school district in which the residential care center for children and youth is located if before the placement of the child in a residential care center for children and youth, the children resided in an: institute or facility operated by the department of health and family services; a Type 1 juvenile correctional facility; or a Type 1 prison.

Wis. Stat. § 115.81.

- “School day” means any day, including a partial day, that children are in attendance at school for instructional purposes. The term “school day” has the same meaning for all children in school, including children with and without disabilities. 34 CFR § 300.11.
- “Scientifically-based research” has the meaning given the term in section 9101(37) of the ESEA. See Appendix; 34 CFR § 300.35.
- “Secondary school” means a nonprofit institutional day or residential school including a public secondary charter school that provides secondary education for grades 9-12. 34 CFR § 300.36.
- “Serious bodily injury” has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code. See Appendix; 34 CFR § 300.530(i)(3).
- “Services plan” means a written statement that describes the special education and related services the school district will provide to a parentally-placed child with a disability enrolled in a private school located in the district, including the location of the services and any transportation necessary, consistent with 34 CFR §§ 300.132, 300.137-139. 34 CFR § 300.37.
- “Special education” means specially designed instruction, regardless of where the instruction is conducted, that is provided at no cost to the child or the child’s parents, to meet the unique needs of a child with a disability, including:
  - instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
  - instruction in physical education;
  - speech-language pathology services, or any other related service, if the service consists of specially designed instruction and is considered special education rather than a related service under Wisconsin standards;
  - travel training; and
  - vocational education.

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

“At no cost” means that all specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.

*no Bullet  
New section  
open  
Bullet*

- ◇ “Physical education” means the development of:
  - physical and motor fitness;
  - fundamental motor skills and patterns; and
  - skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).
  - The term includes special physical education, adaptive physical education, movement education, and motor development.
- ◇ “Specially-designed instruction” means adapting content, methodology or delivery of instruction:
  - to address the unique needs of an eligible child that result from the child’s disability; and
  - to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the local educational agency that apply to all children.
- ◇ “Travel training” means providing instruction, as appropriate, to children with significant intellectual disabilities and any other children with disabilities who require this instruction to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- ◇ “Vocational education” means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

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

- “Supplementary aids and services” mean aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate. 34 CFR § 300.42, 115.76(16).
- A “transfer pupil with a disability” means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state. Wis. Admin. Code § PI 11.07.
- “Transition services” means a coordinated set of activities for a child with a disability that:
  - is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including:
    - postsecondary education;
    - vocational education;
    - integrated employment (including supported employment);
    - continuing and adult education;
    - adult services;
    - independent living; or
    - community participation
  - is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes:
    - instruction;
    - related services;
    - community experiences;
    - the development of employment and other post-school adult living objectives; and
    - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR § 300.43.

- “Universal Design” has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. § 3002. See Appendix; 34 CFR § 300.44.
- “Weapon” has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code. See Appendix; 34 CFR § 300.530(i)(4).

## Full Educational Opportunity Goal

It is the goal of the School District of Manawa to provide full educational opportunity to all children with disabilities in the area served by the local educational agency. The local educational agency has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the local educational agency, including: art, music, industrial arts, consumer and homemaking education, and vocational education or any program or activity in which nondisabled children participate. The School District of Manawa provides supplementary aids and services determined appropriate and necessary by the child’s IEP Team, to ensure that children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities. 34 CFR §§ 300.107; 300.109; 300.110; 300.201.

## Free Appropriate Public Education

**General.** All children with disabilities for whom the School District of Manawa is responsible are provided a free appropriate public education. Special education and related services are provided to these children with disabilities, including, as required by 34 CFR § 300.530(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. A regular high school diploma does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED). The special education and related services provided to children addresses all of their special education and related services needs and are provided by personnel qualified as required by 34 CFR §§ 300.156, 300.101(a), 300.102(a)(3)(iv), 300.156; Wis. Stat. § 115.76(3).

The School District of Manawa provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma. Additionally, for those students who graduate from high school with a regular diploma as well as students who exceed the age of eligibility, the School District of Manawa provides a summary of their academic achievement and functional performance, including recommendations on how to assist the child in meeting the child’s postsecondary goals. 34 CFR §§ 300.102(a)(3)(iii), 300.305(e)(3).

The School District of Manawa ensures that an IEP is in effect for each eligible child no later than the child’s third birthday. If the child’s third birthday occurs during the summer, the child’s IEP team determines when the IEP services will begin. 34 CFR § 300.101(b).

If a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is provided at no cost to the parents of the child. 34 CFR § 300.104.

The School District of Manawa admits a nonresident child if the program is appropriate for the child’s disability. When a resident child is refused admittance to another local educational agency, the resident local educational agency ensures that a free appropriate public education is provided to the child. When board and lodging are not furnished to a nonresident child with a disability, the resident local educational agency provides transportation, except as provided in Wis. Stat. § 115.82(2)(a) and (b). Wis. Stat. § 115.82.

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, for any subsequent removal, the School District of Manawa provides services, although in another setting, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child’s IEP. In such a case, school personnel, in consultation with at least one of the child’s teachers, determine the extent of the services. When there is a change of placement, the IEP team determines the appropriate services. 34 CFR § 300.530(d).

**Hearing Aids and External Components of Surgically Implanted Medical Devices.** The School District of Manawa

ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. The School District of Manawa ensures that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming, or replacement of the medical devices that has been surgically implanted, or of an external component of the surgically implanted medical device. 34 CFR § 300.113.

**Physical Education.** Physical education services, specially designed if necessary, are made available to every child with a disability unless the LEA does not provide physical education to children without disabilities in the same grades. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially designed physical education as prescribed in the child's IEP.

If specially designed physical education is prescribed in a child's IEP, the School District of Manawa provides the services directly or makes arrangements for those services to be provided through other public or private programs. The School District of Manawa ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law. 34 CFR § 300.108.

**Assistive Technology.** The School District of Manawa makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided. 34 CFR § 300.105.

**Extended School Year.** The School District of Manawa ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the child. The School District of Manawa does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services. 34 CFR § 300.106.

**Participation in Assessments.** Children with disabilities attending the School District of Manawa are included in all state-wide and district-wide assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or district-wide assessments participate in alternate assessments. Needed accommodations or alternate assessments are identified by the IEP team and are specified in the child's IEP. 20 U.S.C. § 1412(a)(16); Wis. Stat. § 115.77(1m)(bg).

**Methods of Ensuring a Free Appropriate Education.** If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring a free appropriate public education to a child, the School District of Manawa provides or pays for these services to the child in a timely manner. 34 CFR § 300.154(b)(2).

When the School District of Manawa uses Medicaid or other public insurance benefits programs in which a child participates to provide or pay for special education and related services necessary for the child to receive a free appropriate public education as permitted under the public insurance program, the School District of Manawa obtains parent consent each time access to public benefits or insurance is sought.

Furthermore, the School District of Manawa does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;
- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or
- use a child's benefits under a public insurance program if that use would:
  - decrease available lifetime coverage or any other insured benefit,
  - result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school,
  - increase premiums or lead to the discontinuation of benefits or insurance or
  - risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.



Each time the School District of Manawa proposes to access the proceeds of a parents' private insurance to provide services necessary for the child to receive a free appropriate public education, the School District of Manawa:

- obtains informed parent consent; and
- informs the parents that their refusal to permit the School District of Manawa to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

34 CFR § 300.154.

The School District of Manawa timely provides instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP. 34 CFR § 300.210.

Except for the circumstances provided for in Wis. Stat. §§ 118.51(12)(a) and (b)2 of the Full-Time Open Enrollment law, if a non-resident child with a disability is attending the School District of Manawa under the Full-Time Open Enrollment law, the local educational agency provides an educational placement for the child. If tuition charges are required by the placement, the School District of Manawa pays tuition charges instead of the resident school district. Wis. Stat. § 115.79(1)(b).

## Public Information

The School District of Manawa regularly publicizes information about its special education procedures and services. Further, the School District of Manawa makes available to any person, upon request, all documents relating to the School District of Manawa's eligibility for state and federal special education funds. 34 CFR § 300.212; Wis. Stat. §§ 115.77(1m)(g) and (h).

If the School District of Manawa receives a notice from the Department of Public Instruction that it is in noncompliance with respect to state or federal special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to the School District of Manawa until the Department of Public Instruction is satisfied that the School District of Manawa is complying with that requirement, the local educational agency gives public notice of the pending state actions. 34 CFR § 300.222(b).

## Child Find

**General.** The School District of Manawa identifies, locates, and evaluates all children with disabilities, regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are made a ward of the state, county, or child welfare agency under chapter 54 or 880, children who are not yet three years of age, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade. 34 CFR § 300.111; Wis. Stat. § 115.77(1m)(a).

**Referral.** The School District of Manawa accepts and processes referrals of children suspected to have a disability. The School District of Manawa has written procedures for accepting and processing referrals. Licensed school personnel who reasonably believe a child has a disability are required to make a referral.

Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral. If this School District of Manawa receives a referral for a child who is attending this School District of Manawa under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. §§ 121.84(1)(a) or (4), the School District of Manawa provides the name of the child and related information to the local educational agency of residence. Whenever this School District of Manawa receives a referral for a resident child attending school in another local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. §§ 121.84(1)(a) or (4), the School District of Manawa provides the name of the child and related information to the local educational agency of attendance.

The School District of Manawa accepts written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a child with a disability. The School District of Manawa documents and dates the receipt of each referral.

At least annually, the School District of Manawa informs parents and persons required by law to make referrals about the School District of Manawa's referral and evaluation procedures.

The School District of Manawa provides information and in-service opportunities for its licensed staff to

[BACK TO TABLE OF CONTENTS](#)

familiarize them with the School District of Manawa's referral procedures. Wis. Stat. § 115.777.

## IEP Team

The School District of Manawa establishes an IEP team for each child referred to the School District of Manawa.

**Participants.** The IEP team for each child consists of all of the following:

- the parents of the child;
- at least one regular education teacher of the child if the child is, or may be, participating in a regular education environment;
- at least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;
- a representative of the School District of Manawa (LEA):
  - who is qualified to provide or supervise the provision of special education,
  - who is knowledgeable about the general education curriculum, and
  - who is knowledgeable about and authorized to commit the available resources of the School District of Manawa (who may be another member of the IEP team if the criteria are met);
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team member;
- an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both. Wis. Admin. Code § PI 11.24.
- a department-licensed speech or language pathologist when documenting a speech or language impairment and the need for speech or language services. Wis. Admin. Code § PI 11.36(5)(e).
- at the discretion of the parent or School District of Manawa, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or School District of Manawa) who invited the individual to be a member of the IEP team;
- whenever appropriate, the child;
- at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child when the student is attending a public school in a nonresident school district under Full-Time Open Enrollment Law, or a tuition waiver under Wis. Stat. §§ 121.84(1)(a) or (4),

In addition to the above members, the School District of Manawa invites the following:

- To the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, if the parents or the child who has reached the age of majority provides consent; and
- The student, when the purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the student does not attend the IEP Team meeting, the School District of Manawa takes other steps to ensure consideration of the student's preferences and interests.
- If requested by the parent, at the initial IEP Team meeting for a child previously served under Part C, the Part C service coordinator or other representatives of the Part C System will be invited.

34 CFR § 300.321; Wis. Stat. § 115.78; Wis. Admin. Code § 11.24(2).

**IEP Team Attendance.** An IEP Team member is not required to attend an IEP Team meeting, in whole, or in part, if the parent of a child with a disability and the School District of Manawa agree, in writing, the attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

An IEP Team member may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if the parent, in writing, and the School District of Manawa consent to the excusal, and the member submits,

in writing to the parent and the IEP Team, input into the development of the IEP prior the meeting. 34 CFR § 300.321(e); Wis. Stat. § 115.78(5).

**Parent Participation in IEP Team Meetings.** The School District of Manawa takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in this policy:

- indicates the purpose, time, and location of the meeting and who will be in attendance; informs the parents of the provisions in these policies relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child; and
- informs the parents that they can request the Part C coordinator or other representatives of the Part C system be at the initial IEP Team meeting for a child previously served under Part C of IDEA.

Beginning no later than in the first IEP that will be in effect when the child is 14, the notice also:

- indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the child;
- indicates that the School District of Manawa will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the School District of Manawa agency uses other methods to ensure parent participation, including individual or conference calls.

The School District of Manawa may conduct meetings without a parent in attendance if the School District of Manawa is unable to convince the parents that they should attend. In this case the School District of Manawa has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

The School District of Manawa takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Subject to the timeline requirements contained in this policy, if the parents of the child or the School District of Manawa staff determine at any meeting during the process of the evaluation, development of the IEP or placement of the child that additional time is needed to permit meaningful parental participation, the School District of Manawa provides it. Upon request, the School District of Manawa provides a copy of the most recent evaluation report to the child's parents at any meeting of the IEP team.

The School District of Manawa gives the parent a copy of the child's IEP at no cost to the parent. 34 CFR § 300.322; Wis. Stat. §§ 115.787(2)(g) and 115.78(3)(d).

**IEP Team Duties.** The IEP team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- develops an IEP for the child; and
- determines the special education placement for the child.

34 CFR § 300.324(a); Wis. Stat. § 115.78.

**Timeline.** Within 15 business days of receiving a referral, the School District of Manawa sends to the child's parents a request for consent to evaluate the child except that if the School District of Manawa determines that no additional data are necessary, the School District of Manawa notifies the child's parent of that

determination within 15 business days of receiving the referral. The School District of Manawa determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed. The 60-day period does not apply:

- if the child transfers into the School District of Manawa before the previous local educational agency has made an eligibility determination, sufficient progress is being made to ensure a prompt completion of the evaluation, and the child's parents agree to a specific time when the evaluation will be completed;
- if the child's parent repeatedly fails or refuses to produce the child for the evaluation; or
- if a child is being evaluated for a specific learning disability and the timeline is extended by mutual written agreement of the child's parents and IEP team.

The School District of Manawa conducts a meeting to develop an IEP and determine placement within 30 days of a determination that a child is a child with a disability.

If the parents of the child or School District of Manawa staff determine at any meeting during the process of evaluation, development of the IEP, or determination of placement, that additional time is needed to permit meaningful parent participation, the School District of Manawa provides it. 34 CFR §§ 300.301, 300.323, 300.309(c); Wis. Stat. §§ 115.777(3)(e), 115.78.

## Evaluation

**General.** As part of an initial evaluation of a child and as part of any reevaluation of a child, the IEP team and other qualified professionals, as determined by the School District of Manawa:

- reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions, and the effects of those interventions, current classroom-based, local, or state assessments, classroom-based observations, and observations by teachers and related services providers; and
- on the basis of that review and information provided by the child's parents, identifies the additional data, if any, that are needed, to determine:
  - whether the child meets the criteria for a particular category of disability and the educational needs of the child or, in case of a reevaluation of a child, whether the child continues to meet the criteria for such a disability and the educational needs of the child;
  - the present levels of academic achievement and related developmental needs of the child;
  - whether the child needs specially designed instruction, or in the case of a reevaluation of a child, whether the child continues to need specially designed instruction; and
  - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified in the child's IEP and to participate, as appropriate, in the general education curriculum.
- The School District of Manawa administers such assessment and other evaluations as may be needed to produce the additional data.
- The review of existing evaluation data on the child may occur without conducting a meeting.

34 CFR § 300.305; Wis. Stat. § 115.782(2)(b).

The School District of Manawa does not require parental consent before reviewing existing data as part of an evaluation or reevaluation or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, the School District of Manawa requires consent for all children. 34 CFR § 300.300(d)(1).

Screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services. 34 CFR § 300.302.

The School District of Manawa provides the parents of the child with proper written notice, of any evaluation procedures the agency proposes to conduct, and the names of the individuals who will conduct the evaluation, if known. 34 CFR § 300.304(a); Wis. Stat. § 115.782(1)(a).

**Initial Evaluations.** The School District of Manawa obtains informed consent from the child's parent before administering assessments or other evaluation materials to the child. Parental consent for the evaluation

does not constitute consent for placement for receipt of special education and related services. 34 CFR § 300.300(a); Wis. Stat. § 115.782(1)(b).

If the child is a ward of the state and is not residing with the child's parent, the School District of Manawa is not required to obtain informed consent from the parent for an initial evaluation if: the School District of Manawa cannot, after reasonable efforts, locate the parent of the child; the rights of the parents of the child have been terminated in accordance with state law; or, the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. 34 CFR § 300.300(a)(2).

If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the School District of Manawa may, but is not required to, pursue the initial evaluation by utilizing mediation or due process. 34 CFR § 300.300(a)(3).

If a parent of a child who is home schooled or parentally placed in a private school does not provide consent, or the parent fails to respond to a request to provide consent, the School District of Manawa cannot use mediation or due process and is not required to consider the child as eligible for services. 34 CFR § 300.300(d)(4).

The School District of Manawa does not use a parent's refusal to consent to activities relating to conducting an initial evaluation to deny the parent or child any other service, benefit, or activity of the School District of Manawa. 34 CFR § 300.300(d)(3).

**IEP Team Determination of Eligibility or Continuing Eligibility (Initial and Reevaluation).** Following a review of existing data and administration of assessments and other evaluation materials (if any), the IEP team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the IEP team does not determine that the child is a child with a disability solely because the child has received inappropriate instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the School District of Manawa draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The School District of

Manawa ensures that information obtained from all of these sources is documented and carefully considered. 34 CFR § 300.306.

**Reevaluation.** In conducting reevaluations, the IEP team:

- evaluates a child with a disability in accordance with the law before determining that the child is no longer a child with a disability, and
- reevaluates a child with a disability in accordance with the law if the School District of Manawa determines that the educational or related services needs of the child, including the child's academic and functional performance, warrant a reevaluation or if the child's parent or teacher requests a reevaluation. The IEP team shall reevaluate a child no more than once a year unless the child's parents and the School District of Manawa agree otherwise, and at least once every 3 years unless the child's parent and School District of Manawa agree that a reevaluation is unnecessary.

34 CFR §§ 300.303, 300.305(e)(1); Wis. Stat. § 115.782(4).

An evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. Under these circumstances, the School District of Manawa provides the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her postsecondary goals. 34 CFR §§ 300.305(e)(2) and (3); Wis. Stat. § 115.782(4).

In conducting a reevaluation, the School District of Manawa obtains informed consent from the child's parent before administering new assessments and other evaluation materials. The School District of Manawa proceeds without consent only if the School District of Manawa has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an IEP meeting without a parent in attendance. If the parent of a child enrolled in public school or seeking to be enrolled in public school refuses to provide consent, the School District of Manawa is not required to pursue the reevaluation, but may pursue the reevaluation by utilizing mediation or due process.

If a parent of a child who is home schooled or parentally placed in a private school refuses or fails to respond to a request for consent for a reevaluation, the School District of Manawa cannot use mediation or due process and is not required to consider the child as eligible for services. 34 CFR §§ 300.300(c) and (d); Wis. Stat. § 115.782(4)(b).

If the IEP team and other qualified professionals, as appropriate, finds no additional information is needed to determine whether a child continues to be a child with a disability, and to determine the child's educational needs, the School District of Manawa notifies the

child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability, and to determine the child's educational needs. The School District of Manawa conducts such an assessment if the parent requests it. 34 CFR § 300.305(d); Wis. Stat. § 115.782(4)(c).

**Evaluation Report.** When the IEP team determines a child's eligibility, the team prepares an evaluation report that includes documentation of the determination of eligibility. The School District of Manawa gives a copy of the evaluation report and the documentation of determination of eligibility at no cost to the child's parents. 34 CFR § 300.306(a); Wis. Stat. § 115.782(3)(b).

**Evaluation Safeguards.** When a School District of Manawa evaluates a child with a disability, the IEP team:

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;
- uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum or, for preschool children, to participate in appropriate activities;
- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
- ensures all of the following:
  - assessments and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do, academically, developmentally, and functionally, unless it is clearly not feasible to do so;
  - any assessments given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such assessments or evaluation materials;
  - the child is assessed in all areas of suspected disability; including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
  - assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used.

34 CFR § 300.304; Wis. Stat. §§ 115.782(2) and 3(b).

The evaluation report includes documentation of determination of eligibility for special education. A copy of the evaluation report, including the documentation of eligibility is given to the child's parents.

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified. 34 CFR §§ 300.304 (c)(6)-(7).

The School District of Manawa ensures assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient. 34 CFR § 300.304(c)(2).

The School District of Manawa ensures assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the skills the test purports to measure). 34 CFR § 300.304(c)(3).

**Additional Requirements for Specific Learning Disabilities.** When a school begins to use data from a multi-level system of support to consider if the student meets the Insufficient Progress criterion, the IEP team shall include the following additional members:

- at least one licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology;
- at least one licensed person who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil;
- at least one licensed person who is qualified to conduct individual diagnostic evaluations of children; and
- if the child does not have a licensed general education teacher, a general education classroom teacher licensed to teach a child of the same age, or for a child of less than school age, an individual qualified by the Department of Public Instruction to teach a child of his or her age.

Wis. Admin. Code PI § 11.36(6).

For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall include:

- whether the child has a specific learning disability;
- the basis for making that determination, including an assurance that the eligibility determination was based on a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and that the information obtained from all of these sources is documented and carefully considered;
- the relevant behavior, if any, noted during observation of the child and the relationship of that behavior to the child's academic functioning in the area of potential specific learning disability;
- documentation that the intensive intervention was applied in a manner highly consistent with its design, was closely aligned to pupil need, and was culturally appropriate;
- the educationally relevant medical findings, if any;
- whether the child does not achieve adequately for the child's age or to meet state approved grade-level standards and the child does not make sufficient progress to meet age or State-approved grade-level standards; the determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional behavioral disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- if the child has participated in a process that assesses the child's response to scientific, research-based intervention, documentation that the child's parents were notified about the following:
  - the progress monitoring data collected;
  - strategies for increasing the child's rate of learning including the intensive interventions used, and
  - the parents' right to request an evaluation.

Each IEP team member certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the IEP team member's conclusions, the member submits a separate statement presenting his or her conclusions. Wis. Admin. Code § PI 11.36(6).

## Determination of Eligibility

An evaluation conducted by an IEP team under Wis. Stat. § 115.782, shall focus on the consideration of information and activities that assist the IEP team in determining the educational needs of the child. Specifically, the IEP team shall meet the evaluation criteria specified under Wis. Stat. § 115.782(2)(a), when conducting tests and using other evaluation materials in determining a child's disability. Evaluation means procedures used in accordance with §§300.304 through 300.311 to determine whether a child has a disability and the nature and extent of the specially designed instruction, supplementary aids and services, and related services that the child needs. 34 CFR § 300.15.

A child shall be identified as having a disability if the IEP team has determined from a comprehensive evaluation conducted under Wis. Stat. § 115.782, that the child has an impairment under Wis. Admin. Code § PI 11.36 that adversely affects the child's educational performance, and the child requires specially designed instruction. "Specially designed instruction" means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. 34 CFR § 300.39(a)(3).

Every special education evaluation must be sufficiently comprehensive to identify the effects of the student's disability and the student's disability-related needs, whether or not commonly linked to the disability category(s) in which the student has been classified. 34 CFR § 300.304(c)(6). The evaluation must yield sufficient information to allow the team to move forward to develop, or review and revise, the student's IEP if the student is found eligible for special education. This means the team must have the information needed to make decisions about how to educate the student so the student can access the general education curriculum and instruction to make progress toward meeting the expectations and standards that apply to all students of the same age or grade. Wis. Admin. Code § PI 11.35.

A child will not be determined to be a child with a disability if:

- The determinant factor for that determination is
  - Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 U.S.C. § 6368(3); or
  - Lack of appropriate instruction in math; or
  - Limited English proficiency;
- The child does not otherwise meet the eligibility criteria; and,
- The child does not require specially designed instruction.

34 CFR § 300.306(b); Wis. Stat. § 115.782(3)(a).

## Disability Categories

All provisions in these policies shall be construed consistent with 20 U.S.C. § 1400 et. seq. and the regulations promulgated thereunder. Wis. Admin. Code § PI 11.36.

**Autism.** Wis. Admin. Code § PI 11.36(8).

Autism means a developmental disability significantly affecting a child's social interaction and verbal and nonverbal communication, generally evident before age 3 that adversely affects learning and educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional behavioral disability as defined in Wis. Admin. Code § PI 11.36(7).



The results of standardized or norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessments, achievement assessments, observation and work samples shall be considered to identify a child under this paragraph. Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.
3. The child exhibits delays, arrests, or regressions in motor, sensory, social, or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness, and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.
5. The child exhibits unusual, inconsistent, repetitive, or unconventional responses to sounds, sights, smells, tastes, touch, or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.
6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

**Blind and Visually Impaired.** Wis. Admin. Code § PI 11.36(3).

Blind and visually impaired means even after correction a child's visual functioning adversely affects educational performance.

The IEP team may identify a child as blind and visually impaired after all of the following events occur:

1. A teacher of the blind and visually impaired licensed under Wis. Admin. Code § PI 34.051 conducts a functional vision evaluation which includes a review of medical information from an ophthalmologist or optometrist, formal and informal tests of visual functioning, and a determination of the implications of the blindness or visual impairment on the educational and curricular needs of the child.
2. An orientation and mobility specialist licensed under Wis. Admin. Code § PI 34.089 evaluates the child to determine if there are related orientation and mobility needs in home, school, or community environments. A child may meet this criteria even if they do not have orientation and mobility needs.

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

**Deaf and Hard of Hearing.** Wis. Admin. Code § PI 11.36(4).

Deaf and hard of hearing means a decreased ability to detect sound in one or both ears with or without amplification, whether permanent or chronically fluctuating, which adversely affects a child's educational performance. This includes academic performance, speech perception, speech production, or communication including language acquisition or expression.

A current evaluation by an audiologist licensed under chapter 459, Stats., shall be one of the components for an initial evaluation of a child with suspected hearing loss. A teacher of the deaf or hard of hearing licensed under Wis. Admin. Code § PI 34.050 must be a member of the IEP team when determining eligibility.

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

**Deafblind.** Wis. Admin. Code § PI 11.36(4m).

Deafblind means concomitantly deaf or hard of hearing and blind or visually impaired, the combination of which causes severe communication and other developmental and educational needs such that the individual disability-related needs of the student extend beyond the instruction and supports required for a student who is solely deaf or hard of hearing or blind or visually impaired.

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

**Emotional Behavioral Disability.** Wis. Admin. Code § PI 11.36(7).

Emotional behavioral disability, pursuant to Wis. Stat. § 115.76(5)(a)5, means social, emotional, or behavioral functioning that so departs from the generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care, or vocational skills.

The IEP team may identify a child as having an emotional behavioral disability if the child ~~meets the preceding definition and meets all of the following:~~ *exhibits at least one of the following:*

- The child demonstrates severe, chronic, and frequent behavior that is not the result of situational anxiety, stress, or conflict.
- The child's behavior described under par.(a) occurs in school and in at least one other setting.
- The child displays any of the following:
  - Inability to develop or maintain satisfactory interpersonal relationships.
  - Inappropriate affective or behavioral response to a normal situation.
  - Pervasive unhappiness, depression, or anxiety.
  - Physical symptoms, pains or fears associated with personal or school problems.
  - Inability to learn that cannot be explained by intellectual, sensory, or health factors.
  - Extreme withdrawal from social interactions.
  - Extreme aggressiveness for a long period of time.
  - Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences, and opportunities that the child or other children in a regular or special education program are negatively affected.

The IEP team shall rely on a variety of sources of information, including systematic observations of the child in a variety of educational settings and shall have reviewed prior, documented interventions. If the IEP team knows the cause of the disability under this paragraph, the cause may be, but is not required to be, included in the IEP team's written evaluation summary.

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

*New language*

*all new language*  
*Allex*

**Intellectual Disability.** Wis. Admin. Code § PI 11.36(1).

Intellectual disability means significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills and manifested during the developmental period that adversely affects the child's educational performance. The IEP team may identify a child as having an intellectual disability if the child meets the following criteria:

1. The child has a standard score of 2 or more standard deviations below the mean on an individually administered intelligence test which takes into account the child's mode of communication and is developed to assess intellectual functioning using this mode. More than one intelligence test may be used to produce a comprehensive result.
2. The child has significant limitations in adaptive behavior that are demonstrated by a standards score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments that include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age, including at least one of the following:
  - a. Conceptual skills;
  - b. Social adaptive skills;
  - c. Practical adaptive skills; or
  - d. An overall composite score on a standardized measure of conceptual, social, and practical skills.
3.
  - a. The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in the following areas: language development and communication, cognition, and general knowledge.
  - b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, and mathematics.

When it is determined that reliable and valid assessment results are not possible due to the child's functioning level or age, a standardized developmental scale or a body of evidence including informal measures shall be used to assess the child.

Upon re-evaluation, a child who met identification criteria for cognitive disability prior to September 1, 2015, and continues to demonstrate a need for special education under s. PI 11.35 (2), including specially designed instruction, is a child with a disability under this section.

**NOTE: Intellectual disabilities typically manifest before age 18. An etiology should be determined when possible, so the IEP team can use this information for program planning.**

**Orthopedic Impairment.** Wis. Admin. Code § PI 11.36(2).

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes but is not limited to impairments caused by congenital anomaly such as clubfoot or absence of some member; impairments caused by disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures. *\* Upon Reevaluation ...*

**Other Health Impairment.** 34 CFR § 300.8; Wis. Admin. Code § PI 11.36(10).

Other health impairment means having limited strength, vitality, or alertness due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, Tourette syndrome, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affects a child's educational performance.

### **Significant Developmental Delay.** Wis. Admin. Code § PI 11.36(11).

Significant developmental delay means children, age 3 through 9 years of age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

All other suspected impairments are considered before identifying a child's primary impairment as significant developmental delay.

A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

- Physical activity in gross motor skills such as the ability to move around and interact with the environment with appropriate coordination, balance, and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils and other useful objects in the environment.
- Intellectual activity such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing, and problem-solving skills often observed in a child's play.
- Communication activity in expressive language such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving, and understanding language.
- Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and sustaining bonds with family members and other significant adults.
- Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing, and hygiene tasks.

Documentation of significant developmental delays and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

- A developmental and basic health history including results from vision and hearing screenings and other pertinent information from parents and, if applicable, other caregivers or service providers.
- Observation of the child in his or her daily living environment such as the child's home with a parent or caregiver or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted.
- Results from norm-referenced instruments are used to document significant delays of at least one and one-half standard deviations below the mean in two or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments such as criterion-referenced measures are used to document the significant delays.

### **Specific Learning Disability.** Wis. Admin. Code § PI 11.36(6).

Specific learning disability, means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken, or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, intellectual disabilities, emotional disturbance, cultural factors, environmental, or economic disadvantage.

The IEP team may identify a child as having a specific learning disability if both of the following apply:

#### **1. Inadequate Classroom Achievement**

Upon initial identification, the child does not achieve adequately for his or her age or meet state-approved grade-level standards in one or more of the following eight areas of potential specific learning disabilities when provided with learning experiences and instruction appropriate for the child's age: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving. A child's achievement is inadequate when the child's score, after intensive intervention, on one or more assessments of achievement is equal to or more than 1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities. Assessments shall be individually administered, norm-referenced, valid, reliable, and diagnostic of impairment in the area of potential specific learning disabilities.

[BACK TO TABLE OF CONTENTS](#)

Upon reevaluation

The 1.25 standard deviation requirement may not be used if the IEP team determines that the child cannot attain valid and reliable standard scores for academic achievement because of the child's test behavior, the child's language proficiency, an impairment of the child that interferes with the attainment of valid and reliable scores, or the absence of individually administered, norm-referenced, standardized, valid, and reliable diagnostic assessments of achievement appropriate for the child's age. If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to consider standardized achievement testing and shall document that inadequate classroom achievement exists in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

The IEP team may consider scores within 1 standard error of the measurement of the 1.25 standard deviation criterion above to meet the inadequate classroom achievement criteria if the IEP team determines the child meets all other criteria.

**2. Insufficient Progress.** Upon evaluation, the child has made insufficient progress in one of the following areas:

a. Insufficient response to intensive, scientific, research-based or evidence-based intervention. The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas of potential specific learning disabilities when using a process based on the child's response to intensive, scientific, research-based or evidence-based interventions.

Intensive interventions may be implemented prior to referral, or as part of an evaluation, for specific learning disability. The IEP team shall consider progress monitoring data from at least two intensive, scientific, research-based or evidence-based interventions, implemented with adequate fidelity and closely aligned to individual student learning needs. The median score of three probes is required to establish a stable baseline data point for progress monitoring. IEP teams shall use weekly or more frequent progress monitoring to evaluate rate of progress during intensive, scientific, research-based or evidence-based interventions.

Rate of progress during intensive interventions is insufficient when any of the following areas are true: the rate of progress of the referred child is the same or less than that of his or her same-age peers; the referred child's rate of progress is greater than that of his or her same-age peers but will not result in the referred child reaching the average range of his or her same-age peers' achievement for that area of potential disability in a reasonable period of time; or the referred child's rate of progress is greater than that of his or her same-age peers, but the intensity of the resources necessary to obtain this rate of progress cannot be maintained in general education.

If the LEA decides to use insufficient response to intensive, scientific, research-based or evidence-based intervention for any child being evaluated for specific learning disabilities enrolled in a school, the LEA shall use insufficient response to intensive, scientific, research-based or evidence-based interventions for all such evaluations of children enrolled in that school. At least ten days in advance of beginning to use insufficient response to intensive, scientific, research-based or evidence-based intervention in a school, the LEA will notify parents of all children enrolled in that school of the intent to use insufficient response to intensive, scientific, research-based or evidence-based intervention.

The IEP team may not identify a child as having a specific learning disability if the team's findings of inadequate classroom achievement or insufficient progress are primarily due to one of the following exclusionary factors:

- environmental, economic disadvantage or cultural factors;
- lack of appropriate instruction in reading, including in the essential components of reading instruction;
- lack of instruction in math;
- limited proficiency in English;
- any of the other impairments; and
- lack of appropriate instruction in the area(s) of potential specific learning disability under consideration.

The child must be systematically observed in the child's learning environment, including the general classroom setting when possible, to document the child's academic performance and behavior in any of the eight areas of potential specific learning disabilities.

The systematic observation of routine classroom instruction and monitoring of the child's performance in at least one of the eight areas of potential specific learning disabilities may be conducted before the child was referred for evaluation, or the systematic observation of the child's academic performance in at least one of the eight areas of potential specific learning disabilities shall be conducted after the child has been referred for an evaluation and parental consent is obtained. If the child is less than school age or out of school, at least one member of the IEP team will conduct a systematic observation of the child in an environment appropriate for a child of that age.

If the child has participated in a process that assesses the child's response to intensive, scientific, research-based or evidence-based interventions, the IEP team will use information from a systematic observation of pupil behavior and performance in the area or areas of potential specific learning disability during intensive intervention for that area, conducted by an individual who is not responsible for implementing the interventions with the referred pupil.

In addition to all other determinations, the IEP team shall base its decision of whether a child has a specific learning disability on a comprehensive evaluation using formal and informal assessment data regarding academic achievement and learning behavior from sources such as standardized tests, error analysis, criterion referenced measures, curriculum-based assessments, pupil work samples, interviews, systematic observations, analysis of the child's response to previous interventions, and analysis of classroom expectations and curriculum.

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education, including specially designed instruction, is a child with a disability under this section, unless the exclusionary factors now apply. If a child with a specific learning disability performs to generally accepted expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

Why Blank?

## **Speech and Language Impairment.** Wis. Admin. Code § PI 11.36(5).

**Definitions.** In this subsection:

1. “Home languages” mean the languages used by the child or the parent of the child in their natural environment, or the modes of communication that are used by the child or the parent of the child in their natural environment, and may include languages other than English, sign language, braille, or augmentative and alternative communication.
2. “Natural environment” means settings that are natural or typical for a same-aged child without a disability and may include school, home, or community.
3. “Significant discrepancy” means performance on a norm-referenced assessment that meets the cutoff score for a speech or language disorder and is significantly below age- or grade-level expectations relative to a normative sample, often reported as a percentile or standard score.
4. “Speech or language impairment” means an impairment of speech or sound production, voice, fluency, or language that adversely affects educational performance or social, emotional, or vocational development.

Assessments and other evaluation materials used to conduct a comprehensive evaluation of a child’s speech and language development shall be provided and administered in the child’s home languages. Assessments and other evaluation materials shall be in the form most likely to yield accurate information unless it is not feasible to do so and shall describe the child’s speech and language abilities and how those abilities impact the child’s progress in the general education environment relative to the speech and language demands of the classroom and curriculum. Interpretation of assessments shall be based on the representativeness of the normative sample and the psychometric properties of the assessment.

### **Speech Sound Disorder**

Following consideration of the child’s age, culture, language background, and dialect, the child meets all of the following conditions for a speech sound disorder:

- a. The child’s speech sound production is documented to be delayed, as evidenced through at least one observation in a natural environment.
- b. The child’s speech sound production is documented to be delayed, as measured by a criterion-referenced assessment, such as a developmental scale or a phonetic inventory, or significant discrepancy in performance from typical on a norm-referenced assessment.
- c. The child’s intelligibility is below the expected range and not due to influences of home languages or dialect. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments.
- d. Speech sound production is less than 30% stimulable for incorrect sounds.

### **Phonological Disorder**

Following consideration of the child’s age, culture, language background, or dialect, the child demonstrates the characteristics of a phonological disorder, which include both of the following:

- a. The child’s intelligibility is below the expected range and not due to influences of home languages or dialect. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments.
- b. The child’s phonological process use is documented to be non-developmental or outside of the expected developmental range, as evidenced through at least one observation in a natural environment, and by measurement of either the presence of one or more phonological processes occurring at least 40%, significant discrepancy in performance from typical on a norm-referenced assessment, or both.

### **Voice Impairment**

The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse, or puberty. Following consideration of the child's age, culture, language background, or dialect, the

child demonstrates characteristics of a voice impairment, which include any of the following:

- a. The child's vocal volume, including loudness.
- b. The child's vocal pitch, including range, inflection, or appropriateness.
- c. The child's vocal quality, including breathiness, hoarseness, or harshness.
- d. The child's vocal resonance, including hypernasality.

### **Fluency Disorder**

The child exhibits characteristics of a fluency disorder, following consideration of the child's age, language background, culture, and dialect. The evaluation shall include a variety of measures, including case history, observation in natural environment, norm-referenced assessment or disfluency analysis, and result in evidence of atypical fluency. The presence of one or more of the following characteristics shall indicate a fluency disorder:

- a. Speech disfluencies associated with stuttering or atypical disfluency, which include repetitions of phrases, words, syllables, and sounds or dysrhythmic phonations such as prolongations of sounds or blockages of airflow typically in excess of 2% of total syllables, one second of duration, and two or more iterations in a repetition. Non-verbal physical movements, such as eye blinking or head jerking, may accompany the stuttering. Negative feelings about oral communication may be significant enough to result in avoidance behaviors in an attempt to hide or diminish stuttering.
- b. A speech rate that is documented to be rapid, irregular, or both and may be accompanied by sound or syllable omissions, sequencing errors, or a high number of non-stuttering speech disfluencies such as interjections, phrase and whole word repetitions, and revisions. The resulting speech fluency pattern is considered to be significantly disruptive to efficient communication. Negative feelings and attitudes about oral communication may or may not be present under this disfluency profile.

### **Language Impairment**

Following consideration of the child's age, culture, language background, or dialect, the child demonstrates a language impairment in the area of language form, content or use, as evidenced through an observation in a natural environment and by measurement of at least two of the following:

- a. Language sample analysis.
- b. Dynamic assessment.
- c. Developmental scales or another criterion-referenced assessment.
- d. Significant discrepancy from typical language skills on a norm-referenced assessment of comprehensive language.

### **Exclusionary Factors**

The IEP team may not identify a child as a child with speech or language impairment when differences in speech or language are based on home languages, culture, or dialect unless the child has a speech or language impairment within the child's home languages, culture, or dialect. In determining whether the child has a speech or language impairment, the IEP team shall consider all of the following:

1. The child's background knowledge, stage of language acquisition, experience with narratives, and exposure to vocabulary to discern speech or language ability from speech or language difference, such as differences due to lack of exposure, stage of language acquisition, cultural or behavioral expectations.
2. Based on information and data collected, the IEP team must determine whether the child's speech or language skills are a result of a speech or language impairment or a difference due to culture, language background, or dialect.



## **AAC Considerations**

In addition to the evaluations under pars. (am) to (c), the IEP team shall evaluate a child's language by assessing the child's augmentative and alternative communication skills, when appropriate to determine the child's needs.

## **IEP Team Members**

An IEP team shall include the following:

1. A speech-language pathologist licensed under chapter PI 34 who shall incorporate information from the most recent assessment to assist the IEP team in documenting whether the child meets the criteria for a speech or language impairment as well as identifying the child's speech or language needs.
2. An educator with foundational knowledge in first and second language instruction and second language acquisition if the child is identified as an English Learner under 20 U.S.C. § 7801(20).

## ~~Re-evaluation~~

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

## **Traumatic Brain Injury.** Wis. Admin. Code § PI 11.36(9).

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating, and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

The results of standardized and norm-referenced instruments used to evaluate and identify a child as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician is considered.

## **Developing, Reviewing and Revising IEPs**

**IEP in Effect.** At the beginning of each school year the local educational agency has in effect an IEP for each child with a disability within its jurisdiction. The School District of Manawa ensures that a meeting to develop an IEP and determine placement is conducted within 30 days of determination that the child is a child with a disability. The School District of Manawa ensures an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the IEP is developed. The School District of Manawa develops and implements an IEP for each child with a disability served by that agency including children placed in or referred to a private school or facility by the School District of Manawa.

★  
Add:  
Upon reeval. →

The School District of Manawa ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation. The School District of Manawa ensures each teacher and provider responsible for implementing a child's IEP is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. The School District of Manawa provides special education and related services to a child with a disability in accordance with the child's IEP and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. 34 CFR §§ 300.323(a),(c)-(d); Wis. Stat. §§ 115.787(1), 115.78(3)(c).

## IEP Development

In developing each child's IEP, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;
- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;
- instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- the communication needs of the child and, in the case of a child who is hearing impaired, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communication mode; and
- whether the child requires assistive technology devices and services.

If, when considering these special factors, the IEP team determines a child needs a particular device or service in order to receive a free appropriate public education, the IEP team includes a statement to that effect in the IEP.

The child's regular education teacher, as a member on the IEP team, participates in the development of the IEP of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies, supplementary aids and services, program modifications and supports for school personnel.

The School District of Manawa gives a copy of the IEP to the child's parents with the notice of placement. 34 CFR § 300.324(a); Wis. Stat. § 115.787(3).

## IEP Review and Revision

The IEP team reviews the child's IEP periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises the IEP as appropriate to address:

- any lack of expected progress toward the annual goals and in the general education curriculum;
- the results of any reevaluation;
- information about the child provided to or by the parents;
- the child's anticipated needs; or
- other matters.

In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section.

To the extent appropriate, the regular education teacher of the child, as a member on the IEP team, participates in the review and revision of the IEP of the child.

If a participating agency, other than the School District of Manawa, fails to provide transition services described in the IEP, the School District of Manawa reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP. 34 CFR §§ 300.324(b) and (c); Wis. Stat. § 115.787(4).

## Amendments to the IEP

In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and the School District of Manawa may agree not to convene an IEP team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. If changes are made without a meeting, the School District of Manawa informs the child's IEP team of those changes.

Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending the IEP rather than redrafting the entire IEP. The School District of Manawa gives the child's parent a copy of the revised IEP with the amendments incorporated. 34 CFR §§ 300.324(a)(4)-(6); Wis. Stat. § 115.787(4)(c).

## IEP Content

The IEP for each child with a disability includes:

- a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and
- progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;
- a statement of measurable annual goals for the child, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and to meet each of the child's other educational needs that result from the child's disability;
- for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided to enable the child to:
  - advance appropriately toward attaining the annual goals;
  - be involved in and make progress in the general education curriculum and to participate in extracurricular and other non-academic activities; and
  - be educated and participate with other children with disabilities and nondisabled children in the activities described above;
- an explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general education curriculum and in extracurricular and other nonacademic activities;
- a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state or district-wide assessments;
- if the IEP team determines a child must take an alternate assessment instead of participating in a particular regular state-wide or local educational agency-wide assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;
- the projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, duration and location of those services and modifications;

- beginning not later than in the first IEP that will be in effect when the child is 14 and updated annually thereafter until the child is no longer eligible for special education and related services, a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;
- a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a description of how the child's progress toward attaining the annual goals will be measured; and
- a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

34 CFR § 300.320; Wis. Stat. § 115.787.

## Placement

The School District of Manawa ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's IEP. The IEP team makes placement decisions. The placement is based upon and implements the child's IEP, is determined at least annually, and in uniformity with the least restrictive environment provisions described below. 34 CFR §§ 300.301(a), 300.116(b); Wis. Stat. §§ 115.78(2), 115.79(1)(a) and (b).

**Least Restrictive Environment.** The School District of Manawa ensures the following:

- Unless the IEP requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- Special classes, separate schooling, or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The School District of Manawa ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The School District of Manawa ensures a continuum of alternative placements is available and will be used that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
- The continuum makes provision for supplementary services (such as resource room or itinerant instruction) that are provided in conjunction with regular class placement.
- The School District of Manawa provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The School District of Manawa ensures that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

34 CFR §§ 300.114-117.

**Notice of Placement.** Following the development of the IEP, a notice of placement and a copy of the child's IEP is given to the child's parent(s). 34 CFR § 300.503(b)(4); Wis. Stat. § 115.787(3)(e).

**Consent for Placement.** The School District of Manawa obtains informed and written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

The School District of Manawa makes reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of a child fails to respond or refuses to consent to services, the School District of Manawa cannot provide special education or related services and cannot use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the School District of Manawa will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the School District of Manawa requests consent; and is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the School District of Manawa requests such consent. 34 CFR § 300.300(b); Wis. Stat. § 115.79(2).

## Parent Revocation of Consent:

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district:

- Will stop providing special education and related services to the child, but before doing so, will provide prior written notice in accordance with 34 CFR § 300.503;
- Will not use special education dispute resolution procedures, including mediation and due process, in order to obtain agreement or a ruling that the services may be provided to the child;
- Is not considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services;
- Is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

34 CFR § 300.300.

## Related Services: Physical and Occupational Therapy

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team includes an appropriate therapist. Wis. Admin. Code § PI 11.24(2).

**Physical Therapists' Licensure and Service Requirements.** The School District of Manawa ensures the following:

- Physical therapists are licensed by the Department of Public Instruction as school physical therapists.
- Caseloads for full-time physical therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school physical therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be prorated.
- The school physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.
- The school physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's education, training, and experience.

- The school physical therapist supervises the physical therapy provided by a school physical therapist assistant. The school physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school physical therapist assistant which includes either of the following levels of supervision:
  - the school physical therapist has daily, direct contact on the premises with the school physical therapist assistant; or
  - the school physical therapist has direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by telecommunication. The school physical therapist providing general supervision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate.
- A full-time school physical therapist supervises no more than two full-time equivalent physical therapist assistant positions which may include no more than three physical therapist assistants.
- Acts undertaken by a school physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.
- A school physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops physical therapy treatment plans for the child. A school physical therapist is not represented by a school physical therapist assistant on an IEP team.

Wis. Admin. Code § PI 11.24(7).

#### **School Physical Therapist Assistants' Qualifications and Supervision of Physical Therapy.**

The School District of Manawa ensures the following:

- Physical therapist assistants are licensed by the Department of Public Instruction as school physical therapists.
- The school physical therapist assistant providing physical therapy to a child is supervised by a school physical therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(8).

**Occupational Therapists' Licensure and Service Requirements.** The School District of Manawa ensures the following:

- Occupational therapists are licensed by the Department of Public Instruction as school occupational therapists.
- Caseloads for full-time school occupational therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school occupational therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be prorated.
- The school occupational therapist has medical information before a child is evaluated for occupational therapy.

Wis. Admin. Code § PI 11.24(9).

**The Delegation and Supervision of Occupational Therapy.** The School District of Manawa ensures the following:

- The school occupational therapist may delegate to a school occupational therapy assistant only those portions of a child's occupational therapy which are consistent with the school occupational therapy assistant's education, training, and experience.
- The school occupational therapist supervises the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist develops a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school occupational therapist assistant which includes either of the following levels of supervision:

- the school occupational therapist has daily, direct contact on the premises with the school occupational therapy assistant; or
- the school occupational therapist has direct, face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication. The school occupational therapist providing general supervision provides an onsite reevaluation of each child's occupational therapy a minimum of every two weeks and adjusts the occupational therapy as appropriate.
- A full-time school occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
- An act undertaken by a school occupational therapy assistant is considered the act of the supervising occupational therapist who has delegated the act.

Wis. Admin. Code § PI 11.24(9).

**The Responsibility of a School Occupational Therapist.** The School District of Manawa ensures the following:

- A school occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops occupational therapy treatment plans for the child.
- A school occupational therapist may not be represented by a school occupational therapy assistant on an IEP team.

Wis. Admin. Code § PI 11.24(9).

**School Occupational Therapy Assistants' Qualifications and Supervision.** The School District of Manawa ensures the following:

- Occupational therapy assistants are licensed by the Department of Public Instruction as school occupational therapy assistants.
- The school occupational therapy assistant providing occupational therapy to a child is supervised by a school occupational therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(10).

## Transition from Birth to Three Programs

The School District of Manawa of children with disabilities from the birth to three program for infants and toddlers with disabilities to preschool programs in the School District of Manawa. The School District of Manawa participates in transition planning conferences arranged by birth to three programs.

For children participating in birth to three programs who will participate in special education preschool programs in the School District of Manawa, the School District of Manawa has an IEP in effect by the child's third birthday.

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin. 34 CFR §§ 300.124, 300.101(b).

## Transfer Pupils

### In-State-Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous Wisconsin local educational agency) transfers to the School District of Manawa and enrolls in a new school within the same school year, the School District of Manawa (in consultation with the parents) provides FAPE to the child, including services comparable to those described in the child's IEP from the previous agency, until the School District of Manawa:

- Adopts the child's IEP from the previous public agency; or
- Develops, adopts, and implements a new IEP.

The School District of Manawa adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of the transfer pupil. The School District of Manawa does not adopt the evaluation and eligibility determination or the IEP of the sending local educational agency if the evaluation and eligibility determination or the IEP do not meet state and federal requirements. 34 CFR § 300.323(e).

### **Out-of-State Transfer Students**

When a child with a disability (who had an IEP that was in effect in a previous agency in another State) transfers to the School District of Manawa, and enrolls in a new school within the same school year, this School District of Manawa, in consultation with the parents, provides the child with FAPE, including services comparable to those described in the child's IEP from the out-of-state agency, until the School District of Manawa:

- Conducts an evaluation and determines eligibility if determined to be necessary by this local educational agency; and
- Develops, adopts, and implements a new IEP, if appropriate.  
34 CFR § 300.323(f).

### **Transmittal of Records**

When the School District of Manawa receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the School District of Manawa takes reasonable steps, including a written request, to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child from the previous public agency in which the child was enrolled. When the School District of Manawa receives such a written request for a transfer pupil, the School District of Manawa transfers the pupil's records to the requesting local educational agency no later than the next working day from receipt of the written notice as required under Wis. Stat. § 118.125(4). 34 CFR § 300.323(g); Wis. Stat. § 118.125(4).

### **Due Process Procedures**

**Opportunity to Examine Records and Parent Participation in Meetings.** The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

- inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child; and
- participate in meetings with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

The School District of Manawa notifies parents consistent with the policies in the "Parent Participation in IEP Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that local educational agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The IEP team, which includes the parent, makes decisions on the educational placement of the child. In implementing this policy, the School District of Manawa uses procedures consistent with the policies described above. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the School District of Manawa uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing. A placement decision may be made by the IEP team without the involvement of the parent if the School District of Manawa is unable to obtain the parent's participation in the decision. In this case, the School District of Manawa must have a record of its attempt to ensure parent involvement. 34 CFR §§ 300.501, 300.322(e).



**Notice.** The School District of Manawa ensures a child's parents are provided prior written notice a reasonable time before the School District of Manawa proposes to initiate or change or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains:

- a description of the action proposed or refused;
- an explanation of why the local educational agency proposed or refused to take action;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- a description of any other options considered and the reason(s) they were rejected;
- a description of each evaluation procedure, assessment, record, or report used as a basis for the proposed or refused action;
- the names of the evaluators, if known, if the notices propose to evaluate or reevaluate the child;
- a description of any other factors relevant to the proposal or refusal; and
- sources for parents to contact to obtain assistance in understanding special education law.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the School District of Manawa takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice; and there is written evidence that these requirements have been met. 34 CFR § 300.503; Wis. Stat. § 115.792(2).

**Procedural Safeguards Notice.** A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents one time a school year, except that a copy is given to the parents:

- upon initial referral or parent request for evaluation;
- upon receipt of the first IDEA State complaint and the first due process complaint;
- on the date on which the decision is made to make a disciplinary removal that constitutes a change of placement;
- upon request by a parent.

The procedural safeguards notice includes a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public and in the native language of the child's parents unless it is clearly not feasible to do so, relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:
  - the time period in which to file a complaint;
  - the opportunity for the agency to resolve the complaint; and
  - the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.

- the child’s placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 U.S.C. § 1415(k);
- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- availability of mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions, including the time period in which to file those actions; and
- attorney fees.

34 CFR § 300.504.

**Independent Educational Evaluations.** A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the School District of Manawa about an independent evaluation, the School District of Manawa provides the parent with information about where an independent evaluation may be obtained and the agency criteria applicable for independent educational evaluations. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the School District of Manawa. “Public expense” means the School District of Manawa either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent.

If a parent requests an independent educational evaluation at public expense, the School District of Manawa, without unnecessary delay, either initiates a due process hearing to show its evaluation is appropriate or ensures an independent educational evaluation is provided at public expense unless the School District of Manawa demonstrates in a due process hearing that the evaluation obtained by the parent did not meet School District of Manawa criteria.

If a parent requests an independent educational evaluation, the School District of Manawa may ask for the parent’s reason why he or she objects to the public evaluation. However, the School District of Manawa does not require the explanation and the School District of Manawa does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the School District of Manawa conducts an evaluation with which the parent disagrees.

If the School District of Manawa initiates a hearing and the final decision is that the School District of Manawa’s evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at public expense or shares with the School District of Manawa an evaluation obtained at private expense, the results of the evaluation must be considered by the School District of Manawa, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, is the same as the criteria that the School District of Manawa uses when it initiates an evaluation to the extent that those criteria are consistent with the parent’s right to an independent educational evaluation. Except for the criteria described above, School District of Manawa does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense. 34 CFR § 300.502.

**Surrogate Parent.** The School District of Manawa ensures the rights of a child are protected if no parent can be identified; the School District of Manawa, after reasonable efforts, cannot locate a parent; the child is a ward of the state; or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act. In such instances, the School District of Manawa assigns an individual to act as a surrogate for the parents. The School District of Manawa has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. In the case of a child who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the child’s case.

The School District of Manawa ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the School District of Manawa, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child he or she represents; and has knowledge and skills that ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the School District of Manawa solely because he or she is paid by the School District of Manawa to serve as a surrogate parent.

For an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements for selection of surrogate parents.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

The local educational agency makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed. 34 CFR § 300.519; Wis. Stat. § 115.792(1)(a)2.

**Mediation.** When a local educational agency participates in a mediation under Wis. Stat. § 115, the local educational agency:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- does not record a mediation session unless both parties and the mediator agree;
- may be represented by two individuals, unless the parties agree to additional representatives;
- may withdraw from mediation at any time;
- may recess a mediation session to consult advisors, whether or not present, or to consult privately with the mediator;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

If the parties resolve the dispute or a portion of the dispute through the mediation process, the parties must execute a legally binding agreement. The agreement is reduced to writing, signed by the parties and a copy is given to each party. The agreement states that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The agreement is legally binding upon the parties and is enforceable in circuit court. The agreement is signed by a representative of the local educational agency who has the authority to bind the local educational agency.

The Wisconsin Mediation System is voluntary on the part of the parties and the local educational agency does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under special education law. 34 CFR § 300.506; Wis. Stat. § 115.797.

**Due Process Hearings.** When the School District of Manawa files a request for a due process hearing, it will provide a copy of the hearing request to the other party, a copy to the DPI and will keep the hearing request confidential.

If the parent or the child's attorney files a written request for a due process hearing, the School District of Manawa will:

- inform the parent of any free or low cost legal and other relevant services available in the area;
- (unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;

- within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and
- (except when the parents and School District of Manawa agree in writing to waive a meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a meeting with the child's parents, a representative of the School District of Manawa who is authorized to make decisions on behalf of the agency, and the relevant members of the IEP team who have specific knowledge of the facts identified in the hearing request. If the meeting resolves any subject matter of the hearing request, the parents and the School District of Manawa will execute and sign a legally binding agreement.

When the School District of Manawa is a party to a due process hearing under Wis. Stat. § 115.80, the School District of Manawa:

- pays for the cost of the hearing;
- pays for the cost of an independent educational evaluation ordered by the hearing officer;
- discloses to all other parties, at least five business days before a hearing is conducted (other than an expedited hearing under the provisions of the Individuals with Disabilities Education Act), all evaluations completed by that date and recommendations based upon the School District of Manawa's evaluations that the School District of Manawa intends to use at the hearing; and
- except as provided in the "discipline" section of the School District of Manawa's policies, the School District of Manawa does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child's parents agree to the change. If the child is applying for initial admission to a public school, the child, with the consent of the parents, is placed in the public school program until all due process proceedings have been completed.

Before filing a civil action under any federal law seeking relief that is also available under state special education law, the School District of Manawa exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law. 34 CFR §§ 300.507, 300.508, 300.510; Wis. Stat. § 115.80.

**Transfer of Rights at Age of Majority.** When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the School District of Manawa transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The School District of Manawa provides any required notices to both the parents and the adult pupil. The School District of Manawa notifies both the parents and the individual pupil of the transfer of rights. 34 CFR § 300.520; Wis. Stat. § 115.807.

## Discipline Procedures

**Authority of School Personnel.** School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. A child with a disability may be suspended for more than ten consecutive school days only if the conduct is not a manifestation of the child's disability and the requirements provided below are followed.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days, consistent with state requirements, in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, the local educational agency provides services to the child if the local educational agency also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

The School District of Manawa determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal the School District of Manawa must provide services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

The School District of Manawa applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the School District of Manawa determines the behavior of the child with a disability was not a manifestation of the child's disability. The School District of Manawa applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. 34 CFR § 300.530; 300.536.

**Placement in Interim Alternative Educational Settings.** School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency.

34 CFR § 300.530(g).

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
  - if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;
  - if the behavior is a manifestation of the child's disability, receives either:
    - a functional behavior assessment, unless the School District of Manawa had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan, or
    - if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan, and modifications to it, as necessary, to address the behavior.
- 34 CFR §§ 300.530, 300.531.

[BACK TO TABLE OF CONTENTS](#)

On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, the School District of Manawa notifies the parents of that decision and provides the parents a procedural safeguards notice. 34 CFR § 300.530(h).

When the School District of Manawa determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if the School District of Manawa believes that returning the child to the original placement is substantially likely to result in injury to the child or others. 34 CFR § 300.532.

**Manifestation Determination Reviews.** Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP team (as determined by the parent and the School District of Manawa):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the School District of Manawa's failure to implement the IEP.

If the LEA, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of the School District of Manawa's failure to implement the IEP, the School District of Manawa takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting or the parent and School District of Manawa agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

- conducts a functional behavioral assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan has already been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR §§ 300.530(d)(e) and (f).

**Placement During Appeals.** The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or the School District of Manawa believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever occurs first. The parent and the School District of Manawa may agree to a different placement during the appeal.

Unless the School District of Manawa and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, the School District of Manawa conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint. 34 CFR §§ 300.532; 300.533.

**Protections for Children Not Yet Eligible for Special Education and Related Services.** The School District of Manawa provides the protections asserted for a child under the Individuals with Disabilities Education Act-Part B to a child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the School District of Manawa if the School District of Manawa had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The School District of Manawa has knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- the parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
  - the parent of the child requested an IEP team evaluation of the child; or
  - the teacher of the child, or other personnel of the School District of Manawa, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.
- No Bullets* → ● The School District of Manawa does not have knowledge that a child is a child with a disability if:
- the parent of the child has not allowed an IEP team evaluation of the child or has refused special education services; or
  - the School District of Manawa conducted an IEP team evaluation and determined that the child was not a child with a disability.

If the School District of Manawa does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the School District of Manawa may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors. 34 CFR § 300.534.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner. Until the evaluation is completed, the School District of Manawa maintains the child in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the School District of Manawa's evaluation and information provided by the parents, the School District of Manawa provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities. 34 CFR § 300.534.

When the School District of Manawa reports a crime committed by a child with a disability, it ensures copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom it reports the crime. The School District of Manawa transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permits transmission. 34 CFR § 300.535.

*\*\*\* Add Seclusion + Restraint information*

## Confidentiality of Information

**The Notice to Parents.** The School District of Manawa notifies parents before any major child identification, location, or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the School District of Manawa of the activity. 34 CFR § 300.612(b).

The School District of Manawa gives notice that is adequate to fully inform parents about the confidentiality of personally identifiable information requirements in the law, including:

- a description of the extent that the notice is given in the native languages of the various population groups in the School District of Manawa;
- a description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the local educational agency intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
- a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

34 CFR § 300.612.

**Access Rights.** The School District of Manawa permits parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under the Individuals with Disabilities Education Act-Part B. The agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

- the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- the right to have copies of the records upon request; and
- the right to have a representative of the parent inspect and review the records.

The School District of Manawa presumes that the parent has authority to inspect and review records relating to his or her child unless the local educational agency has been advised that the parent does not have authority under state law. 34 CFR § 300.613.

The School District of Manawa keeps a record of parties obtaining access to education records collected, maintained, or used under the Individuals with Disabilities Education Act (except access by parents and authorized employees of the local educational agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records. 34 CFR § 300.614.

The School District of Manawa provides parents on request a list of the types and locations of education records collected, maintained, or used by the agency. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. 34 CFR §§ 300.615, 300.616.

The School District of Manawa does not charge a fee for copies of records that are made for parents if the fee effectively prevents the parents from exercising their right to inspect and review those records. The School District of Manawa does not charge a fee to search for or to retrieve information in educational records. 34 CFR § 300.617.



**Amendment of Records at Parent's Request.** A parent who believes information in the education records collected, maintained, or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the local educational agency to amend the information. The local educational agency decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the School District of Manawa decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing pursuant to the local educational agency's policies. 34 CFR § 300.618.

The School District of Manawa, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. 34 CFR § 300.619.

The hearing is conducted according to the procedures described in the Family Educational Rights and Privacy Act implementing regulations. If, as a result of the hearing, the School District of Manawa decides the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. If, as a result of the hearing, the School District of Manawa decides the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the School District of Manawa. 34 CFR §§ 300.619-621.

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party. 34 CFR § 300.620(c)(2).

*Red* **Consent.** Parental consent is obtained before personally identifiable information is disclosed, unless the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act and Wis. Stat. § 118.125. Parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the Individuals with Disabilities Education Act with the following exceptions:

- Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.
- If a child is enrolled or is going to enroll in a private school that is not located in the local educational agency of the parent's residence, parental consent is obtained before any personally identifiable information about the child is released between school officials in the local educational agency where the private school is located and officials in the local educational agency of the parent's residence.

34 CFR § 300.622.

**Safeguards.** The School District of Manawa protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at the School District of Manawa assumes responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information receive training or instruction regarding the state's policies and procedures described in the regulations implementing the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. The School District of Manawa maintains, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information. 34 CFR § 300.623.

**Destruction of Information.** The School District of Manawa informs parents when personally identifiable information collected, maintained, or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR § 300.624.

**Transfer of Confidentiality Rights at Age of Majority.** Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the local educational agency provides any notice required under the Individuals with Disabilities Education Act to the student and the parents. 34 CFR §§ 300.625(b) and (c).

## Children With Disabilities Enrolled in Private Schools by Their Parents

**Child Find.** The School District of Manawa locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district. The child find process is designed to ensure the equitable participation of parentally-placed private school children and an accurate count of those children. The School District of Manawa undertakes child find activities similar to the activities undertaken for the agency's public school children. The child find process is completed in a time period comparable to that for students attending public schools in this school district. In carrying out the child find requirements for parentally-placed private school students, the School District of Manawa includes parentally-placed private school children who reside in another state. 34 CFR § 300.131.

Any due process complaint regarding child find requirements must be filed with the school district in which the private school is located, and a copy must be forwarded to the Department of Public Instruction. 34 CFR § 300.140(b)(2).

**Provision of Services.** To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary, and secondary schools located in this school district, this school district provides for the participation of those children by providing them with special education and related services, including direct services determined in accordance with the provision under the "Equitable Services Determined" section of this policy.

A services plan is developed and implemented for each private school child with a disability designated by the School District of Manawa to receive special education and related services under the Individuals with Disabilities Education Act. The School District of Manawa maintains in its records, and provides to the Wisconsin Department of Public Instruction, the following information related to parentally-placed private school children:

1. the number of children evaluated;
2. the number of children determined to be children with disabilities; and
3. the number of children served. 34 CFR § 300.132.

**Expenditures.** In providing special education and related services, including direct services, to children with disabilities enrolled by their parents in private schools, the School District of Manawa spends, for children aged 3 through 21, an amount that is the same proportion of the School District of Manawa's total Individuals with Disabilities Education Act flow-through grant as is the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in this school district, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.

For parentally placed private school children aged 3 through 5, the School District of Manawa spends an amount that is the same proportion of this school district's total preschool entitlement funds as the number of parentally placed private school children with disabilities aged 3 through 5 is to the total number of children with disabilities in its jurisdiction aged 3 through 5. The School District of Manawa may provide services to private school children in excess of those required, consistent with the law and School District of Manawa policy.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, the School District of Manawa, after timely and meaningful consultation with representatives of private schools, conducts a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in the School District of Manawa.

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, the School District of Manawa determines the number of parentally-placed private school children with disabilities attending private schools located in the School District of Manawa; and ensures the count is conducted on October 1 of each year. The child count is used to determine the amount the School District of Manawa must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year. 34 CFR § 300.133(c)(2).

State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities under the Individuals with Disabilities Education Act. 34 CFR § 300.133(d).

The cost of carrying out child find requirements, including individual evaluations, is not considered in determining if the School District of Manawa has met its obligation to expend a proportionate amount of Individuals with Disabilities Education Act funds to provide equitable services. 34 CFR § 300.131(d).

If the School District of Manawa has not expended for equitable services all of the funds required by the end of the fiscal year for which Congress appropriated the funds, the district obligates the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year. 34 CFR § 300.133(a)(3).

**Consultation.** To ensure timely and meaningful consultation, the School District of Manawa consults with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

- the child find process, including how parentally-placed private school children suspected of having a disability can participate equitably, and how parents, teachers, and private school officials will be informed of the process;
- the determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities including the determination of how the proportionate share of those funds was calculated;
- the consultation process among the School District of Manawa, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- how, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, including direct services and alternate service delivery mechanisms, and how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children, and how and when those decisions will be made; and
- how, if the School District of Manawa disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

When timely and meaningful consultation has occurred, the School District of Manawa must obtain a written affirmation signed by the representatives of participating schools. If the representatives do not provide the affirmation within a reasonable period of time, the School District of Manawa forwards the documentation of the consultation process to the Wisconsin Department of Public Instruction.

If a private school representative files a complaint under 34 CFR § 300.136 to the Wisconsin Department of Public Instruction, this school district will forward appropriate documentation to the department. 34 CFR §§ 300.134, 300.135, and 300.136.

**Equitable Services Determined.** No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services the child would receive if enrolled in the public school. Decisions about the services that will be provided to parentally-placed private school children with disabilities are made in accordance with services plans and consultation processes contained in these policies.

The final decisions regarding services to be provided to eligible private school children are made by the School District of Manawa. 34 CFR § 300.137.

If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from the School District of Manawa, the district initiates and conducts meetings to develop, review and revise a services plan for the child in accordance with the law. The School District of Manawa ensures a representative of the religious or other private school attends each meeting. If the representative cannot attend, the School District of Manawa uses other methods to ensure participation by the private school, including individual or conference telephone calls. 34 CFR § 300.137(c)(2).

**Equitable Services Provided.** The services provided to parentally-placed private school children with disabilities by the School District of Manawa are provided by personnel meeting the same standards as personnel providing services in this school district, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools. 34 CFR § 300.138(a)(2).

Each private school child with a disability who has been designated to receive services from the School District of Manawa has a services plan that describes the specific special education and related services the School District of Manawa will provide to the child in light of the services the district has determined (after consultation with representatives of private school children with disabilities) it will make available to parentally-placed private school children with disabilities. The services plan, to the extent appropriate, meets the IEP requirements with respect to the services provided. The services plan is developed, reviewed, and revised consistent with the provisions in the law concerning IEP teams, when IEPs must be in effect, parent participation in IEP team meetings, and development, review, and revision of IEPs. 34 CFR § 300.138(b)(2).

Services to parentally-placed private school children with disabilities are provided by employees of the School District of Manawa or through contract by the district with an individual, association, agency, organization, or other entity. The services, including materials and equipment, are secular, neutral, and non-ideological. 34 CFR § 300.138(c).

**Location of Services and Transportation.** If the School District of Manawa provides services to private school children with disabilities at the child's private school, including a religiously affiliated private school, it will do so to the extent consistent with state and federal law. If necessary for the child to benefit from or participate in the services provided, this school district transports private school children with disabilities from the child's school or home to a site other than the child's private school and from the service site to the private school or the child's home, depending on the timing of the services. The School District of Manawa may include the cost of such transportation in calculating whether it has met the requirement to expend a proportionate amount of Individuals with Disabilities Education Act funds on services to parentally-placed private school children with disabilities. 34 CFR § 300.139(b)(2).

**Requirement that funds not benefit a private school.** The School District of Manawa does not use Individuals with Disabilities Education Act funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The funds are used to meet the special education and related services needs of parentally-placed private school children with disabilities, but not for meeting the needs of a private school or the general needs of the students enrolled in the private school. 34 CFR § 300.141.

**Use of Personnel.** Individuals with Disabilities Education Act funds are used to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school children with disabilities and if those services are not normally provided by the private school. If the School District of Manawa pays for the services of an employee of a private school employee, the employee performs the services outside of his or her regular hours of duty and under public supervision and control. 34 CFR § 300.142.

**Separate Classes Prohibited.** The School District of Manawa does not use Individuals with Disabilities Education Act funds for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include both students enrolled in public schools and students enrolled in private schools. 34 CFR § 300.143.

**Property, Equipment, and Supplies.** The School District of Manawa controls and administers Individuals with Disabilities Education Act funds used to provide special education and related services to parentally-placed private school children with disabilities and holds title to and administer materials, equipment, and property purchased with those funds. Equipment and supplies are placed in a private school for the period of time needed for the Individuals with Disabilities Education Act program. Equipment and supplies placed in a private school are used only for Individuals with Disabilities Education Act purposes and can be removed from the private school without remodeling the private school facility. Equipment and supplies are removed from a private school if the equipment and supplies are no longer needed for Individuals with Disabilities Education Act purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for other than Individuals with Disabilities Education Act purposes. Individuals with Disabilities Education Act funds are not used for repairs, minor remodeling, or construction of private school facilities. 34 CFR § 300.144.

**Parentally Placed Children in Private Schools When FAPE is at Issue.** The School District of Manawa is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the School District of Manawa made FAPE available to the child and the parents elected to place the child in a private school or facility. The child is considered a parentally placed private school child with a disability. 34 CFR § 300.148.

## Children With Disabilities in Private Schools Placed or Referred by the School District of Manawa

When, pursuant to an IEP, a child with a disability is or has been placed in or referred to a private school or facility by the School District of Manawa as a means of providing special education and related services, the School District of Manawa ensures that the child:

- is provided special education and related services in conformance with an IEP that meets the requirements of the law and at no cost to the parents;
- is provided an education that meets the standards that apply to education provided by the Department of Public Instruction and local educational agencies including the requirements of Individuals with Disabilities Education Act, except that staff are not required to meet the highly qualified teacher requirements; and
- has all of the rights of a child with a disability who is served by a public agency.

34 CFR § 300.146.

**Development, Review, and Revision of the IEP.** Before the School District of Manawa places a child with a disability in, or refers a child to, a private school or facility, the School District of Manawa initiates and conducts a meeting to develop an IEP for the child in accordance with the law. The School District of Manawa ensures a representative of the private school or facility attends the meeting. If the representative cannot attend, the School District of Manawa uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the School District of Manawa. If the School District of Manawa permits a private school or facility to initiate and conduct meetings to review and revise IEPs, the School District of Manawa ensures the parents and a School District of Manawa representative are involved in any decisions about the IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if a private school or facility implements a child's IEP, the School District of Manawa retains responsibility for compliance with the requirements of special education law. 34 CFR § 300.325.

When the School District of Manawa places a child, in a private school as a means of providing special education and related services, the School District of Manawa ensures an IEP is developed and implemented for each child with a disability and the special education and related services are provided in conformance with an IEP and at no cost to the parents. Wis. Stat. § 115.77(1m)(d).

## Children in Residential Care Centers

When the responsible local educational agency receives a notice from a county or a state agency that a child will be placed in a residential care center, the local educational agency does all of the following:

*Bullet*  
if the child is a child with a disability, as soon as reasonably possible and after consulting with the county or state agency, as appropriate, the local educational agency appoints an IEP team to review and revise, if necessary, the child's IEP and develop an educational placement offer;

*Bullet*  
if the child has not been identified as a child with a disability, the local educational agency:

- appoints staff to review the child's education records and develop a status report;
- sends a copy of the status report to the county or state agency within 30 days after receiving the notice that the child will be placed in a residential care center;
- appoints an IEP team to conduct an evaluation of the child if the local educational agency has reasonable cause to believe the child is a child with a disability;
- ensures the IEP team conducts the evaluation; and
- ensures the IEP team develops an IEP and an educational placement offer, in consultation with the county or state agency if the IEP team determines the child is a child with a disability.

Wis. Stat. § 115.81(3)(b).

When the responsible local educational agency offers an educational placement in a residential care center, the responsible local educational agency:

- ensures the child receives a free appropriate public education;
- ensures the child's treatment and security needs are considered when determining the least restrictive environment for the child;
- appoints an IEP team to reevaluate the child, as required by state law, while the child resides at the child caring institution;
- while the child resides at the residential care center, the local educational agency refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the responsible local educational agency determines that the child's special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and
- assigns staff or an IEP team to develop a reintegration plan for a child leaving the residential care center, in cooperation with county and residential care center staff.

Wis. Stat. § 115.81(4)(a).

When this school district receives a referral from the responsible local educational agency because the referring responsible local educational agency believes the child's special education needs could be met in a less restrictive setting, this school district assigns staff to determine whether the child can appropriately receive special education and related services in the school district. If the assigned staff determine the child can appropriately receive special education and related services in this school district, it provides such services and may apply for state tuition payments under Wis. Stat. § 121.79(1)(a), for the child's educational expenses. If the assigned staff determines the child cannot appropriately receive special education and related services in this school district, the school district keeps a written record of the reasons for that determination. Wis. Stat. § 115.81(4)(c).

## Placement Disputes; School Board Referrals; Interagency Cooperation

When a dispute arises between the School District of Manawa and the Wisconsin Department of Health and Family Services, the Wisconsin Department of Corrections, or a county, or between local educational agencies over the placement of a child, the School District of Manawa seeks resolution of the dispute from the State Superintendent. This provision applies only to a placement in a nonresidential educational program made under Wis. Stat. § 48.57 (1)(c) or to a placement in a residential care center made under Wis. Stat. § 115.81.

Annually, on or before August 15, the School District of Manawa reports to the county departments under Wis. Stat. §§ 51.42 and 51.437 the names of resident children who are at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

If a public agency, as defined by Wis. Stat. § 166.20(1)(i), except that it does not include a local educational agency, is required by federal or state law or by an interagency agreement to provide or pay for the location, identification or evaluation of a child with a disability, including a child with a disability who is not yet 3 years of age, or for assistive technology devices or services, supplementary aids or services, transition services or special education or related services for a child with a disability, and fails to do so, the School District of Manawa provides or pays for the services. The School District of Manawa seeks reimbursement for the cost of providing the services from the public agency. Wis. Stat. § 115.812.

## Local Educational Agency Reporting to State

The School District of Manawa, in providing for the education of children with disabilities within its jurisdiction, has established and implemented policies, procedures and programs that are consistent with state and federal special education requirements, policies and procedures. The School District of Manawa will modify them to the extent necessary to ensure compliance with the law if the provisions of federal or state laws or regulations are amended, if there is a new interpretation of Individuals with Disabilities Education Act by federal or state courts, or if there is an official finding of noncompliance with federal or state law or regulations. 34 CFR § 300.201; Wis. Stat. § 115.77(1m)(f).

The School District of Manawa files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of state and federal special education law are appropriately and adequately prepared, subject to the requirements of the personnel requirements of the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act. 34 CFR § 300.207.

The School District of Manawa provides to the Department of Public Instruction information needed for the Department to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in School District of Manawa special education programs. 34 CFR § 300.211; Wis. Stat. § 115.77(2).

The School District of Manawa reports its plan for providing special education and related services to children with disabilities to the Department of Public Instruction on a schedule and using instructions provided by the Department of Public Instruction. The plan includes:

- statements of assurance as required by applicable federal law;
- information relating to access of private school pupils to the School District of Manawa 's special education and related services;
- assurances that the School District of Manawa, in providing for the children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with this subchapter and applicable federal law;
- the School District of Manawa's plan for ensuring that all personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared according to applicable state and federal law;
- the data regarding children with disabilities and nondisabled children in the School District of Manawa that the division is required to collect or report to be in compliance with 20 U.S.C. §§ 1400 to 1482; and
- any other information the division requires to permit its review of the plan.

34 CFR § 300.200; Wis. Stat. § 115.77(4).

When the School District of Manawa participates in a county children with disabilities education board program, annually by October 1, the local educational agency and the county children with disabilities education board submit a report to the state superintendent. The report includes the portion of each school day that each pupil enrolled in the county program, who is also enrolled in the local educational agency, spent in county program classes in the previous school year, and the portion of the school day that the pupil spent in the School District of Manawa classes in the previous school year. Wis. Stat. § 115.817(5)(d).

# Appendix of Federal Law and Regulations Referenced in the Model Policies and Procedures

## 34 CFR § 99.3 - Family Educational Rights and Privacy Act of 1974 – Definition of Education Records

- a. The term means those records that are:
  1. Directly related to a student; and
  2. Maintained by an educational agency or institution or by a party acting for the agency or institution.
- b. The term does not include:
  1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
  2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Section 99.8.
  3. (i) Records relating to an individual who is employed by an educational agency or institution, that:
    - A. Are made and maintained in the normal course of business;
    - B. Relate exclusively to the individual in that individual's capacity as an employee; and
    - C. Are not available for use for any other purpose.
  4. (ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.
  4. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
    - A. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
    - B. Made, maintained, or used only in connection with treatment of the student; and
    - C. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
  5. Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

## 42 U.S.C. § 11434a – McKinney-Vento Homeless Assistance Act, Definition of Homeless Children

1. The term "homeless children and youths"—
  - A. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and
  - B. includes—
    - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
    - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C) of this title);
    - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
    - iv. migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

[BACK TO TABLE OF CONTENTS](#)



### **18 U.S.C. § 1365(h) – Definition of Serious Bodily Injury**

2. the term “serious bodily injury” means bodily injury which involves—
- A. a substantial risk of death;
  - B. extreme physical pain;
  - C. protracted and obvious disfigurement; or
  - D. protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and
3. the term “bodily injury” means—
- A. a cut, abrasion, bruise, burn, or disfigurement;
  - B. physical pain;
  - C. illness;
  - D. impairment of the function of a bodily member, organ, or mental faculty; or
  - E. any other injury to the body, no matter how temporary.

### **29 U.S.C. § 3002(19) - Definition of Universal Design**

The term “universal design” means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

### **18 U.S.C. § 930(g)(2) - Definition of Weapon**

The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 1/2 inches in length.

### **20 U.S.C. § 7801(37) – Definition of Scientifically Based Research**

The term “scientifically based research”--

- A. means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- B. includes research that--
  - i. employs systematic, empirical methods that draw on observation or experiment;
  - ii. involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
  - iii. relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
  - iv. is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
  - v. ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
  - vi. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.





# SCHOOL DISTRICT OF MANAWA

## Gifted and Talented (G/T) Plan 2023-24



---

The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).  
Copies of any policy/procedure can be obtained by contacting the District Office.  
Approved by the Manawa Board of Education August 15, 2022

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.

# SCHOOL DISTRICT OF MANAWA

## TABLE OF CONTENTS

Mission and Vision .....	3
What is Giftedness?.....	3
Bright Child Versus Gifted Child.....	4
Descriptions of Gifted & Talented Identification Areas.....	5
Identification of Students.....	6
Service Delivery Model.....	7
Gifted & Talented Identification and Options.....	9
Decision Process .....	10
Referral for Gifted & Talented Services .....	11
Parent/Guardian/Student Gifted & Talented Referral Form .....	12
Teacher Gifted & Talented Referral Form.....	14
Gifted & Talented Learning Plan.....	16

# MISSION AND VISION

## **Mission Statement:**

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

## **Vision Statement:**

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

# WHAT IS GIFTEDNESS?

The concept of giftedness has varied over the course of educational, philosophical, and psychological history. Researchers such as Terman, Bloom, Renzulli, Feldman, Gardner, and Gagne have all contributed to our understanding and to the ensuing debate about the notion of gifts and talents. Historically, giftedness has been considered to be performance which is two standard deviations above the norm on a standardized test. This approach resulted in labeling individuals as “gifted” in intellectual and academic areas. Views, however, have changed over time so that we now have a much different conception of gifts and talents that includes multiple components of intelligence. Gardner<sup>1</sup> notes that intelligence is multifaceted, not a single entity. He posits that we think, learn, and create in many different ways. In Wisconsin, we translate this idea into five areas of identification: general intellectual, specific academic, creativity, leadership, and artistic.

## Bright Child Versus Gifted Child






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

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

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

## Descriptions of Gifted & Talented Identification Areas

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

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

## Identification of Students

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

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

### Twice Exceptional Children

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

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

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

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



# Service Delivery Model

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

## ***What is differentiation? (generally considered RtI Tier I)***

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

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

## ***What is enrichment?***

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

## ***What is compacting?***

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

## ***What is mentoring?***

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

## ***What is shadowing?***

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

**What is acceleration?**

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

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

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

**Record of Services:**

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

# Gifted & Talented Identification and Options

Gifted and Talented National Standards:

AREA	IDENTIFICATION	OPTIONS
<b>General Intellectual Ability</b>	Recommendation based on the following observables: 1. iReady scores of >90 percentile rank in both reading and math 2. F&P running records; 2 grade levels ahead 3. Statewide assessment scores at advanced/exceeding/>26 (ACT) in all areas 4. SBG scoring at a 4 early in the year in all subjects 5. IQ >115	<ul style="list-style-type: none"> <li>• Quiz Bowl</li> <li>• Battle of the Books</li> <li>• Debate Team</li> <li>• Advance a grade level</li> <li>• Enrichment projects</li> <li>• Forensics</li> </ul>
<b>Specific Academic Area</b>	Recommendation based on the following observables: 1. iReady scores of >90 percentile rank in either math or reading 2. F&P running records; 2 grade levels ahead 3. Statewide assessment scores at advanced/exceeding/>26 (ACT) in one area 4. SBG scoring at a 4 early in the year in one subject 5. Classroom data/grades	<ul style="list-style-type: none"> <li>• Math Prodigy, Khan Academy, Accelerated Math, Moby Max</li> <li>• Enrichment Projects</li> <li>• Project Boxes</li> <li>• Math Olympics or other competitions</li> <li>• AP classes</li> <li>• Accelerated reading class Reading</li> <li>• Book bins filled with books at reading level</li> <li>• Partner conversations with different grade level peers</li> <li>• Enrichment projects</li> <li>• Attend other grade's IR time</li> <li>• Accelerated reading class</li> <li>• Moby Max</li> <li>• Battle of the Books Writing</li> <li>• Accelerated writing class</li> <li>• Enrichment projects</li> <li>• Forensics</li> </ul>
<b>Creativity</b>	Recommendation based on the following observables: 1. Divergent and unconventional thinking 2. Unusual ideas or solutions to problems 3. Original ideas and products 4. Flexible and original thinking 5. Tend to reject one-answer solutions 6. Strongly independent 7. Resist conformity 8. The originality of thought, human behavior, and product	<ul style="list-style-type: none"> <li>• UWSP STEAM Days</li> <li>• Enrichment Projects</li> <li>• Student Council</li> <li>• Drama/One-Act Play</li> <li>• Forensics</li> </ul>
<b>Artistic Visual/Music</b>	Recommendation based on the following observables: 1. Ability to create or perform in music in a way that suggests exceptional talent 2. Unusual adeptness or skill in the fields of music or visual arts	<ul style="list-style-type: none"> <li>• Enrichment Activities</li> <li>• Choir/Band/Art Club</li> <li>• Drama/One-Act Play</li> <li>• Forensics</li> <li>• Advanced Classes</li> <li>• Independent Study</li> <li>• Solo and Ensemble</li> <li>• Pep Band/Jazz Band</li> </ul>
<b>Leadership</b>	Recommendation based on the following observables: 1. Influences peers 2. Is sought out by others to accomplish a task 3. Addresses the needs of others 4. Holds high expectations for self and others 5. Demonstrates or delegates responsibility 6. Internalizes concepts of right and wrong	<ul style="list-style-type: none"> <li>• Student Council</li> <li>• FOR Club</li> <li>• FFA</li> <li>• FBLA</li> <li>• Peer Mentor/Tutor</li> </ul>

## Decision Process

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

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

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

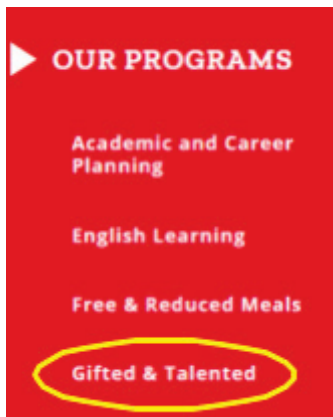
1. Upon receiving a referral form, the principal or designee will notify the student's parent/guardian and request any information for inclusion on the form. If the referral is initiated by the parent, the counselor will request that the student's classroom teacher (and other teachers if applicable)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

# Referral for Gifted & Talented Services

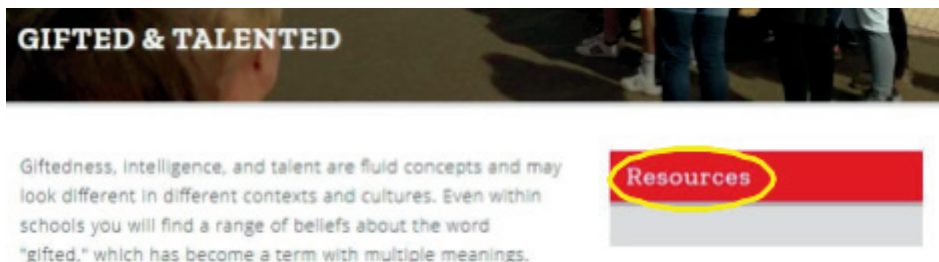
1. Complete the Gifted and Talented Referral form found on the school district website under District Programs.



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



3. Choose the Gifted & Talented Handbook under Resources on the right-hand side of the page, and print out the form found within. Please, return to Manawa Elementary or Little Wolf High/Middle main office where the student attends.





## Parent/Guardian/Student Gifted & Talented Referral Form

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

Student Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

Nominated by: \_\_\_\_\_ School: \_\_\_\_\_

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

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

---



---



---



---



---



---

# Parent/Guardian/Student Gifted & Talented Referral Form

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

---



---



---



---



---



---

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: (if self-nominating)

\_\_\_\_\_ Date: \_\_\_\_\_

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

<input type="checkbox"/> IDENTIFIED AS G/T	<input type="checkbox"/> PLACED ON WATCH LIST	<input type="checkbox"/> NOT RECOMMENDED FOR G/T AT THIS TIME
--	---	---

G/T Signature	Date
Principal Signature	Date

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



## Teacher Gifted & Talented Referral Form

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

Student Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

Nominated by: \_\_\_\_\_ School: \_\_\_\_\_

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



# Teacher Gifted & Talented Referral Form

School Year:

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

---

---

---

---

---

---

---

---

**Please submit the completed form to your building principal.**

<input type="checkbox"/> IDENTIFIED AS G/T	<input type="checkbox"/> PLACED ON WATCH LIST	<input type="checkbox"/> NOT RECOMMENDED FOR G/T AT THIS TIME
--	---	---

G/T Signature	Date
Principal Signature	Date

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



## Gifted & Talented Learning Plan

Student Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Grade: \_\_\_\_\_

Nominated by: \_\_\_\_\_ School: \_\_\_\_\_

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

**Team Members:**

**Background Information-What We Know:**

**Summary of Results of Previous Plan(s):**

**Student Need(s):**

**Overall Goal for Student:**

**Differentiated Learning Plan:**

**Gift/Talent Identification Area:**

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

Begin Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Provider: \_\_\_\_\_

Differentiation Strategies: \_\_\_\_\_

BCT Check-In Meeting Frequency:

Options:

<b>AREA</b>	<b>OPTIONS</b>
<b>General Intellectual Ability</b>	<input type="checkbox"/> Quiz Bowl <input type="checkbox"/> Debate Team <input type="checkbox"/> Advance a grade level <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____
<b>Specific Academic Ability</b>	<p>Math</p> <input type="checkbox"/> Prodigy, Khan Academy, Accelerated Math, Moby Max <input type="checkbox"/> Enrichment Projects <input type="checkbox"/> Project Boxes <input type="checkbox"/> Math Olympics or other competitions <input type="checkbox"/> AP classes <input type="checkbox"/> Accelerated math class <input type="checkbox"/> Other _____ <p>Reading</p> <input type="checkbox"/> Book bins filled with books at reading level <input type="checkbox"/> Partner conversations with different grade level peers <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Attend other grade's IR time <input type="checkbox"/> Accelerated reading class <input type="checkbox"/> Moby Max <input type="checkbox"/> Other _____ <p>Writing</p> <input type="checkbox"/> Accelerated writing class <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____ <p>Science</p> <input type="checkbox"/> Crystal Growing Competition <input type="checkbox"/> UWSP STEAM Days <input type="checkbox"/> AP Classes <input type="checkbox"/> Other _____ <p>Social Studies</p> <input type="checkbox"/> AP Classes <input type="checkbox"/> Other _____
<b>Creativity</b>	<input type="checkbox"/> UWSP STEAM Days <input type="checkbox"/> Enrichment Projects <input type="checkbox"/> Student Council <input type="checkbox"/> Drama/One-Act Play <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____
<b>Artistic: Visual Arts/Music</b>	<input type="checkbox"/> Enrichment Activities <input type="checkbox"/> Choir/Band/Art Club/Art Team <input type="checkbox"/> Drama/One-Act Play <input type="checkbox"/> Forensics <input type="checkbox"/> Advanced Classes/Independent Study <input type="checkbox"/> Solo and Ensemble <input type="checkbox"/> Pep Band/Jazz Band <input type="checkbox"/> Other _____
<b>Leadership</b>	<input type="checkbox"/> Student Council <input type="checkbox"/> FOR Club <input type="checkbox"/> FFA <input type="checkbox"/> Peer Mentor/Tutor <input type="checkbox"/> Other _____

**Responsibilities:**

Student:

Classroom Teacher:

Parents:

School Administration:

**Review Date:**

Additional meetings may be held if the need arises.

<b>IN ATTENDANCE</b>	<b>SIGNATURE</b>
<u>Administration</u>	
<b><u>G/T Representative</u></b>	
Teacher	
Teacher	
Counselor	
Student	
Parent/Guardian	
Parent/Guardian	
Other	

# Title I Schoolwide Program Plan for

*Manawa Elementary School*

*Created during the 2017-2018 School Year*

*Updated June 2023*



## School Information

School Name:	Manawa Elementary School
School Address:	800 Beech Street
Building Principal:	Ms. Danni Brauer
Email Address:	<a href="mailto:dbrauer@manawaschools.org">dbrauer@manawaschools.org</a>
Phone:	(920) 596-2559
FAX:	(920) 596-5308
Title IA Coordinator:	<b>Ryan Peterson</b> /Michelle Johnson
Phone:	<b>(920)596-2525</b>
Email Address:	<a href="mailto:rpeterson@manawaschools.org">rpeterson@manawaschools.org</a>

Planning Year:	2021-2022 revised annually	Local School Board approval date:	<b>July 20, 2023</b>
----------------	-------------------------------	--------------------------------------	----------------------

## District Information

School District Name:	School District of Manawa
District and Business Administrator:	<b>Mr. Ryan Peterson</b>
Phone:	<b>(920) 596-2525</b>
Email address:	<a href="mailto:rpeterson@manawaschools.org">rpeterson@manawaschools.org</a>

## Schoolwide Planning Team

Date when plan will be implemented: 2023-2024 school year

Parents:	Jen Rosin, Katie Sitter
School Staff: <i>(include position)</i>	Valerie Pari- Math Specialist/Interventionist Luanne Ujazdowski- Counselor
Administrator(s): <i>(include position)</i>	Danni Brauer- Elementary Principal Michelle Johnson- District Reading Specialist
Community Members:	Jen Rosin, Katie Sitter
Others (Optional):	

## Planning Process

This schoolwide plan is designed around the “Ten Comprehensive Components of a Schoolwide Plan.”

Manawa Elementary School is considered a Schoolwide Title I school. Schoolwide programs serve **all** children in a school. **All** staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for **all** students, especially those students most in need.

### Communication Plan

#### Processes and opportunities to develop the SW plan:

The School District of Manawa will establish a Title I team to work on our schoolwide plan. It is essential that we have representation from administration, teachers, and community members. The reading specialist will coordinate the meetings that will take place to review data and discuss the plan. The reading specialist will attend CESA 6 Title I Schoolwide Program professional workshops throughout the year to keep abreast of new information and receive guidance and support. This plan will be reviewed annually.



Processes and opportunities to inform, solicit and receive input from stakeholders:

Once the initial meetings have taken place, the reading specialist will contact the community members that are part of the team. We will meet to discuss the progress of the plan and review and make changes based on stakeholder input.



## School Profile

**Manawa Elementary School**

400 Beech Street  
Manawa, WI 54949  
(920)596-5700

---

Manawa Elementary School is a 4K-5 grade school proudly serving approximately 243 young learners in central Wisconsin. The following profile is a brief summary of our school's mission statement and annual goals based on our assessment data. Our entire staff is committed to working in partnership with our families and community to make this the best school possible for our kids. We want all to feel welcomed and valued.

### MES Mission Statement:

MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.

### Our Strengths:

In addition to our amazing students, our dedicated staff, families, and community are what make Manawa Elementary a great place to be. As a school that serves young learners from 4K-5th grade, we understand and value the uniqueness and talents of all learners. Through our continual work with student achievement data, we as a school work hard to meet the needs of ALL students.

### Manawa Elementary School Principal:

Danni Brauer

## State Report Card:

Please use the following Department of Public Instruction site to access our school report card: <https://apps2.dpi.wi.gov/reportcards/home>

## Fast Facts: 2022-2023 \*Please note this is the most recent data available

Grades	K4-5
School Type	Elementary
Enrollment	243
Percent Open Enrollment	3.9%
<b>Race/Ethnicity</b>	
American Indian/Alaska Native	0%
Asian	0%
Black or African American	.8%
Hispanic/Latino	65%
Multiple Race	6.9%
White	87.2%
Students with Disabilities	20.1%
Economically Disadvantaged	56.1%
English Learners	1.2%

### Ten Components of the Schoolwide Plan

#### **I. Data/Conclusions (Needs Assessment)**

Analyzing data is a daily practice at Manawa Elementary School. Not only do the interventionists review their students' data often, but a building consultation team (BCT) discusses students' progress weekly. The 2023-2024 Manawa School Calendar provides scheduled Professional Learning Community planning time to collaborate, and review data/student achievement results.

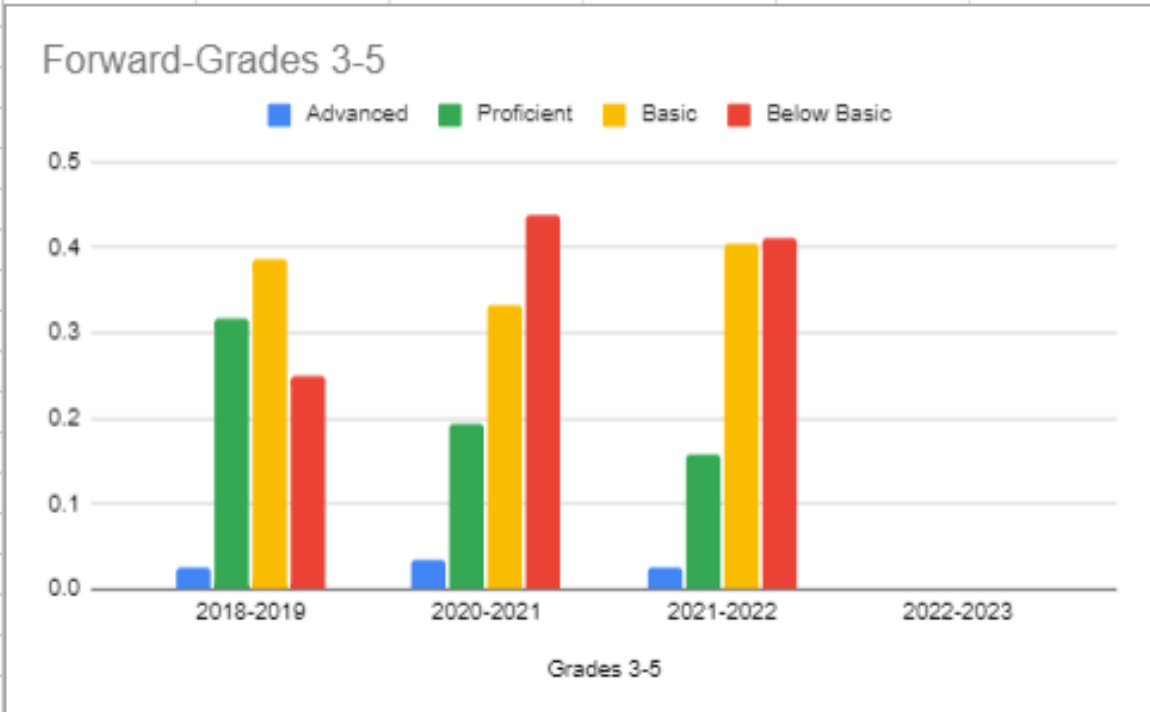
This Comprehensive Needs Assessment will review our Standardized State Test data (the Forward Exam) along with iReady data (our universal screener), our Early Literacy Screeners, and Oral Reading Fluency (ORF) Benchmark Assessment data, attendance, and classroom assessment.

**Forward Data**

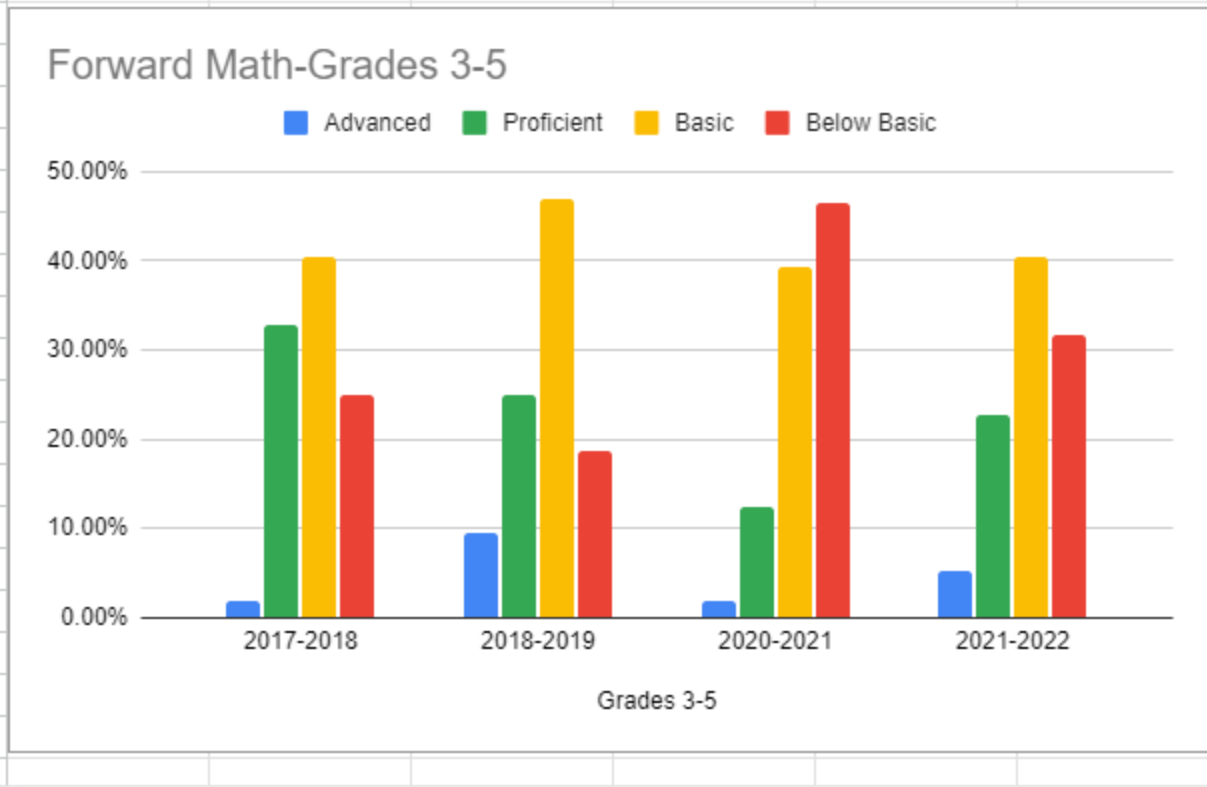
Overall Snapshot 2022- \*Most Recent Data\* 2023 data will not be in until mid-summer of 2023.

**Longitudinal Forward (Grades 3-5):**

Grades 3-5	ELA			
	Advanced	Proficient	Basic	Below Basic
2018-2019	2.60%	31.60%	38.70%	25%
2020-2021	3.50%	19.30%	33.30%	43.90%
2021-2022	2.60%	15.80%	40.40%	41.20%
2022-2023				



Grades 3-5	Math			
	Advanced	Proficient	Basic	Below Basic
2017-2018	1.90%	32.70%	40.40%	25.00%
2018-2019	9.40%	25.00%	46.90%	19%
2020-2021	1.80%	12.50%	39.30%	46.40%
2021-2022	5.30%	22.80%	40.40%	31.60%



### Early Literacy Screener Kindergarten 2022-2023

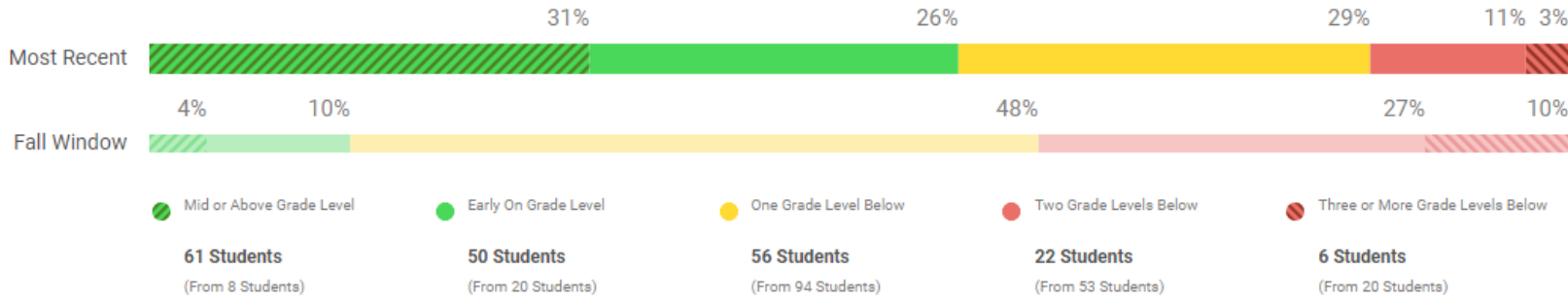
Fall 2022						Winter 2022-23					Spring 2023		
Functional Vocab. /10	Phonological/Phonemic Awareness /14	Letter Knowledge /16	Decoding /5	HF Words /5	Total /50	Phonological/Phonemic Awareness /16	Letter Knowledge /8	Decoding /16	High Frequency Words /10	Total /50	Phonemic Awareness /15	Decoding /25	High Frequency Words /10
10	6	3	0	0	19	11	6	2	0	19	14	7	3
MOVED						moved					moved		
8	8	16	0	0	32	16	8	9	4	37	15	15	7
8	9	15	0	0	32	16	8	11	5	40	15	24	7
7	1	1	0	0	9	14	6	4	1	25	11	20	7
6	5	1	0	0	12	14	5	4	4	27	15	24	6
6	1	16	0	0	23	14	7	5	6	32	11	16	6
8	10	15	0	0	33	16	8	16	7	47	15	16	6
6	4	5	0	0	15	15	8	11	2	36	13	16	4
10	6	16	0	0	32	16	8	13	6	43	15	25	10
6	2	11	0	0	19	14	7	7	2	30	12	16	9
9	11	12	0	0	32	16	7	9	2	34	12	12	7
9	4	9	0	0	22	13	5	2	2	22	14	7	2
6	4	16	0	0	26	16	8	11	3	38	15	16	7
5	9	13	0	0	27	13	8	12	5	38	14	16	6
10	12	12	0	0	34	16	8	16	6	46	14	18	4
5	3	3	0	0	11	8	0	0	0	8			
10	8	10	0	0	28	16	8	12	5	41	14	17	5
5	3	13	0	0	21	16	7	12	5	40	15	21	6
4	2	1	0	0	7	6	3	1	0	10	2	0	0
10	8	16	0	0	34	16	7	12	6	41	15	12	4
10	9	16	0	0	35	16	8	12	6	42	15	23	9

# iReady Grades 1-5 2022-2023 Fall and Spring Comparison

## Literacy

### Overall Placement

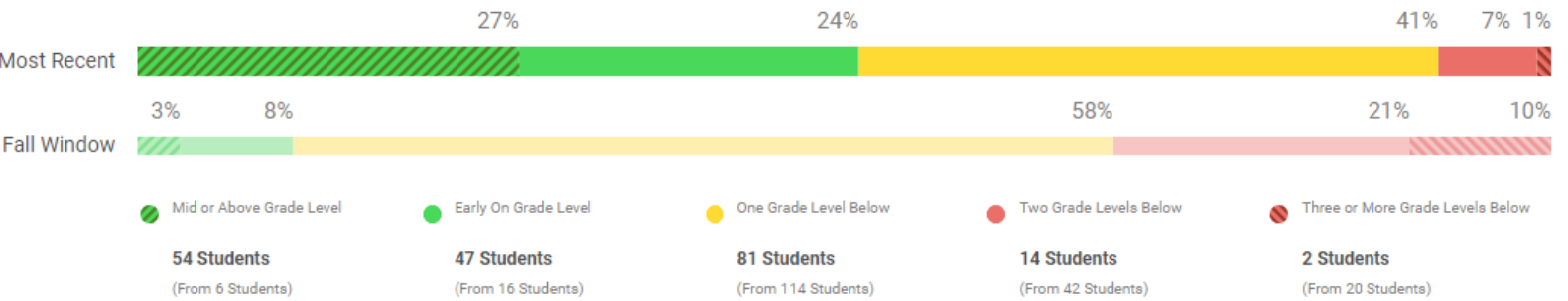
Students Assessed/Total: 195/214



## Math

### Overall Placement

Students Assessed/Total: 198/214



## Math

The data from our statewide assessment (The Forward) from the 2021-2022 year presents a substantial increase in students scoring below basic in ELA. Math shows a large increase in students scoring proficient or advanced. Dropping trends of those scoring at or above grade level brought an awareness of the need to greatly improve rigorous and relevant instruction at the universal level. An extensive action step is the shift from Lucy Calkins to instructional practices aligned with the Science of Reading and new research. During 2023-2024, University of Florida Literacy Institute (UFLI) foundational instruction will be added as an extension to the Really Great Reading program. Additionally, grades 3-5 will be piloting/comparing the Wonders curriculum with the Into Reading curriculum. From various sources of data, building-wide goals with associated action steps will be developed and a plan of action set in place.

Review of current data collected from our iReady assessment presented a drastic improvement from 14% of K-5 students scoring at grade level and beyond on their Fall assessment to 57% of K-5 students scoring at grade level and beyond on their Spring assessment. The following elements supported this improvement: instructional coaching shifts, further development of Really Great Reading Foundations, the instructional routine of Interactive Read Alouds, and special assignment teachers assisting with targeted intervention instruction. Continued areas of focus are the Informational and Vocabulary pillars of literacy.

**Informational/nonfiction comprehension:**

- Determine the main idea of a text; recount the key details and explain how they support the main idea
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Vocabulary:**

- Learn new words in the context of a story, practice using them, and explain their meanings through discussion, illustration, and acting.
- Sort words into categories based on their meaning to build an understanding of how words are related to each other.

When reviewing the math iReady data, students grades K-5 went from 11% of those scoring at grade level and above to 51% students grades K-5. The strongest strand was in Measurement and Data. For the future, there will be continued targeted instruction on Algebra and Algebraic Thinking.

**Measurement and data:**

- Draw and interpret bar graphs and picture graphs
- Find the difference between two objects
- Understand that figures with different areas can have the same perimeter and figures with the same area can have different perimeters.

### **Geometry:**

- Identify quadrilaterals using more than one category
- Categorize shapes by their attributes

## **II. School-Wide Reform Strategies**

This data, as reviewed prior to the beginning of the 2022-2023 current year, perpetuated the following action steps to address these concerns:

- Continued implementation and expansion of Fountas and Pinnell Interactive Read Alouds as an educational model strategically and explicitly modeling comprehension questions about the texts, within the text, and going beyond the text. Student comprehension skills were practiced and guided towards mastery through partner/whole class discussion, vocabulary, synthesis of thematic lessons, and experience with both literary and informational texts. (Grades PK-5)
- To address students' learning gap of phonemic awareness and expand foundational decoding skills, Really Great Reading was implemented in grades PK-2. For 2023-2024 the extension and addition of UFLI instruction and foundational intervention is a part of the literacy audit changes.
- Incorporation of modeling expectations and literacy behavioral practices through Fountas and Pinnell Mini-Lesson resources and instructional organization.
- ELA curriculum mapping (PK-5) through identification of essential standards, vertical and horizontal alignment, clearly articulated student outcomes, and resources for each thematic unit planned.
- Collaborative team planning, data interpretation, and action step development based on student need on a regular basis.
- Student-centered instructional coaching cycles incorporating classroom demonstration of research-proven best practices, collaborative team planning, data analysis, and student-centered goal setting based on "Look-For" tools
- Addition of a special assignment teacher to co-teach and work with small groups on strategically aligned intervention/student needs.

- Internal Audit of all literacy practices and instruction initiated a shift in research and instructional practices aligned with Science of Reading and new research.

Parallel to the addition of the special assignment teacher, daily intervention time (Wolf Time) continuously is refined through our Rtl process. Intervention aligned progress monitoring data is reviewed weekly through grade level and BCT teams. Discussion of progress/celebration, or if not enough progress gained, then determination of intervention action steps to follow. For example, if a student shows they need math intervention in the beginning of the year based on their previous data, but over the course of the first quarter they are making large gains, they may be moved out of the intervention and receive basic math fact work time or math enrichment. The same goes for reading. Our teachers work with students on comprehension and fluency in reading if their scores indicate they need that support. If they do not, they are assigned a group for Project Based Learning opportunities. Understanding that we need to make sure the system is “fluid” and able to change according to data and student needs shows that we are cognizant and vigilant in making sure all students’ needs are being met.

One last reform strategy to mention is the fact that our school offers a summer school remediation program for our struggling readers and math students. Programming is designed to be as individualized as possible to meet the specific needs of our struggling students. It is offered to anyone who signs up and wants to work on their skill deficits. We do not require students to attend; however, if a student is falling below benchmark, it is strongly encouraged that they participate.

### **2023-2024 Targeted Goals Based on Current Data:**

1. Foster and build strategic small group/guided instructional practices through expertise professional development, administrative Look-For tools and feedback, and continuous student goal alignment to small group instruction.
  - a. Resource: Literacy Footprints lessons and corresponding text titles
  - b. Strategic Level and Strategy Small Group development and targeted instruction
2. Strategic instructional coaching cycles focusing on grades 3-5 to develop vocabulary, literary and nonfiction comprehension.
3. Building decoding skills and identifying needs of students in grades 3-5.
4. Implementation of an expanding Early Literacy Screener at the 4K to determine our earliest learners’ needs.



5. An expansion and continued improvement of our WOLF intervention time through a special assignment teacher, regular progress monitoring, and fidelity of intervention reviewed.
6. Pilot Into Reading and Wonders as a pivotal shift in instruction for grades 3-5 aligned with new research and the Science of Reading.
7. Continue the process of developing formative and summative assessments for math and literacy.

During the 2020-2021 school year, the SDM decided it was time to write and begin implementing a District-wide literacy plan. This plan will span five years, and it is a combination of a glimpse at our current state, and goals and steps that outline our desired state. The elementary school continues to focus on the areas of Phonics instruction using new materials (Really Great Reading) 4K-2, and continue both Interactive Read Aloud/Mini Lesson implementation on a daily basis.

### **III. Instruction by Highly-Qualified Teachers**

All staff in the School District of Manawa are highly qualified. Not only do we ensure that staff have the correct license each time we hire for a position, but all our support staff have either had classroom experience or have completed the Master Teacher requirements.

Most recently, the pupil services committee has worked hard at identifying the qualities for effective instruction. This will be shared with current staff for personal reflection as well as for newly hired staff to ensure they fit our expectations. Please find the complete document below that identifies these qualities.

#### **Effective Instruction**

- Instructional Delivery
  - Teaching occurs throughout the learning environment
  - 80% student talk, 20% teacher talk
  - Technology is used in a purposeful and innovative manner
  - Lesson objective is written, verbalized, and reinforced throughout the lesson

- Real-world application and high order questioning; includes open-ended questions
- Differentiation of materials and lesson delivery
- Student goal setting and student reflection
- Instructional Planning
  - Backward planning - start with the end in mind
  - Intentionally planning questions, transitions, content, differentiation, and assessments linked to the standards
  - Collaborate with colleagues (interdisciplinary, specialists, guidance, etc.) to ensure all student needs are met
- Professional Knowledge
  - Demonstrates accurate knowledge of the subject matter
  - Knowledgeable of research/evidence-based practices
- Assessment for and of Learning
  - Formative assessment results are used to differentiate, inform, and guide instruction
  - Summative assessments are written before the unit/lesson is taught
  - Timely feedback of assessment results to all stakeholders
  - Common assessments are used to measure learning
- Learning Environment
  - Builds relationships with students, parents, and colleagues
  - Creates an environment that is conducive to engaging all learners
  - Effective routines and procedures
  - Promotes digital citizenship
- Professionalism
  - Collaborates with colleagues to share responsibility for all learners
  - Networks with professionals in and outside the district
  - Reflects on instructional practices
  - Demonstrates appropriate communication with students, colleagues, administration, parents, and community
  - Willingness to seek out professional development opportunities to grow as a teacher

#### **IV. High Quality and Ongoing Professional Development (may be included in implementation activities)**

The administrative team has taken up the task of writing a five-year professional development plan for the school district. After looking at student achievement data

along with teacher perception surveys, the following has been determined as our focus area and goals in which to measure our progress as shown on the following [Plan on a Page](#). Along with forward planning for professional development, the district also provides some current professional development (PD) for our staff. The elementary teachers receive iReady data training to learn how to more specifically understand and use their student data. The staff also participates in ongoing book studies on various topics. The reading specialist and math coach serve as instructional coaches and offer both literacy and numeracy support for teachers.

## **V. Strategies to attract highly-qualified teachers**

The School District of Manawa takes great pride in its staff and wants the very best instructors. The district's Salary Advancement Model (SAM) is a salary program that allows us to remain competitive with surrounding school districts and provides incentives for teachers to pursue professional development opportunities.

Below is the Hiring Process and Timeline for Hiring Effective/Quality Instructors for our school district.

### **Hiring Process and Timeline for School District of Manawa**

#### **Posting Process**

- Review position description
- Establish timeline for posting, interviews and approval of candidate
- Post internally via email by District Office Secretary simultaneously with external posting; internal candidate requests transfer to a different position
- Post externally to WECAN and District Webpage to include qualifications and job description (or local newspapers, radio, local t.v., etc.) by District Office Secretary and send to Board of Education Members via email
- Develop interview questions
- Determine interview team(s)

#### **Searching Timeline**

- Post for at least two weeks or until filled
- Develop interview questions (drafted by District Administration with Admin. Team for administrative and teaching positions; drafted by principals for support staff)
- Determine interview teams
  1. The 1st Round for teachers is conducted by a combination of

stakeholders to include the principal, teachers, parents, and students (if age appropriate).

2. The 2nd Round for teachers is conducted by the Admin. Team.
  3. **Or**, in unique circumstances, round 1 and 2 for teachers are combined to streamline the interview/hiring process
  4. The 1st Round for administrators is conducted by a combination of stakeholders to include the superintendent, teachers, parents, and students (if age appropriate).
  5. The 2nd Round for administrators is conducted by the Board of Education.
- Review applications.
  - Conduct initial reference checks.
  - Call candidates for the 1st round of interviews.
  - 1<sup>st</sup> round interviews.
  - Call candidates for the 2nd round of interviews.
  - Conduct final reference and background checks.
  - 2<sup>nd</sup> round of interviews.
  - Confirming interview with District Administrator (financial and district expectations).
  - Recommend candidate to Board of Education.

### **Transition Process**

- Candidate to be introduced.
- Transition plan developed and shared with candidate for a smooth entry into the position.
- Transition days to occur.
- Position start day.

### **Staff and Program Change Proposals**

- November - Written proposal is submitted to the District Administrator by principals and directors for the following school year.
- December – District Administrator compiles list of staff and program change proposals.
- December – Business Manager assigns dollar value to each change proposal.
- January - Finance Committee meets with the Administrative Team to balance additions and reductions based on presenting a total balanced budget to the full Board.
- January/February – Full Board of Education approval of staff and program

changes as part of the balanced budget; apprise personnel affected by changes prior to the Board meeting.

- February/March – Create job descriptions, post new positions, and begin a timeline beginning at the beginning of this procedure.
- March – Issue contracts.
- April 15 – Contracts due.

## **VI. Parent Involvement Strategies**

The following is our school district's policy for parent involvement:

### **9250 - RELATIONS WITH PARENTS**

“The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board believes that it is the parents who have the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, acts *in loco parentis* or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community
- D. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis

Each school in the District shall hold an open house at least annually.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's intentional in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences, meetings, and workshops set up for the exchange of information of the child's progress in school.

© Neola 2006”

Manawa Elementary School recognizes the importance of the home and school connection. Student success is enhanced when students, parents, and teachers all work together. We strive to create a welcoming environment where families feel comfortable and are confident that we focus on their child's safety and success.

**Parent Involvement Opportunities:**

- Open house
- Parent-Teacher Conferences
- Title I Literacy and Math Family Nights
- English Language (EL) family home visits
- Team meetings for Gifted and Talented, EL, struggling, and students who have Individualized Education Plan (IEP's)
- Art and music family nights
- Parent volunteer opportunities within classrooms, field trips, etc
- Student celebration phone calls, emails and positive communication
- STEP community volunteers of extended family members and friends
- End of the year celebration volunteer/organization
- Parent Teacher Association organized activities with the school
- Open Board of Education meetings

**VII. Transitioning Students**

Manawa Elementary School offers an Early Childhood Program as well as a 4K program. The Early Childhood teacher assures her students not only receive the individual skills practice they need, but they are included in many of the 4K learning opportunities as well.

In coordination with our Title I program, the 4K team invited all parents of incoming preschool students to participate in a family fun and information night. Families had the opportunity to explore many different stations with hands-on activities they could complete with their child. They also received a tour of the school, an opportunity to meet the 4K teacher and principal, and ask any questions regarding their child and their transition into school. There is also a summer school program offered for our students entering 4K and those that are transitioning into kindergarten.

Manawa Elementary School continues to work hard at helping the transition of our students from fifth grade to the new Middle School, which is grades 6-8. Students and teachers take a day to tour the middle school and meet the teachers. This is often a time for many apprehensive students to get their questions answered and get a feel for what to expect. As a district, we also offer a Summer School Transitions class for our students where they learn how to use their locker, stay organized, test-taking skills, and other useful strategies to make their transition to middle school successful. In addition, all teachers in each grade fill out transition forms for students so that their next teacher is aware of their strengths, needs, and any additional support they will need to provide to ensure the students are set up to succeed for the new year.

### **VIII. Teacher Participation in Assessment Decisions**

Monthly, the school calendar provides Professional Learning Community (PLC) time for partnering teachers to have built-in planning time. During this time, teachers can work with their grade level team on reviewing student achievement data, goal-setting, and developing common assessments. Teachers have also been trained on how to use our iReady assessments to provide skill intervention or enrichment to our students. Having a key role in analyzing and using data makes it more relevant for teachers so there is a strong connection between data and the curriculum.

### **IX. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards**

MES prides itself on our continually-improving Rtl model. A Building Consultation Team meets weekly to discuss students not making gains or having difficulty mastering the standards. Teachers sign up to be part of the meetings and bring useful data, so the team can implement skill aligned intervention and support. The following link will take you to the [District Rtl Plan](#).

We feel it is critical to find our students' strengths and weaknesses and create ways to either help enhance their skills or improve their skills. Because of this, thirty minutes a day are set aside for Wolf Time. Wolf Time is an opportunity to work on skill deficits with a teacher that re-teaches and uses programs to close gaps, or it is an enrichment time to work on Project-Based Learning opportunities to enhance our above-benchmark students. Students who need remediation for their skills are put into a Tier 2 intervention. They are given small group support from a teacher, a math interventionist, or reading interventionist. We monitor these students using intervention aligned progress monitoring tools to see if they are making improvements.

The most important part of our Rtl process is that we realize that our groups of students are always changing. Grade level teams meet quarterly, or sometimes more frequently if there is new data, and they determine their new groupings of students. This constant monitoring and willingness to provide useful, tailored support for students makes our Wolf-Time an imperative part of the school day.

## **X. Coordination and Integration of Federal, State, and Local Resources**

Manawa Elementary School utilizes its Title I resources to provide teachers who specialize in reading and math instruction. These staff members work with all children in the school, but they are the main resource people for students needing additional support. In addition to these federal funds, MES uses other state and local resources to best meet the needs of our students and our school's mission. Utilization of all these resources follows federal requirements.

The following is a list of programs that have been made possible through state and local resources:

- Free and Reduced meals for qualifying families
- School Counselor, Health ParaProfessional, Speech Therapist and Part-Time Psychologist
- Special Education Services



- Physical and Occupational Therapy
- Seal-A-Smile Dental Assistance
- Routine screenings for hearing, vision, or academic concerns
- Growth and Human Development Classes
- Red Ribbon Week (a drug and alcohol resistance program)
- Project Backpack (food for families in need)
- Project Back-to-School Backpack (school supplies for students in need)
- Clothing Drive
- Summer School Program for extended learning opportunities
- Intervention materials and support programming for both gifted and at-risk students
- Professional Development opportunities for all staff
- Positive Behavior Intervention System incentive program
- Student Council
- Special assignment teachers to lead small group, intervention, progress monitoring and co-teach where needed
- Implementation of student-led instructional coaching cycles based on data

### **Dissemination, Review and Revision**

This schoolwide plan will be shared at a staff meeting so that all elementary staff can take part and ask any questions they may have. The plan will also be reviewed and approved annually by the Board of Education. It will be linked to the district's website under the Title I tab once it is approved. Review and revision of this plan will take place annually. Once the initial assessment data is gathered during the next school year, the committee will begin to meet and analyze the findings and begin the Needs Assessment to determine focus areas. There will be meetings throughout the school year to reassess and add data and new programming. The plan will continue to be shared with all stakeholders on the district website.



# SCHOOL DISTRICT OF MANAWA

## Response to Intervention (RtI) Plan 2023-24



---

The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).  
Copies of any policy/procedure can be obtained by contacting the District Office.  
Approved by the Manawa Board of Education July, 2022

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.

# SCHOOL DISTRICT OF MANAWA

## Response to Intervention Plan

### TABLE OF CONTENTS

**Mission and Vision ..... 3**  
**What is Rtl? ..... 3**  
**Decision Process ..... 3**  
**Rtl Decision Flowcharts..... 4**  
**BCT Meeting Format ..... 5**  
**Glossary of Terms ..... 6**

# MISSION AND VISION

## Mission Statement:

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

## Vision Statement:

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

# WHAT IS RESPONSE TO INTERVENTION?

Response to Intervention (RtI) is based on the premise that all students can learn and achieve academic success when provided high quality, differentiated instruction built around a standards-based curriculum. A comprehensive system of tiered research/evidence-based interventions is critical for reaching all students' academic and behavioral needs. It is imperative that collaboration among administrators, educators and families be the foundation to responsive education. Thus, RtI is a process for achieving greater levels of academic and behavioral success for all students through high quality instruction, balanced assessment and collaboration.

The School District of Manawa's RtI process is based on the Wisconsin RtI Model. This process includes universal screening, building consultation team (BCT) meetings, three tiers of instruction, and progress monitoring.

# DECISION PROCESS

## Referrals:

Universal academic screeners will be administered in English and Math classes in 4-year-old kindergarten through tenth grade. For academic purposes, the classroom/course teacher identifies students who score below benchmarks on those screeners after each screening assessment window. Teachers gather additional historical and classroom data (ex. grades, work samples, formative and summative test scores) for identified students.

Academic data will be analyzed following the administration of universal screeners.

Behavioral data will be analyzed monthly by the BCT to identify students needing additional behavioral supports based on identified criteria. Classroom teachers can refer students to BCT for behavior concerns at any time.

## BCT structure:

Building Principal

School Counselor - facilitator and note-taker

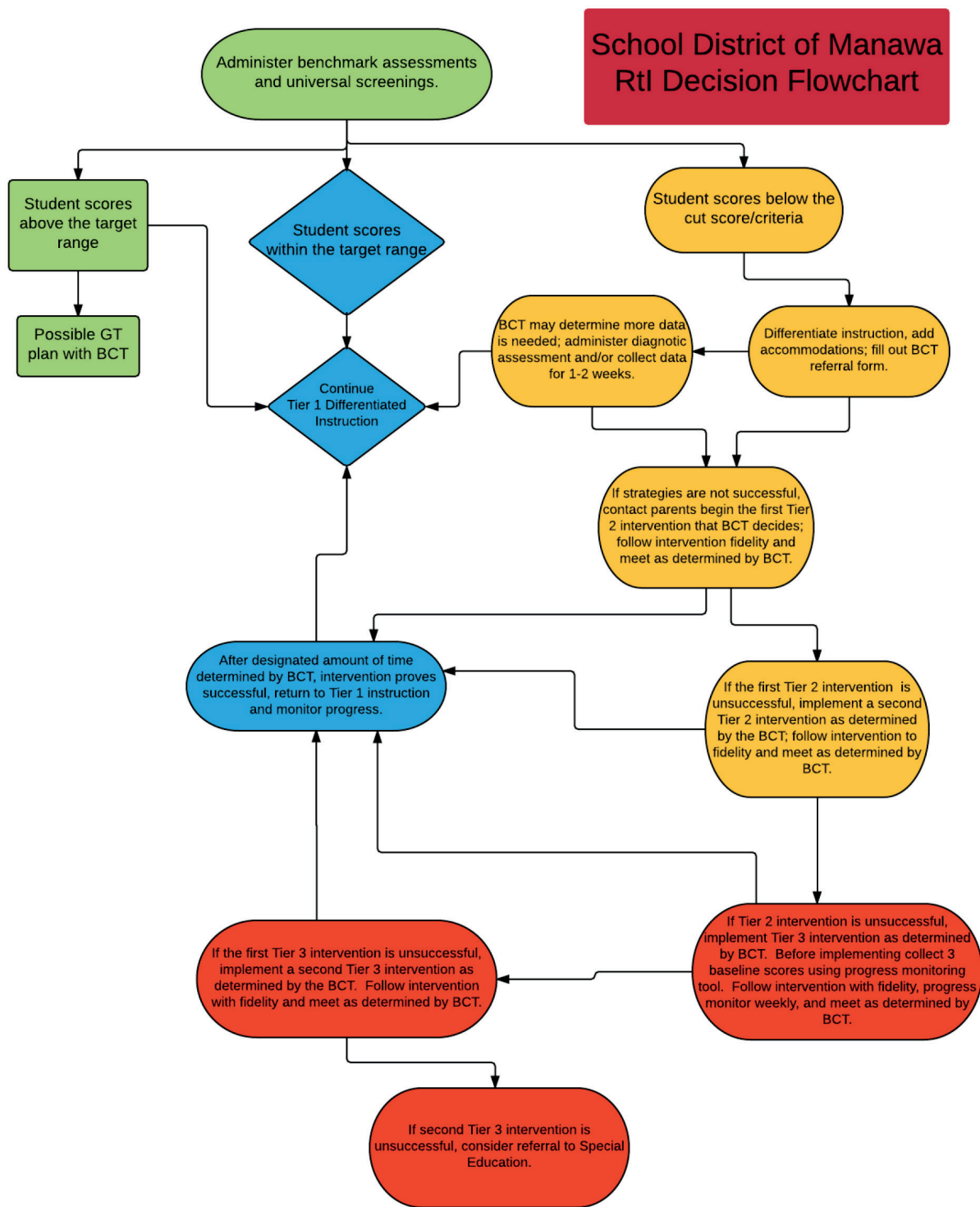
Classroom/Course Teacher(s) - bring classroom and testing data Content Expert

Parent - as appropriate, invited by the classroom/course teacher(s)

The BCT will meet using the BCT meeting format to determine the Intervention Plan. Principals will designate a person to contact parents to inform them their child will be receiving an intervention. All records related to the intervention plan will be maintained in the student's intervention file.

Based on the intervention plan, the team will evaluate the effectiveness of current interventions through progress monitoring at regular intervals. Follow-up with parents will be communicated as necessary. This decision process is repeated until the student no longer needs additional supports.

# RtI DECISION FLOWCHART



# BCT MEETING FORMAT

## 1. Summary of Concern

- Problem identification - State concern in observable, measurable terms (progress monitor chart as available).
- Determine what data is needed and assign data collecting/recording responsibilities.
- When appropriate data exists, calculate discrepancy between the student's current performance and the desired outcome.
- Problem analysis; data-based hypothesis.

## 2. Create Goal

- State in observable, measurable terms.
- Identify the replacement behavior/performance for the identified discrepancy.

## 3. Determine Intervention/Instructional Strategy

- What skill(s) will be taught based on the hypothesis?
- If it is a performance concern, what strategies will be used?
- How will the skill be taught or the strategies be implemented?
- Who will teach the skill and/or implement the strategies?
- When will the skill be taught and the strategies be implemented?
- How long will instruction occur (ex. 20 min. per day/3 times per week)?
- Where will instruction occur (whole group, small group, 1:1)?

## 4. Set Progress Monitoring System

- What progress monitoring tool will be used?
- Can it be graphed? If not, try something that can be graphed.
- Who will monitor progress?
- How often will progress monitoring be done?

## 5. Assign Responsibilities

- Who will support the intervention or instructional strategy? How?
- Fidelity check and treatment integrity - Who will observe the intervention or strategy in action to ensure fidelity and integrity?

## 6. Determine Follow-up BCT Meeting Date

- Is follow-up in one week, 2 weeks, 4 weeks, etc. needed? (Do Not exceed six weeks if follow-up is needed).
- Schedule data review in 4-6 weeks.

# GLOSSARY OF TERMS

**Building Consultation Team (BCT)** - Multi-disciplinary team meetings where student issues are addressed through a defined process in four stages: 1.) identify concern, 2.) concern analysis, 3.) plan implementation, and 4.) plan evaluation.

**Differentiated Instruction** - Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences.

**Evidence-based Practice** - Educational practices whose effectiveness has been demonstrated through rigorous research methods that use objective and systematic procedures, such as experimental or quasi-experimental research.

**Fidelity of Implementation** - Implementation of an intervention, strategy, program, or curriculum according to research findings and/or developer' specifications.

**Formative Assessment/Evaluation** - Assessment for learning; classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making.

## Functional Assessment

- *Behaviors*: Process to identify the problem; determine the function or purpose of the behavior, and to develop interventions to teach acceptable alternatives to the behavior.
- *Academics*: Process to identify the skill gap, strategies that have and have not been effective, and to develop interventions to teach the necessary skill(s).

**Positive Behavior Supports** - Evidence-based practices embedded in the school curriculum, culture, expectations, etc. that have a prevention focus; teaching, practicing, and demonstrating prosocial behaviors.

**Progress Monitoring** - Scientifically-based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process is used to monitor implementation of specific interventions.

**Scientific, Research-based Instruction** - Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

**Summative Assessment** - Assessment of learning; comprehensive in nature and provides accountability; is used to check the level of learning at the end of a unit of study.

**Universal Screening** - Administration of a common assessment to all students in the classroom or grade level.



# SCHOOL DISTRICT OF MANAWA

## Teacher Mentor Program Handbook 2023-24



---

The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).  
Copies of any policy/procedure can be obtained by contacting the District Office.  
Approved by the Manawa Board of Education: August 2022

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.



# SCHOOL DISTRICT OF MANAWA

## Teacher Mentor Program Handbook

*Approved by the Manawa Board of Education: August 2022*

### TABLE OF CONTENTS

Introduction .....	3
Role of the Mentor .....	4
Role of the Building Administrator Agreements.....	5
Mentor/Initial Educator Checklists Program Input .....	6
Observations Mentor Log Sheet.....	34

## **Mission Statement**

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

## **Program Overview**

The School District of Manawa defines an initial educator as a newly certified educator per PI34.

### **Chapter PI 34**

#### **PRE-SERVICE ORIENTATION**

This program assists new teachers in learning about the district by attending an orientation program. Time will be provided for the teachers to meet with their mentors, building principals, and other administrative personnel as needed.

#### **EDUCATOR/MENTOR MEETINGS**

The focus for each meeting is outlined within the Educator/Mentor Monthly checklists.

#### **MENTORING PROGRAM**

All initial educators new to the district will be assigned a mentor for the first year of employment with the district. The purpose of the mentor will be to provide information, support, and encouragement for the success of all educators. A checklist of activities is located in this handbook.

# Role of the Mentor

A mentor is a teacher with at least three years of teaching experience and certified as a mentor in the School District of Manawa.

## QUALIFICATIONS

1. A mentor must possess a valid Wisconsin Teacher Certificate License.
2. A mentor must have completed a state-approved mentoring class or equivalent.
3. A mentor must be recommended, selected, and approved by the administrative team, based on the teaching and leadership skills displayed and observed.
4. A mentor must agree to the responsibilities below.

## RESPONSIBILITIES

1. Develop a collegial/professional relationship.
2. Orient the initial educator to the district, to his/her school(s), and building procedures.
3. Attend new staff orientation at the start of the school year.
4. Gather necessary resources to assist the initial educator with planning efforts.  
Examples include:
  - Curriculum Guides
  - Handbooks
  - Schedules
  - Target Assessments
5. Provide professional contacts as needed for initial educator to meet content- specific and teaching strategy needs.
6. Schedule an observation with the educator at last once each quarter. In addition, arrange for appropriate observations by the educator of the mentor and other professionals.
7. Discuss the teacher's responsibilities and expectations in the school district based upon the [Wisconsin Standards for Teacher Development and Licensure](#).
8. Establish a system of ongoing communication with the educator.
9. Maintain confidentiality in the professional relationship.
10. Share resources for professional development opportunities.
11. Attend professional development opportunities with the initial educator.
12. Offer guidance as the educator creates and implements the Professional Practice Goal (PPG) per Educator Effectiveness.
13. Attend available seminars to enhance professional development in the mentor role.
14. Keep a log of time spent in the mentor role. This information will be used to enhance the mentoring program.
15. Reflect on the year together and offer suggestions to improve the performance and mentoring relationship.
16. Provide suggestions as to ways to improve the School District of Manawa's Mentoring Program.

## TERMS FOR THE MENTOR CONTRACT

1. Recognize that not all mentor/initial educator relationships will work for a wide variety of reasons. Consult with the principal when challenges arise and intervention is needed.
2. Besides being recognized at the end of the year, the mentor will be compensated as defined in the Professional Educator Handbook.

## Role of the Building Principal

1. Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.
2. Recruit individuals to serve as mentors. Match new faculty with mentors.
3. Provide common release time or joint planning time to facilitate mentor/initial educator interaction.
4. Allow for release time to complete mentor/initial educator classroom visits.
5. Share resources for professional development opportunities.
6. Reassign a mentor if necessary.
7. Reflect on the year and offer suggestions to improve the mentor program.
8. Ensure that the evaluation process for new teachers is separate from the mentor relationship.

## Agreements

Agreements for \_\_\_\_\_ (mentor) and \_\_\_\_\_ (initial) educator working relationship. Rules apply to both parties.

1. **Open Door Policy** – We will make ourselves available to each other. We realize that at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.
2. **Humor** – We will use humor to make our jobs and time spent together more enjoyable. We are aware that teaching can be stressful and are prepared to do what we can for each other to alleviate some of the stress.
3. **Confidentiality** – We will not discuss any information from our meetings with colleagues or friends. We agree that our relationship is based on trust and honesty and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly. We will keep all conversations and instructional feedback confidential.
4. **Promptness** – We believe that our time, as well as each other's is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.
5. **Comfortable Environment** – We will provide a physically and emotionally comfortable environment for each other to meet in. We realize that it is important to feel safe and be respectful of and to each other.

Signed by:

Mentor \_\_\_\_\_ Date \_\_\_\_\_

Initial Educator \_\_\_\_\_ Date \_\_\_\_\_

# Before School Starts Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_  
Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_  
School \_\_\_\_\_ School Year \_\_\_\_\_

## ORIENTATION

- Attend new teacher orientation
- Provide information about the community
- Familiarize initial educator with district and building calendars
- Review all applicable handbooks and emergency procedures
- Establish meeting times
- Review 10 Wisconsin Standards Teacher Development & Licensure
- Introduce technology systems, trainers, resources
- Update Google calendar to contain applicable professional development

## BUILDING

- Introduce teacher to staff
- Demonstrate use of building equipment
- Show where cumulative files are kept and how to access them
- Discuss office procedures
- Discuss telephone procedures
- Show how to obtain classroom supplies
- Obtain textbooks, manuals, and curriculum guides
- Give a tour of the building, parking areas, confirm entry fob and keys
- Discuss school lunchtime routine
- Discuss supervisory duties/procedures

## CLASSROOM

- Assist with room preparations
- Review Response to Intervention and universal screeners
- Review schedule, expectation and activities for the first day with students
- Share organizational systems for grades, homework, parent communications, etc.
- Review student information provided in Skyward
- Review age-appropriate social media usage (teacher to student)
- Review effective teaching methods of a lesson
- Assist with planning for the first week of school
- Explain Back to School Night procedures
- Review daily tasks of attendance, lunch count, recess, etc.
- Discuss the organization of parent volunteers in the classroom
- Review Educator Effectiveness forms and procedures

## Before School Starts Notes

TASK	NOTES	DATE
<b>ORIENTATION</b>		
New teacher orientation		
Establish meeting times		
Community information		
Technology systems, etc.		
Building calendars		
Google educator calendar		
Handbooks and emergency procedures		
10 Wisconsin Standards		
<b>BUILDING</b>		
Introduction to staff		
Telephone procedures		
Use of building equipment		
Classroom supplies		
Textbooks, manuals, etc.		
Cumulative files		
Tour		
Office procedures		
Lunchtime routine		
Supervisory duties		

## Before School Starts Notes

TASK	NOTES	DATE
<b>CLASSROOM</b>		
Room preparation		
Review teaching methods		
First Day		
First week		
Back to School Night, <del>Open House</del>		
Organizational systems		
Daily tasks		
Skyward, SIMS		
Parent volunteers		
Classroom schedule		
Special schedules		
Educator Effectiveness		

# September Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

\*\*Mentor and initial educator may need more than one meeting this month.

- Discuss the importance of student behavior documentation, (i.e., date, behaviors, actions taken, personnel contacted)
- Discuss budget procedures & review budget selections
- Assist in developing & implementing classroom management strategies
- Discuss the importance of documenting each student's record/Skyward
- Discuss student assessment & progress reports
- Explain the importance of accurate record keeping (gradebook, attendance)
- Discuss procedures for new students who enroll/withdraw after the school year has begun
- Explain curriculum, access to the curriculum guides & importance to lesson planning
- Prepare new teacher for principal observation/evaluation & coaching meetings
- Acquaint the new teacher with Special Education referral processes & pertinent forms (i.e., the Individual Education Program – IEP)
- Encourage initial educator to continue reflecting on his/her teaching experience
- Acquaint initial educator with Rtl/BCT process
- Review services offered/referral procedures for school counselor & psychologist
- Review cumulative folders and other resources for student information
- Discuss policy for homework, make-up work, & late work
- Discuss supplementary tools, materials, resources, media center & specialists
- Discuss grading philosophy (what, when, how, why) & review recording/weighting data
- Share lesson plans & other related schedules/activities (i.e., field trip procedures)
- Help establish a Substitute Teacher Folder
- Review Educator Effectiveness forms and procedures

**What Went Well:**

**Areas to Work on:**



## September Notes

TASK	NOTES	DATE
Student behavior documentation		
Develop/implement classroom management strategies		
RtI		
Special Ed. Referral processes, IEP		
Guidance/psychologist services, referral procedures		
Documenting student assessments		
Cumulative folder & other student information		
Homework policies, make-up/late work		
Record keeping, grade book, attendance		
Grading		
Computerized grading systems		
Prioritize workload		
Positive parent contacts		
Supplementary books, resources, media center, etc.		
Access to curriculum guides, lesson planning		
Share plans, related schools/activities, field trip procedures		
Aid with lesson planning		
Substitute teacher folder		
Procedures for mid-year enroll/withdraw students		
Prep for principal and coaching meetings		
Educator Effectiveness		

## October Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_  
Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_  
School \_\_\_\_\_ School Year \_\_\_\_\_

- Address concerns of classroom management & discipline
- Review organizational & record keeping skills
- Discuss procedures for parent-teacher conferences before scheduled dates
- Assist the initial educator through the first report cards
- Discuss rapid cycle observation, if one occurred
- Share information & processes for professional development opportunities
- Discuss exam/assessment policies & share sample tests in appropriate grade level
- Review items from the beginning of the mentoring process
- Complete new teacher observation & other feedback
- Discuss grading philosophy (what, when, how, why) & review recording/weighing data
- Review Educator Effectiveness forms and procedures

### What Went Well:

### Areas to Work on:

## October Notes

<b>TASK</b>	<b>NOTES</b>	<b>DATE</b>
Classroom management concerns		
Organizational/record keeping skills		
Parent/Teacher conferences prior to scheduled dates		
First report card		
Exam/Assessment policies		
Observation/feedback		
Information process for professional development opportunities		
Educator Effectiveness		

# November Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_  
Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_  
School \_\_\_\_\_ School Year \_\_\_\_\_

- Advise new teacher of special events, delayed opening & snow day procedures
- Discuss end of semester procedures
- Review retention procedures
- Plan for mid-year Universal Screeners
- Discuss assessment techniques & record keeping skills
- Reflect on areas for growth
- Discuss staff & program change procedures for the upcoming school year
- Review Educator Effectiveness forms and procedures

## What Went Well:

## Areas to Work on:

## November Notes

TASK	NOTES	DATE
Special events, delayed opening, snow days		
End of semester procedures		
Retention procedures		
Assessment techniques, record keeping skills		
Reflect on areas for growth		
Staff/program change procedures for the upcoming year		
Educator Effectiveness		
Information process for PD opportunities		

# December Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

- Discuss different learning styles
- Check-in on classroom management & discipline procedures
- Complete initial educator observation & provide feedback
- Arrange for the new teacher to observe one of your best lessons
- Discuss "snapshot observation" by the initial educator, if one occurred
- Discuss initial educator probationary policy
- Review Educator Effectiveness forms & procedures

## What Went Well:

## Areas to Work on:

## December Notes

<b>TASK</b>	<b>NOTES</b>	<b>DATE</b>
Learning styles		
Classroom management, discipline		
Observations and feedback		
Plan mid-year target assessment		
Discuss probationary policy for initial educators		
Initial educator to observe mentor		
Educator Effectiveness		

# January Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

- Complete initial educator observation & provide feedback
- Discuss summer school teaching opportunities
- Discuss budget procedures & review budget selections
- Encourage initial educator to continue reflecting on his/her teaching experience
- Review Educator Effectiveness forms & procedures

**What Went Well:**

**Areas to Work on:**



## January Notes

<b>TASK</b>	<b>NOTES</b>	<b>DATE</b>
Observation feedback		
Budget procedures		
Reflection/Journaling		
Summer school		
Educator Effectiveness		

# February Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

- Encourage initial educator to try new things
- Review policies & issues that relate to retention, failure of students, & summer school options
- Update Google calendar with second semester appointments
- Encourage initial educator to contact parents in preparation for parent/teacher conferences
- Plan for universal screening data conversations
- Encourage participate in staff & program changes, if applicable
- Review Educator Effectiveness forms & procedures

## What Went Well:

## Areas to Work on:

## February Notes

<b>TASK</b>	<b>NOTES</b>	<b>DATE</b>
New things to try		
Retention issues, summer school options, etc.		
Update Google calendar		
Data conversation prep		
Parent contact in preparation for conferences		
Staff & program changes		
Educator Effectiveness		

# March Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

- Complete initial educator observation and provide feedback
- Give suggestions for keeping momentum & interest at the end of the year
- Review procedure for fieldtrips
- Discuss summer school enrollment procedures
- Review proper procedures for signing contract and following deadlines
- Discuss state assessment prep
- Encourage participate in staff & program changes, if applicable
- Review Educator Effectiveness forms & procedures

## What Went Well:

## Areas to Work on:

## March Notes

<b>TASK</b>	<b>NOTES</b>	<b>DATE</b>
Observation feedback		
Field trip procedures		
Summer school		
Keeping momentum & student interest		
Contract signing procedures		
Discuss state assessment prep, if needed		
Educator Effectiveness		

# April Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_  
Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_  
School \_\_\_\_\_ School Year \_\_\_\_\_

- Plan for end-of-year assessments
- Discuss specific student class recommendations and transition
- Discuss transfer and retention procedures for specific students
- Discuss classroom inventory procedures
- Review teacher check-out procedures
- Review Educator Effectiveness forms & procedures

**What Went Well:**

**Areas to Work on:**

## April Notes

<b>TASK</b>	<b>NOTES</b>	<b>DATE</b>
End-of-year assessments		
Transfer/retention procedures		
Student class recommendations and transition		
Classroom inventories		
Teacher check-out procedures		
Educator Effectiveness		

# May Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

- Plan for end-of-year assessments & data conversations
- Discuss specific student class recommendations and transition
- Give suggestions for keeping momentum & interest at the end of the year
- Encourage initial educator to write thank-you notes to parents/staff who helped make the year successful
- Review teacher check-out procedures
- Review Educator Effectiveness forms & procedures

## What Went Well:

## Areas to Work on:



## May Notes

<b>TASK</b>	<b>NOTES</b>	<b>DATE</b>
End-of-year assessments & data conversations		
Student class recommendations and transition		
Keeping momentum & student interest		
Thank-you notes		
Teacher check-out procedures		
Educator Effectiveness		

# June Checklist

Mentor \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

Initial Educator \_\_\_\_\_ Grade Level/Subject Area \_\_\_\_\_

School \_\_\_\_\_ School Year \_\_\_\_\_

- Discuss end-of-year checkout procedures
- Ask for feedback on the mentor program & record data to be shared
- Assist with final grading procedures

## What Went Well:

## Areas to Work on:

## June Notes

<b>TASK</b>	<b>NOTES</b>	<b>DATE</b>
End-of-year checkout		
Final grading procedures		
Mentor program feedback & record to be shared		

# Mentor Program Input

**WHAT** went well this year?

**ANY** suggestions for improvements or changes?

## Pre-observation Conference Objectives

Information obtained during the pre-conference will guide the observation. The initial educator will describe the purpose and intent of the instruction to be observed.

The objectives for the pre-conference may be to:

1. Build rapport and trust.
2. Determine what the educator intends for the lesson.
3. Discuss the mentor's objectives for the observation.
4. Review the Visitation Form.
5. Identify specific areas of instruction to be observed.
6. Provide feedback regarding the intended lesson plan.

## Pre-observation Conference Questions

- What are your instructional objectives for this lesson?
- What curriculum outcomes are identified?
- What type(s) of assessment is needed for this lesson?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the instructional objectives are accomplished?
- What are your expected student behaviors?
- How will you assure that student behavior meets intended expectations?
- How will you differentiate instruction to meet the needs of all learners?

# Mentor Observation Sheet

Date:

Class:

Teacher:

Observer:

---

**Pre-observation:** What am I looking for?

---

**Observation Notes:**

---

**Action Plan:**

# Initial Educator Observation Sheet

Date:

Class:

Teacher:

Observer:

---

**Pre-observation:** What will my mentor look for?

---

**Observation Notes:** How do I think the lesson went? What would I change?

---

**Action Plan:**

## Pre-observation Conference Objectives

The post-observation conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for the post-observation conference are to:

1. Build rapport and trust.
2. Provide recall of what happened during the observation.
3. Provide collaborative analysis and problem-solving strategies.
4. Provide for the continuation of effective teaching behavior through coaching.
5. Support commitment to continued growth and change.
6. Develop the teacher's skills in self-analysis

## Pre-observation Conference Questions

The following questions will provide a framework for post-observation conference discussion:

- How did the lesson go?
- What did you feel were some of the more effective parts of the lesson?
- Did you achieve the objective you had planned?
- What did you feel did not go as you have intended?
- If you were to teach the same lesson tomorrow, what would you change or do differently?
- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?







# SCHOOL DISTRICT OF MANAWA

## Section 504/ADA Prohibition Against Discrimination Based on Disability Plan

2023-24



---

The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).  
Copies of any policy/procedure can be obtained by contacting the District Office.  
Approved by the Manawa Board of Education July 2022

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.

# SCHOOL DISTRICT OF MANAWA

## Section 504/ADA Prohibition Against Discrimination Based on Disability

### TABLE OF CONTENTS

#### **Policies & Procedures**

Nondiscrimination on the Basis of Handicap/Disability .....	3
Procedures Applicable to Section 504.....	3
Section 504 Process .....	5

#### **Forms**

Notice of Section 504/ADA Procedural Information and Rights .....	6
Suspected Disability Referral Form.....	9
Letter/Notice of Section 504 Initial Evaluation .....	11
Section 504 Release of Information and Records .....	12
Section 504 Physician Questionnaire.....	14
Notice of Section 504 Meeting.....	15
Section 504 Summary Evaluation Report Section 504 Plan .....	17

#### **Complaint Procedure**

Parents' Procedural Rights and Safeguards, Including Due Process .....	24
Section 504/ADA – Complaint Procedures .....	27
Section 504/ADA Internal Complaint – Student.....	29
Record of Conference with 504 School District of Manawa Coordinator .....	30

#### **Discipline/Causal Relationship Determination**

Manifestation Determination Review 504 Plan .....	31
---	----

# POLICIES & PROCEDURES

## **Nondiscrimination on the Basis of Handicap/Disability**

The District will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The District further will provide a free appropriate public education to qualified students with disabilities. Said education shall entail the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their non-disabled peers to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities with equal opportunity to participate in such services and activities.

Qualified students with disabilities will be afforded accommodations/modifications/interventions to the District's non-academic and extra-curricular services and activities, unless such accommodations/modifications/interventions, service, or activity would impose an undue financial burden. A determination that a particular accommodations/modification/intervention would constitute an undue burden must be made by the District Administrator or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the District Administrator or his/her designee determines that an undue burden would result, the District will take any other action that would not result in such burden that would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the District's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

## **Procedures Applicable to Section 504**

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

### **REFERRAL**

Any student who needs to is believed to need special accommodations, related services or programs under Section 504 of the Rehabilitation Act of 1973, may be referred to the building Consultation Team for evaluation. Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral Form and submitted to the building principal. Referrals may be made at any time.

Parents may request a referral form by contacting the building principal, guidance counselor, or District 504 Coordinator (Secondary School Counselor).

### **EVALUATIONS**

Upon receipt of a Suspected Disability Referral Form, the building principal will notify the appropriate 504 Case Manager who will collect all relevant information on the student to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one or more major life activities.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, parent/guardian written consent will be obtained and a copy of the Notice of Section 504/ADA Procedural Information and Rights will be sent to the parents.

The Building Consultation Team (BCT) will consider all relevant information on the student to determine whether he/she is disabled under Section 504. The assessment information may include, but will not be limited to, medical reports that document a physical and/or mental impairment, aptitude and achievement test scores, teacher observations, recommendations, and other data, including information on social or cultural background and adaptive behavior. Parents will be afforded the opportunity to meaningfully participate and provide input in the evaluation process. The student's parents will be sent a letter inviting them to attend and participate in the BCT conference at least seven (7) calendar days prior to the conference.

### **PLAN**

If the student is identified as disabled pursuant to Section 504, and the BCT determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive Free and Appropriate Public Education (FAPE) and to access the District's programs and activities on an equal basis to students without disabilities, the BCT will develop and complete the Section 504 Plan. The Plan will specify the accommodations/modifications/ interventions necessary so that the student's needs are met as adequately as the needs of non-disabled students. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The building principal will request written permission from parents to implement the Section 504 Plan.

### **REVIEW OF THE STUDENT'S EVALUATION**

Re-evaluations are not required at specific intervals; however, assessments will be updated to that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three years, appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re-evaluation is needed, parents will be sent prior notice. Consistent with initial evaluation, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

### **PROCEDURAL SAFEGUARDS: DUE PROCESS**

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

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

## **504 Process**

### **SCHOOL DISTRICT OF MANAWA**

1. A concern is raised about a student by a parent or school staff member.
2. The student is referred to the Building Consultation Team (BCT).
3. The BCT reviews all documentation and decides if there is enough information to make a Section 504 Referral. The 504 Referral Form is given to the referring staff member or parent.
4. Upon receipt of the completed referral form, the Principal will notify the 504 Case Manager who will collect all relevant information.
5. A copy of the completed Referral Form, Procedural Information and Rights, and Letter/Notice Section 504 Initial Evaluation are sent to the parent. Consent is to be obtained within 30 calendar days of receipt of the referral.
6. Following the receipt of consent from parents, the Release of Information form is filled out and sent to parents if the District doesn't already have permission to talk to the student's physician. The Physician Questionnaire is then sent after the Release of Information form is returned.
7. Within 60 calendar days, the Principal will convene the BCT to determine eligibility under 504. The Meeting Notice is sent to parents at least 7 calendar days prior to the conference.
8. The Summary of Evaluation Report is filled out at the meeting.

#### **If found ineligible:**

9. <sup>The</sup> Summary of Evaluation Report and Procedural Information and Rights are sent to parents.
10. <sup>The</sup> BCT decides if the student needs a Response to Intervention (RtI) Plan, student can be served appropriately without written interventions, or more information is needed, before making a determination:

#### **If found eligible:**

11. <sup>The</sup> 504 Plan is developed by BCT. Parents are given Procedural Information and Rights and Section 9 of the 504 Plan is filled out by parents giving consent to implement the plan if parents attended the meeting.
12. If parents didn't attend the meeting, <sup>the</sup> 504 Plan along with Procedural Information and Rights are sent to parents and consent to implement plan is obtained prior to finalizing the plan.
13. A copy of the finalized plan is sent to the District 504 Coordinator (Secondary School Counselor) and filed in student's cumulative file.
14. Copies of the plan are distributed to the student's parents.
15. Before school starts each year, teachers of the student receive a copy of the 504 Plan.
16. Within the first two months of a new school year, the BCT will meet to review the 504 Plan, decide whether to continue the existing plan, discontinue the current plan, or develop a new plan.
17. A copy of active 504 Plan is forwarded to the District 504 Coordinator (Secondary School Counselor), put in the cumulative file and distributed to teachers by October 15.
18. A copy of an active 504 Plan is sent to the parents and Procedural Information and Rights is offered.
19. At least every three years, appropriate school staff should determine whether an updated evaluation is needed.
20. When re-evaluation is needed the parents will be sent prior notice and a copy of Procedural Information and Rights.

# FORMS

## NOTICE OF SECTION 504/ADA PROCEDURAL INFORMATION AND RIGHTS

### WHAT IS SECTION 504?

Section 504 of the Rehabilitation Act of 1973, as amended by that ADA Amendments Act of 2008 (hereinafter “Section 504”), is Congress’ directive to schools receiving any Federal funding to eliminate discrimination based on disability from all aspects of their school operations. It states: “No otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participate in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Since the School District is a recipient of Federal dollars, its administrators and staff are required to provide eligible disabled students with equal access (both physical and academic) to services, programs, and activities offered by its schools. Section 504 is a civil rights statute and not a special education statute.

### HOW CAN I REFER MY CHILD TO DETERMINE 504 ELIGIBILITY?

If you suspect that your child is “disabled” under Section 504/ADA, contact your child’s teacher, school counselor, or building principal. You will be asked to complete a referral form and grant consent for a 504 evaluation. After the evaluation is complete, a meeting will be scheduled to determine if your child has a “disability.” You have the right to the opportunity to meaningful participation in the process and provide input, even if you cannot attend the meeting in person.

### WHAT CRITERIA ARE USED TO DETERMINE 504 ELIGIBILITY?

A student qualifies for Section 504 protection if he or she is determined to be an individual with a disability as defined by the statute. Specifically, the student must have a physical or mental impairment that substantially limits one or more major life activities, or have a record of such an impairment, or be regarded as having such an impairment. Only those students with an actual impairment, however, are entitled to accommodations/modifications/ interventions pursuant to Section 504. Those students with a record of an impairment or who is s0regarded as having an impairment are entitled to protection from discrimination based upon disability.

Major life activities include, but are not limited to, (a) functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, learning, and (b) the operation of major bodily functions including the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

### WHAT IS THE DIFFERENCE BETWEEN SECTION 504 AND IDEIA?

Section 504 prohibits discrimination against students with disabilities and requires the school district to provide students with disabilities regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met. Any necessary accommodations/modifications/interventions must be delineated in the Section 504 Plan.

IDEIA requires the district to provide disabled students (ages 3-21) with special education and related services and supplementary aids and services designed to meet their unique needs and prepare them for further education, employment, and independent living. The special education and related services must be delineated in an Individualized Education Program (IEP).

## PROCEDURAL INFORMATION AND RIGHTS

Below is a description of the rights granted by Federal law to individuals with disabilities. It is the intent of the District, pursuant to Section 504, to keep you fully informed concerning decisions about your child and to inform you of your rights. If you disagree with any of these decisions, you have the right to:

- A. have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
- B. have the School District advise you of your rights under Federal law;
- C. receive written notice of any decision regarding the identification, evaluation, or educational placement of your child;
- D. have your child receive a free appropriate public education (FAPE); This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplemental aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.
- E. have your child educated in facilities and receive services comparable to those provided students without disabilities;
- F. have evaluation and educational placement decisions made based upon a variety of information sources, and by persons who know your child and are knowledgeable about the evaluation data and placement options;
- G. have your child transported in a non-discriminatory manner. If the District refers a student for services outside the District, adequate transportation will be provided at no greater cost to you than if the services were provided within the District.
- H. place your child in a private school or alternative educational program. However, if the District makes FAPE available to your child and nevertheless you choose to place your child elsewhere, the District is not required to pay for your child's education at the private school or alternative educational program, including any costs associated with related transportation.
- I. have your child be given an equal opportunity to participate in nonacademic and extra-curricular activities offered by the District;
- J. examine all relevant educational records, including, but not limited to, those documents related to decisions regarding your child's identification, evaluation, educational program, and placement;
- K. obtain, at your own expense, an independent educational evaluation of your child;
- L. obtain copies of education records at a reasonable cost unless the fee would effectively deny you access to the records;
- M. a response from the School District to reasonable requests for explanations and interpretations of your child's education records;
- N. periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- O. request an amendment for your child's education records if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the School District refuses to amend the record(s), you have the right to request a hearing and/or to attach to the record(s) a statement of why you disagree with the information it contains.
- P. request mediation or an impartial due-process hearing related to decisions or actions concerning your child's identification, evaluation, and/or educational program or placement, and obtain any relief that is authorized by law. You and your child may take part in the hearing and have an attorney represent you. Hearing requests must be made to the District Compliance Officer (MES Principal).



- Q. receive all information in your native language and mode of communication;
- R. file an internal complaint;
- S. file a complaint with the U.S. Department of Education's Office for Civil Rights;
- T. be represented at any point in the process by an attorney;
- U. be notified of your Section 504 rights (1) when evaluations are conducted, (2) when consent for an evaluation is withheld, (3) when eligibility is determined, (4) when a Section 504 Plan is developed, and (5) before there is significant change in the Plan.

Complaints, including complaints of disability-based harassment and requests for due process hearings, must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or requests for a hearing, and offer possible solutions to the dispute. Complaints must be filed with the District Section 504/ADA Compliance Officer. The Board of Education has designated Danielle Brauer as the District Section 504/ADA Compliance Officer. The District Compliance Officer can be reached at the following address/phone number/ email:

800 Beech St.  
Manawa, WI 54949 Phone: (920) 596-2559  
Fax: (920) 596-5308  
dbrauer@manawaschools.org

The Office for Civil Rights of the United States Department of Education enforces the requirements of Section 504 of the Rehabilitation Act of 1973. The address of the Midwest Regional offices:

Office for Civil Rights  
U.S. Department of Health and Human Services 233 N. Michigan Ave., Suite 240  
Chicago, IL 60601  
Customer Response Center: (800) 368-1019  
Fax: (202) 619-3818  
TDD: (800) 537-7697  
Email: ocrmail@hhs.gov

# SUSPECTED DISABILITY REFERRAL FORM

Student Name \_\_\_\_\_ DOB \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Parent Name(s) \_\_\_\_\_ Phone \_\_\_\_\_

Address \_\_\_\_\_

Please complete this form if you suspect that this student may have a physical or mental impairment that substantially limits one or more major life activities. (See below)

## A. Statement of Suspected Section 504 Disability.

### B. Nature of the Concern (attach additional sheets, if necessary).

1. Check the suspected physical or mental impairment.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Asthma                     | <input type="checkbox"/> Epilepsy                  | <input type="checkbox"/> Minimal Brain Dysfunction     |
| <input type="checkbox"/> Attention Deficit Disorder | <input type="checkbox"/> Hearing Impairment        | <input type="checkbox"/> Multiple Sclerosis            |
| <input type="checkbox"/> Brain Injury               | <input type="checkbox"/> Heart Disease             | <input type="checkbox"/> Muscular Dystrophy            |
| <input type="checkbox"/> Cancer                     | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Orthopedic Impairment         |
| <input type="checkbox"/> Cerebral palsy             | <input type="checkbox"/> Dyslexia                  | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Developmental Aphasia      | <input type="checkbox"/> Emergent Allergy          | <input type="checkbox"/> Seizures                      |
| <input type="checkbox"/> Diabetes                   | <input type="checkbox"/> Emotional Illness         | <input type="checkbox"/> Speech Impairment             |
| <input type="checkbox"/> Dyslexia                   | <input type="checkbox"/> Epilepsy                  | <input type="checkbox"/> Visual Impairment             |
| <input type="checkbox"/> Emergent Allergy           | <input type="checkbox"/> Hearing Impairment        | <input type="checkbox"/> Other: _____                  |
| <input type="checkbox"/> Emotional Illness          | <input type="checkbox"/> Heart Disease             |  |

2. Describe (and attach) any evaluative/data source supporting diagnosis.

3. Check any functions that is/are limited.

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Bending               | <input type="checkbox"/> Hearing                 | <input type="checkbox"/> Speaking     |
| <input type="checkbox"/> Breathing             | <input type="checkbox"/> Learning                | <input type="checkbox"/> Standing     |
| <input type="checkbox"/> Caring for one's self | <input type="checkbox"/> Lifting                 | <input type="checkbox"/> Thinking     |
| <input type="checkbox"/> Communicating         | <input type="checkbox"/> Performing manual tasks | <input type="checkbox"/> Walking      |
| <input type="checkbox"/> Concentrating         | <input type="checkbox"/> Seeing                  | <input type="checkbox"/> Working      |
| <input type="checkbox"/> Eating                | <input type="checkbox"/> Sleeping                | <input type="checkbox"/> Other: _____ |

4. Describe (attach relevant data) how the indicated functions is/are substantially limited.

5. Check any major bodily functions that is/are limited.

- |  |  |
|--|--|
| <input type="checkbox"/> Bladder                           | <input type="checkbox"/> Immune System       |
| <input type="checkbox"/> Bowel                             | <input type="checkbox"/> Neurological System |
| <input type="checkbox"/> Brain                             | <input type="checkbox"/> Normal Cell Growth  |
| <input type="checkbox"/> Circulatory/Cardiovascular System | <input type="checkbox"/> Reproduction        |
| <input type="checkbox"/> Digestive System                  | <input type="checkbox"/> Respiratory System  |
| <input type="checkbox"/> Endocrine System                  | <input type="checkbox"/> Other: _____        |

6. Describe (and attach relevant data) how any major bodily function(s) is/are substantially limited.

**C. To date, what accommodations/modifications/interventions or special provisions have been made to assist the student?**

---

<b>Signature of Person Making Referral</b>	<b>Relationship to Student</b>	<b>Date</b>
--	--------------------------------	-------------

The signature of the principal receiving this Referral, documents that a copy of this form and the Notice of Sectional 504/ADA Procedural Information and Rights have been given or sent to the parent or guardian.

---

<b>Principal's Signature</b>	<b>Date Received</b>
------------------------------	----------------------

---

**For Office Use Only**

- Copies to:**
- District 504 Coordinator
  - Building Principal
  - Teacher(s)
  - Parent(s)
  - Student File
  - District Health Coordinator
  - School Counselor

**LETTER/NOTICE: SECTION 504**  
**PARENTAL NOTICE FOR INITIAL EVALUATION**

(504 C)

Date: \_\_\_\_\_

To the Parent/Guardian of: \_\_\_\_\_

As part of our efforts to help improve your child's classroom performance, I have asked members of our Building Consultation Team to collect and review information on your child's learning and behavior. The teacher(s), school counselor, principal, and other staff members may be involved in observation, interviews, administration of behavior checklists, and other data collection activities. (Your child is not suspected of being an exceptional student at this time.)

Once the information has been reviewed, we will meet with you to discuss plans to meet your child's needs. If you have any questions, please contact \_\_\_\_\_ (Section 504 Coordinator) at the School District of Manawa.

You are provided specific rights concerning this request, which are designed to keep you fully informed concerning decisions about your child. These Section 504 rights are attached.

Please provide your consent for us to accomplish this screening/evaluation by indicating your decision and providing your signature (below) and returning the bottom half of this form to:

\_\_\_\_\_.

---

**Parent Consent**

\_\_\_\_\_  
Student's Name

\_\_\_\_\_ Yes, I consent to the proposed screening/evaluation, if deemed necessary.

\_\_\_\_\_ No, I do not consent to the proposed screening/evaluation.

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Copies to:      [ ] Student File      [ ] 504 Case Manager

## SECTION 504 EXCHANGE/RELEASE OF INFORMATION AND RECORDS

In order to ensure your child is provided with equal access (both physical and academic) to services, programs, and activities offered by our school, a mutual exchange of information and records is required for your child.

Name of Student: \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

The request to exchange is between the School District of Manawa and the following:

\_\_\_\_\_  
*(hospital, clinic, physician, institution, association, or school)*

Address: \_\_\_\_\_

Name of Contact Person: \_\_\_\_\_

Records that may be exchanged include the following (check all that apply):

- Exchange/Release all information
- Exchange/Release the checked information:
  - General identifying data (name, address, birth date, grade level completed, grades, class standing, attendance record)
  - Standardized achievement and aptitude test scores
  - Personality and interest scores
  - Teacher ratings
  - Record of extra-curricular activities
  - Individualized Education Programs
  - Psychological reports
  - Medical records
  - Psychiatric reports
  - Other: \_\_\_\_\_

## **Consent of Parent/Guardian for Exchange/Release of Information**

I authorize the School District of Manawa and the above-named individual/organization/agency to exchange information and records as indicated. Except as limited above, this authorization encompasses all information pertaining to the minor, including protected health information (PHI) as defined in the Health Insurance Portability and Accountability Act (HIPAA) and its implementing regulations, and education records as defined in the Family Educational Rights and Privacy act (FERPA).

We expressly waive all provisions of law (including, but not limited to, the privacy provisions of HIPAA, PERPA, and R.C. 3319.321), forbidding any physician or other person who has or may hereafter treat, attend, or examine the minor, or any educational agency, from disclosing any knowledge or information, including PHI, which they may have there by acquired.

Pursuant to HIPAA, the following are specified as part of this authorization:

- A. The purpose of disclosure is for assisting the School District in offering the student a free appropriate public education pursuant to Section 504 of the Rehabilitation Act of 1973.
- B. This authorization expires one (1) year after the date it is signed.
- C. The parents signing this permission form understand that they may revoke this authorization at any time by providing written notification to the District Compliance Officer, the building principal/Building Compliance Officer, or the individual/agency/ organization listed above, except to the extent that this authorization has already been relied upon.
- D. The parents signing this form have been informed that the individual/agency/ organization listed above may not condition treatment, payment, enrollment, or eligibility for benefits on whether the parents sign this authorization.
- E. The parents signing this form have been informed of the potential for information disclosed pursuant to this authorization to be subject to re-disclosure by the recipient and to be no longer protected by HIPAA. The parent signing this form are also aware that any information disclosed to the School District is subject to other state and Federal privacy laws.

\_\_\_\_\_  
Parent's Signature    Relationship to Student    Date Signed

Please send released information/records to: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Copies to: [ ] Parent/Guardian                          [ ] Student File                          [ ] Physician

## SECTION 504 PHYSICIAN QUESTIONNAIRE

Name of Student: \_\_\_\_\_ DOB: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Phone: \_\_\_\_\_

A referral has been initiated for the above-named student under Section 504 of the Rehabilitation Act of 1973, as amended. In order for a student qualify for protection under Section 504, s/he must have a physical or mental impairment that substantially limits one or more major life activities (e.g., caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, thinking, concentrating, communicating, working, and the operation of major bodily functions such as the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions, etc.). Because the referral is related to medical concerns, we are requesting information from you. The parent/guardian assigned the attached Section 504 Exchange/Release of Information and Records.

Please complete this form and attach any reports pertinent to the medical and/or educational needs of this child. We are NOT requesting evaluation, testing, or services be performed, but reports of diagnostic work performed in the past.

1. What physical and/or mental impairments have been identified that may qualify this student under Section 504?
2. What major life activity(ies) may be substantially limited as a result of the impairment?
3. Detail available medical background, including a written diagnostic statement and copies of any/all reports.
4. What treatments or medications are recommended for this impairment?
5. What precautions or accommodations are recommended for consideration by the school?

\_\_\_\_\_  
Physician's Signature

\_\_\_\_\_  
Date

Please return this questionnaire to: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Copies to:       Parent/Guardian       Student File

# NOTICE OF SECTION 504 MEETING

Date: \_\_\_\_\_

To: \_\_\_\_\_

From: \_\_\_\_\_

Student: \_\_\_\_\_

Initial Conference       Review Conference       Causal Relationship Conference

We are planning a Section 504 Meeting. The meeting will include a discussion of your child's evaluation results, classroom performance, and eligibility for protection under Section 504. If your child is identified as disabled pursuant to Section 504, the 504 Team will determine whether s/he requires regular or special education and related aids and services in order to receive a free appropriate public education. If services, including but not limited to, accommodations/modifications/interventions, are needed, a Section 504 Plan will be prepared. We request that you attend this meeting to assist us with the discussion and program recommendations. Enclosed is a copy of the Parent Rights under Section 504. The meeting is scheduled as follows:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Location: \_\_\_\_\_

We expect the following personnel to attend the meeting. You have the right to bring others to the meeting. If there are other school personnel you wish to have present, please let us know so arrangements can be made.

## Participants

\_\_\_\_\_  
(Building Compliance Officer/Principal/Designee)

\_\_\_\_\_  
(General Education Teacher)

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(Parent/Guardian)

\_\_\_\_\_  
(School Counselor)

\_\_\_\_\_  
(School Psychologist)

\_\_\_\_\_  
(Student)

\_\_\_\_\_  
(Other)

The evaluation data and other information to be discussed are available for your review prior to this conference. **Please keep one copy of this notice and return the other so we will know your intent.**

**Enclosed is a copy of the Notice of Section 504/ADA Procedural Information and Rights**



## PARENT REPLY TO REQUEST TO ATTEND 504 CONFERENCE

I received the Notice of Section 504 Conference and Notice of Section 504/ADA Procedural Information and Rights sent to me by school personnel.

I will attend the meeting at the time stated.

I would prefer to participate by telephone call. At the time of the conference, I can be reached at the following number: \_\_\_\_\_

I request that the meeting being held without my being present.

I would like the meeting to be held at the following time and location:

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

Copies to:  504 Case Manager

Student File

# SECTION 504 SUMMARY EVALUATION REPORT

## Personal Information

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Sex:  M  F Grade: \_\_\_\_\_ School: \_\_\_\_\_

Student Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Parent Name(s): \_\_\_\_\_ Phone: (home) \_\_\_\_\_  
(work) \_\_\_\_\_  
(cell) \_\_\_\_\_

The Building Consultation Team met on \_\_\_\_\_ (date).

**Conference Type:**  Initial  Case Review  Re-evaluation

**Conference Date:** \_\_\_\_\_

Sources of Information Considered in determining Eligibility:

- |  |  |
|--|--|
| <input type="checkbox"/> Parent Recommendation                 | <input type="checkbox"/> Physician Diagnosis               |
| <input type="checkbox"/> Educational Evaluation/Performance    | <input type="checkbox"/> Major Health Problem              |
| <input type="checkbox"/> Teacher Observation/Recommendation    | <input type="checkbox"/> Behavioral Evaluation/Performance |
| <input type="checkbox"/> Ineligibility for Services under IDEA | <input type="checkbox"/> Other _____                       |

Summary of data and evaluation information that was presented:

## Committee Determinations

1. The student has a physical or mental impairment.

Yes  No \*See attached documentation of medical condition.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Asthma                     | <input type="checkbox"/> Emergent Allergy          | <input type="checkbox"/> Orthopedic Impairment         |
| <input type="checkbox"/> Attention Deficit Disorder | <input type="checkbox"/> Emotional Illness         | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Brain Injury               | <input type="checkbox"/> Epilepsy                  | <input type="checkbox"/> Seizures                      |
| <input type="checkbox"/> Cancer                     | <input type="checkbox"/> Hearing Impairment        | <input type="checkbox"/> Speech Impairment             |
| <input type="checkbox"/> Cerebral palsy             | <input type="checkbox"/> Heart Disease             | <input type="checkbox"/> Visual Impairment             |
| <input type="checkbox"/> Developmental Aphasia      | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Other                         |
| <input type="checkbox"/> Diabetes                   | <input type="checkbox"/> Multiple Sclerosis        |  |
| <input type="checkbox"/> Dyslexia                   | <input type="checkbox"/> Muscular Dystrophy        |  |

List the attached sources of documentation.

2. If student has a physical or mental impairment in #1 above, does the impairment result in a substantial limitation of one or more major life activity(ies)?  
[ ] Yes [ ] No

List attached sources of documentation related to extent of limitation or lack of limitation for each condition identified in #1:

Summarize the impairment for each condition identified in #1 in relation to the average student:

3. Identify any major life activities to major bodily functions that are substantially limited.

a. Check any major life activities that are substantially limited:

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Bending               | <input type="checkbox"/> Hearing                 | <input type="checkbox"/> Speaking     |
| <input type="checkbox"/> Breathing             | <input type="checkbox"/> Learning                | <input type="checkbox"/> Standing     |
| <input type="checkbox"/> Caring for one's self | <input type="checkbox"/> Lifting                 | <input type="checkbox"/> Thinking     |
| <input type="checkbox"/> Communicating         | <input type="checkbox"/> Performing manual tasks | <input type="checkbox"/> Walking      |
| <input type="checkbox"/> Concentrating         | <input type="checkbox"/> Seeing                  | <input type="checkbox"/> Working      |
| <input type="checkbox"/> Eating                | <input type="checkbox"/> Sleeping                | <input type="checkbox"/> Other: _____ |

b. Check any major bodily functions that are substantially limited:

- |  |  |
|--|--|
| <input type="checkbox"/> Bladder                           | <input type="checkbox"/> Immune System       |
| <input type="checkbox"/> Bowel                             | <input type="checkbox"/> Neurological System |
| <input type="checkbox"/> Brain                             | <input type="checkbox"/> Normal Cell Growth  |
| <input type="checkbox"/> Circulatory/Cardiovascular System | <input type="checkbox"/> Reproduction        |
| <input type="checkbox"/> Digestive System                  | <input type="checkbox"/> Respiratory System  |
| <input type="checkbox"/> Endocrine System                  | <input type="checkbox"/> Other: _____        |

### Determination

[ ] The student is eligible under Section 504/ADA as a person with a disability for the following conditions: \_\_\_\_\_

Does this student need regular or special education and related aids and series, including but not limited to, accommodations/modifications/interventions?

[ ] No Explain: \_\_\_\_\_

[ ] Yes Indicate the type of play to be written: \_\_\_\_\_

Note: If specially designed/special education is required, follow IDEA procedures.

[ ] The student is not eligible under Section 504/ADA as a person with a disability.

Does the student nevertheless need accommodations?

[ ] No Explain: \_\_\_\_\_

[ ] Yes Indicate the type of plan to be written: \_\_\_\_\_

**Recommendations**

- A Section 504 Plan is recommended and attached.
- The student does not have a physical or mental impairment that substantially limits a major life activity and is not eligible for a Section 504 plan.
- The student has an impairment that substantially limits a major life activity, but does not require a Section 504 Plan.
- Other \_\_\_\_\_

**Review Date:** \_\_\_\_\_

**504 Team**

Principal \_\_\_\_\_ Parent(s)/Guardian(s) \_\_\_\_\_  
 Teacher \_\_\_\_\_ Nurse \_\_\_\_\_  
 Teacher \_\_\_\_\_ Counselor \_\_\_\_\_  
 Other \_\_\_\_\_ Other \_\_\_\_\_

**Acknowledgment:**

I received a copy of the Notice of Section 504/ADA Procedural Information and Rights for the current year.

- I agree with the Team’s recommendations as stated above.
- I disagree with the Team’s recommendations as stated above. (Please attach a sheet outlining those areas of the recommendations with which you disagree.)

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

---

For Office Use Only

Copies to:       District 504 Coordinator       Parent(s)       Student File  
                    504 Case Manager                     Building Administrator

# SECTION 504 PLAN

**\*Confidential\***

Case Manager: [ ] School Counselor [ ] District Health Coordinator

Plan Type: [ ] Initial 504 Plan [ ] Continuing 504 Plan

The student covered under this Plan is a student with a disability. The accommodations/modifications/interventions listed on this Plan comply with the ADA Amendments Act of 2008 and the Rehabilitation Act of 1973 (Section 504).

Date \_\_\_\_\_

## Section 1

Student Name \_\_\_\_\_ DOB \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone \_\_\_\_\_

Parent(s)/Guardian(s) \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

## Section 2

What physical or mental impairment has the team identified?

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Asthma                     | <input type="checkbox"/> Emergent Allergy          | <input type="checkbox"/> Orthopedic Impairment         |
| <input type="checkbox"/> Attention Deficit Disorder | <input type="checkbox"/> Emotional Illness         | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Brain Injury               | <input type="checkbox"/> Epilepsy                  | <input type="checkbox"/> Seizures                      |
| <input type="checkbox"/> Cancer                     | <input type="checkbox"/> Hearing Impairment        | <input type="checkbox"/> Speech Impairment             |
| <input type="checkbox"/> Cerebral palsy             | <input type="checkbox"/> Heart Disease             | <input type="checkbox"/> Visual Impairment             |
| <input type="checkbox"/> Developmental Aphasia      | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Other _____                   |
| <input type="checkbox"/> Diabetes                   | <input type="checkbox"/> Multiple Sclerosis        |  |
| <input type="checkbox"/> Dyslexia                   | <input type="checkbox"/> Muscular Dystrophy        |  |

Diagnosis \_\_\_\_\_

Date of Diagnosis \_\_\_\_\_ Physician \_\_\_\_\_ Medication \_\_\_\_\_

## Section 3

Background Information (Pertinent educational and additional medical information)

**Section 4**

Eligible Disability Under: (Check major life activities and/or bodily functions that are substantially or extremely limited as a result of the physical or mental impairment.)

- |  |  |
|--|--|
| <input type="checkbox"/> Bending                           | <input type="checkbox"/> Performing manual tasks |
| <input type="checkbox"/> Breathing                         | <input type="checkbox"/> Seeing                  |
| <input type="checkbox"/> Caring for one's self             | <input type="checkbox"/> Sleeping                |
| <input type="checkbox"/> Communicating                     | <input type="checkbox"/> Speaking                |
| <input type="checkbox"/> Concentrating                     | <input type="checkbox"/> Standing                |
| <input type="checkbox"/> Eating                            | <input type="checkbox"/> Thinking                |
| <input type="checkbox"/> Hearing                           | <input type="checkbox"/> Walking                 |
| <input type="checkbox"/> Learning                          | <input type="checkbox"/> Working                 |
| <input type="checkbox"/> Lifting                           | <input type="checkbox"/> Other _____             |
| <input type="checkbox"/> Bladder                           | <input type="checkbox"/> Immune System           |
| <input type="checkbox"/> Bowel                             | <input type="checkbox"/> Neurological System     |
| <input type="checkbox"/> Brain                             | <input type="checkbox"/> Normal Cell Growth      |
| <input type="checkbox"/> Circulatory/Cardiovascular System | <input type="checkbox"/> Reproduction            |
| <input type="checkbox"/> Digestive System                  | <input type="checkbox"/> Respiratory System      |
| <input type="checkbox"/> Endocrine System                  | <input type="checkbox"/> Other _____             |

**Section 5**

<b>SUBSTANTIAL LIMITATION (I.E., CONCERN OR PROBLEM TO BE ADDRESSED)</b>	<b>INTERVENTION/ STRATEGY (I.E., ACCOMMODATION, MODIFICATION, OR INTERVENTION)</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>DATE TO BEGIN</b>	<b>EVALUATION PROCEDURE</b>
Testing Accommodations (if needed)				

**Comments**

Location of the Implementation of this Plan: \_\_\_\_\_

How will teachers and staff be made aware of this Plan? \_\_\_\_\_

How will this Plan be monitored? \_\_\_\_\_

Person responsible for monitoring Plan: \_\_\_\_\_ Anticipated Review Date: \_\_\_\_\_

**Section 6**

Invitation Date \_\_\_\_\_ Duration of Plan \_\_\_\_\_ Review Date \_\_\_\_\_

**Section 7**

Attachments [ ] Yes [ ] No

If yes, list documents attached \_\_\_\_\_

**Section 8**

Participants (Name, Title, Date)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Case Manager \_\_\_\_\_

\*\*Plans that require expenditure of funds beyond the school’s budget must be approved in advance by the District Administrator or Central Office designee.

\_\_\_\_\_  
District Administrator or Designee      Date

**Section 9**

I received a copy of the Notice of Section 504/ADA Procedural Information and Rights for the current year.

---

Parent Signature

Date

I give permission for this Section 504 Plan to be implemented for my child. The information contained in this plan will be distributed to the appropriate individuals in the building. Your signature indicates consent to share this plan with the necessary staff.

I do not give permission for this Section 504 Plan to be implemented for my child.

---

Parent Signature

Date

---

**For Office Use Only**

Copies to:             District 504 Coordinator     Building Administrator  
                           Parent(s)                             Student File  
                           Teacher(s)                         504 Case Manager



# COMPLAINT PROCEDURE

## PARENTS' PROCEDURAL RIGHTS AND SAFEGUARDS, INCLUDING DUE PROCESS

Below is a description of the rights granted by Federal law to individuals with disabilities. It is the intent of the District, pursuant to Section 504, to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of those decisions.

- A. Student with disabilities have the right to take part in, and receive the benefits from, public education programs without discrimination because of their disabilities.
- B. Parents have the right to be advised of their rights under Section 504.
- C. Parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child.
- D. Parents have the right to have their child receive a free appropriate public education ("FAPE") if the child has a physical or mental impairment that substantially limits one or more major life activities. This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e. the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met.
- E. Parents have the right to have their child educated in facilities and receive services comparable to those provided to students without disabilities.
- F. Parents have a right to have evaluation and educational placement decisions made based upon a variety of informational sources, and by persons who know the student, and are knowledgeable about the evaluation data and placement options.
- G. Parents have the right to have their child transported in a non-discriminatory manner. If the District refers a student for aids, benefits, or services outside the District, the District will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the District.
- H. Parents have the right to place their child in a private school or alternative educational program. However, if the District makes a FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the District is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.
- I. Parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District.
- J. Parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement.
- K. Parents have the right to obtain, at their own expense, an independent educational evaluation of their child.
- L. Parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to records.
- M. Parents have the right to a response from the District to reasonable requests for explanations and interpretations of their child's education records.

- N. Parents have the right to receive all information in the parents' native language and mode of communication.
- O. Parents have the right to periodic re-evaluations and an evaluation before any significant change in program/service modifications.
- P. Parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child. If the District refuses to amend the record(s), the parents have the right to request a hearing and/or attach to the record(s) a statement of why they disagree with the information it contains.
- Q. Parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement.
- R. Parents have the right to file an internal complaint.
- S. Parents have the right to be represented at any time in the process by an attorney.
- T. Parents have the right to recover reasonable attorney fees as authorized by law (i.e. if the parents are successful in their due process claim).
- U. Parents have the right to be notified of their Section 504 rights:
  1. when evaluations are conducted;
  2. when consent for an evaluation is withheld;
  3. when eligibility is determined;
  4. when a Section 504 Plan is developed; and
  5. before there is significant change in the Section 504 Plan.

### **Procedural Rights Pertaining to Section 504 Due Process Hearings**

When a request for a due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an impartial hearing officer ("IHO") (i.e. by a person not employed by the Board of Education, not involved in the education or care of the child, and not having a personal professional interest that would conflict with his/her objectivity in the hearing).

The District will maintain a list of trained IHO's that may include IDEIA hearing officers, attorneys, and Directors of Special Education outside the District. The District Compliance Officer will appoint an IHO from the list, and the costs of the hearing shall be borne by the District. The appointment of an IHO will be made within fifteen (15) calendar days after the request for a due process hearing is received.

A party to such a due process hearing shall have:

- A. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
- B. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;
- C. the right to a written or electronic verbatim record of such hearing; and
- D. the right to written findings of fact and the reasons for the decision.

The IHO shall conduct the due process hearing within a reasonable period of time (i.e. not to exceed ninety (90) calendar days from the request for such a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances).

The IHO will give the parent and/or student written notice of the date, time, and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice will include:

- A. a statement of time, place, and nature of the hearing;
- B. a statement of the legal authority and jurisdiction under which the hearing is being held;
- C. a reference to the particular section of the statutes and rules involved;
- D. a statement of the availability of relevant records for examination;
- E. a short and plain statement of matters asserted; and
- F. a statement of the right to be represented by counsel.

The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney. The IHO shall make a full and complete record of the proceedings. The IHO shall render a decision in writing to the parties within thirty (30) days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e. findings of fact) and the reason for the decision. The notification shall include a statement that either party may appeal the decision. Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

## **SECTION 504/ADA - COMPLAINT PROCEDURES RELATED TO ACCESSIBILITY OF DISTRICT FACILITIES**

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

The following person is/are designated as the District's Section 504/ADA Compliance Officer ("District's Compliance Officer"):

Danielle Brauer, MES Principal/Special Education Director 800 Beech St.  
Manawa, WI 54949  
Phone: (920) 596-5332  
Fax: (920) 596-5308  
dbrauer@manawaschools.org

The Special Education Director shall serve as Building Section 504/ADA Compliance Officer ("Building Compliance Officer").

Internal complains must be submitted in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed in a timely manner with either the District Compliance Officer or the Building Compliance officer. The District's Compliance Officer is available to assist individuals in filing a complaint.

### **Internal Complaint Procedure**

A person who has a complaint about District facilities or services may register such complaint with the Building Compliance Officer and/or District Compliance Officer. Such complaints should be filed in writing within thirty (30) calendar days of the circumstances or event giving rise to the complaint. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. The written complaint must contain the following information:
  1. Name(s) of person(s) filing the complaint.
  2. Whether the person(s) represents an individual or group.
  3. Whether the person(s) making the complaint has discussed the problem with the Building Compliance Officer and/or District Compliance Officer.
  4. A written summary of the complaint and a proposed solution.
- B. The Building Compliance Officer or District Compliance Officer will conduct an impartial investigation and will respond to the complaint within five (5) business days. This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any an opportunity to present witnesses and other evidence relevant to the complaint.
- C. If a satisfactory response is not received within five (5) business days, the person should forward a copy of the complaint to the District Administrator, who will respond within ten (10) business days.
- D. If satisfactory response is not received within ten (10) business days, the person may forward a copy of the complaint to the Board of Education. The Board of Education will consider the complaint and respond within forty (40) calendar days.

### **OCR Complaint**

At any time, if a member of the public believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the Americans with Disabilities Act, as amended (“ADA”), the individual may file a complaint with the U.S. Department of Education’s Office for Civil Rights (“OCR”). The OCR can be reached at:

Office for Civil Rights  
U.S. Department of Education

John C. Kluczynski Federal Building  
230 S. Dearborn Street, 37th Floor  
Chicago, IL 60604

Telephone: 312-730-1560  
Fax: 312-730-1576; TDD: 800-877-8339  
Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov) Web: [www.ed.gov/ocr](http://www.ed.gov/ocr)

### **Prohibition Against Retaliation**

The Board of Education will not discriminate against, coerce, intimidate, threaten, or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under section 504 or the ADA, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by Section 504 or the ADA.

# SECTION 504/ADA INTERNAL COMPLAINT - STUDENT/PARENT

Name of Complainant \_\_\_\_\_ Phone Number \_\_\_\_\_

Address \_\_\_\_\_

## Relationship to the School District

Student \_\_\_\_\_ (School of Attendance)

Receiving Special Education

Receiving Regular Education

Parent \_\_\_\_\_ (Child's Name)

## Description of Disability

Statement/Nature of Complaint (including date of alleged discrimination, if applicable)

What Action are You Requesting? (i.e. relief statement)

\_\_\_\_\_  
Student/Parent Signature

\_\_\_\_\_  
Date

---

### **For Office Use Only:**

\_\_\_\_\_ Date Received by Building Principal/Building Compliance Officer

# RECORD OF CONFERENCE WITH SCHOOL DISTRICT OF MANAWA 504 COORDINATOR

A conference was held on \_\_\_\_\_ at \_\_\_\_\_  
and matters pertaining to the following alleged complaint were discussed.

Brief Description of Alleged Complaint:

Disposition of Alleged Complaint:

\_\_\_\_\_  
504 Coordinator Signature

\_\_\_\_\_  
Date

If you wish to appeal this decision, complete the complaint procedure as per the appeal timeline.

\_\_\_\_\_  
Student/Parent Signature

\_\_\_\_\_  
Date

---

**For Office Use Only:**

\_\_\_\_\_ Date Received by Building Principal/Building Compliance Officer

# MANIFESTATION DETERMINATION REVIEW 504 PLANS

In carrying out a manifestation determination review, the local educational agency, the parent, and relevant members of the Building Consultation Team (BCT) (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the student's 504 Plan, any teacher observations, and any relevant information provided by the parents of the student.

Student's Full Name \_\_\_\_\_ DOB \_\_\_\_\_

Nature of the student's disability

Nature of the behavior subject to disciplinary action

The Notice of Section 504/ADA Procedural Information and Rights as presented with an explanation by \_\_\_\_\_ (Name and Title)

1. Is new or additional evaluation/data needed?  
If yes, refer the student for evaluation.  Yes  No
2. Does the student have or require a Section 504 Plan?  
If yes, is the Section 504 Plan appropriate?  Yes  No  
If no, revise the Plan and attach a copy of the modified plan.
3. Was the student capable of understanding that the behaviors exhibited were in violation of school rules and/or were unacceptable?  Yes  No
4. Did the student have previous suspensions/expulsion?  Yes  No  
If yes, attach record.  
Aggregate number of suspension days \_\_\_\_\_
5. In relationship to the behavior subject to disciplinary action:
  - a. Did the BCT review relevant information in the student's file and the student's 504 Plan?  Yes  No
  - b. Did the BCT review relevant information presented by the parents and teacher observations?  Yes  No
  - c. Did the BCT determine that the conduct in question was caused by or had a direct and substantial relationship to the child's disability?  Yes  No  
Explain:
  - d. Was the child's conduct a direct result of the District's failure to implement the 504 Plan?  Yes  No





# Wisconsin Interscholastic Athletic Association

5516 Vern Holmes Drive, Stevens Point, WI 54482-8833

Phone (715) 344-8580 • Email: [sschulfer@wiaawi.org](mailto:sschulfer@wiaawi.org)

## SENIOR HIGH MEMBERSHIP RENEWAL

Grades 9-12  
2023-2024 School Year

### Manawa High School

I, as duly authorized by the Board of Education or Governing Body of the above named school, request membership in the Wisconsin Interscholastic Athletic Association for 2023-2024. **I understand and agree that as a condition of membership, the above named school adopts the rules of this Association and will conduct its athletic program in accordance with the Constitution, Bylaws, Rules of Eligibility and Sports Regulations (boys and girls) as well as the interpretations and decisions of the WIAA Board of Control.** (Note: A school that voluntarily terminates membership in the Association shall be denied readmission for a period of four school years.)

It is further agreed that the administrators and coaches of the above named school have Board of Education or Governing Body approval if called upon to serve the WIAA in an elected or appointed position.

Board of Education, Governing Body President, or Authorized Administrator

*Sondra Reiersen*  
(Signature)

Date 06/12/2023

Printed Name Sondra Reiersen

As a result of membership concerns for better communication, the WIAA will communicate directly with District Administrators/Presidents and/or Principals regarding WIAA membership issues. Sport season maintenance information will be directed to your designated athletic director. We hope that schools will also distribute information to the appropriate persons within their building(s) as they deem appropriate.

**Note:** A member school is required to maintain administrative control and oversight of at least one independently sponsored interscholastic athletic program or co-op program throughout the duration of its membership.

**Note:** The WIAA membership-sponsored tournaments are the collective property of the Association and not of any individual member. The Association reserves the right to promote and advance the membership's interests with publication information; exclusive arrangements to create recognition and exposure for school-sponsored activities; restrictive policies prohibiting exploitation and commercialization of membership-sponsored tournaments; appropriate proprietary interests; and the use of images or transmissions identifying students, administrative personnel and member school marks.

**CO-OP TEAMS:** If at any time your co-op is discontinued or not renewed, BOTH (ALL) Schools must re-apply for Tournament eligibility for the following season by the appropriate deadlines, Fall Sports - Oct 1 | Winter Sports - Feb 1 | Spring Sports - May 1.

**DO NOT remove checkmarks, instead please cross-off (and initial) any sports you won't be offering. If you note a discrepancy in the offerings checked, please contact [sschulfer@wiaawi.org](mailto:sschulfer@wiaawi.org) at the WIAA prior to submitting your application. You may not add checkmarks to this form as those deadlines have past for this current school year.**

<u>BOYS SPORTS</u>	Contact Co-op	Non-Contact Co-op	Not in Tourn	<u>GIRLS SPORTS</u>	Contact Co-op	Non-Contact Co-op	Not in Tourn
Baseball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Basketball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basketball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Cross Country	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cross Country	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Football	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Player Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Golf	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Softball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Swim & Dive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swim & Dive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Track & Field	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Track & Field	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Volleyball	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wrestling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wrestling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

**WIAA DUES/FEEES 2023-2024: \$0.00**  
**The Board of Control action on 4/21/15 to suspend dues/fees until 2017-2018 became permanent as a result of membership action at the 2017 annual meeting**

**Sign and email [sschulfer@wiaawi.org](mailto:sschulfer@wiaawi.org) this Membership Application no later than August 1, 2023.**