

School District of Manawa

Board of Education Agenda

August 20, 2018



Enter the Building @ Door M18; Use the Sidewalk Between the ES Garden and Building (North End of Parking Lot)

1. Call to Order – President Johnson – **6:30 p.m.** – MES Boardroom, 800 Beech Street
 - a. Introduction of New Staff - Reception
2. Pledge of Allegiance at **7:00 p.m.**
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
 - a. Youth Risk Behavior Survey Results - Ms. Janine Connolly
6. Announcements:
 - a. Contributions to the District
7. Consent Agenda
 - a. Approve Minutes of July 16 and 23, August 1 and 15, 2018 Board Meetings
 - b. Treasurer's Report/Approve Expenditures & Receipts
 - c. Donations:
 - i. Manawa Athletic Booster Club, Inc. \$3,000 for Mindset Training
 - ii. Bemis \$3,000 for Manawa Makers - Robotics Initiative
 - iii. First State Bank \$25 to Project Backpack
 - d. Accept Resignation of Food Service Worker - Bobbie Timm
 - e. Accept Resignation from HS Math Teacher - Tongtong Zhang
 - f. Consider Approval of the Hire of Non-Athletic Coaches & Advisors for SY201819
 - g. Consider Approval of the Transfer of Asst Football Coach
 - h. Consider Approval of the Hire of Special Education Paraprofessional
 - i. Consider Approval of Reconfiguration of Office Personnel
 - j. Consider Approval of Voluntary Transfer of Mr. Bortle from 7-8 Gr. Math to HS Math, Ms. Breaker from 7-8 Gr. Social Studies to 7-8 Gr. Math and Mr. Johnson from 6th Gr. to 7-8 Gr. Social Studies for SY1819
 - k. Consider Approval of Revised Proposal for MES Special Education Teacher as Presented
 - l. Consider Approval of FFA Overnight Field Trip to Indianapolis IN on Oct. 23-26, 2018
 - m. Consider Approval of the CESA 6 Contract Renewal for SY1819
 - n. Consider Approval of the Hire of a School Nurse
8. Any Item Removed from Consent Agenda
 - a.
 - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
10. Correspondence: None this Month
11. Board Recognition: None this Month
12. District Administrator's Report:
 - a. Legislative Update
 - a. Referenda Planning Update
 - b. Census Report
13. School Operations Reports:
 - a. ES Principal: Highlights - Included in Board Packet
 - b. HS Principal: Highlights - Included in Board Packet
14. Business Related Reports:
 - a. Highlights - Included in Board Packet
15. Director's Reports:
 - a. Curriculum / Special Education Director Highlights

- b. Technology Director Highlights
- 16. Board Comments:
 - a. Thank you Letter to Senator Luther Olsen
 - b. Any Other Board Comments
- 17. Committee Reports:
 - a. Curriculum Committee
 - i. Professional Learning Community Planning
 - ii. Gifted & Talented Plan
 - iii. Academic & Career Planning Guide - District Plan
 - b. Finance Committee
 - i. Short-Term Borrowing
 - ii. Administrative Wage Increase
 - iii. SY1819 Budget
 - c. Policy & Human Resources Committee
 - i. Support Staff Reconfiguration
 - ii. NEOLA AG 5000 Series – Students
 - iii. NEOLA po9510 – Relations with Educational Researchers
 - iv. NEOLA ag 9510 – Relations with Educational Researchers
 - v. Review ag4231 and Related Professional Expectations
 - vi. Update Support Staff Handbook SY1819 - Continue from page 23
 - vii. Salary & Stipend Guide for Employees SY1819 - Language
- 18. Unfinished Business:
 - a. Consider Approval of NEOLA Technology Updates – Special Releases Phase II & III as Presented
- 19. New Business:
 - a. Consider Approval of ag4231 Outside Activities as Presented
 - b. Consider Approval of the Updated Support Staff Handbook SY1819 as Presented
 - c. Consider Approval of the Updated Fundraiser List for SY1819
 - d. Consider Approval of the NEOLA AG 5000 Series – Students - Except 5156 and 5880 as Presented
 - e. Consider Approval of the Salary & Stipend Guide for Employees for SY1819 as Presented
 - f. Consider Approval of an Administrative Wage Increase of 1.75% and an Equity Adjustment for Business Manager for the SY1819 as Presented
 - g. Consider Approval of SY1819#1: INITIAL RESOLUTION AUTHORIZING GENERAL OBLIGATION BONDS IN AN AMOUNT NOT TO EXCEED \$12,000,000
 - h. Consider Approval of SY1819#2: RESOLUTION AUTHORIZING THE SCHOOL DISTRICT BUDGET TO EXCEED REVENUE LIMIT BY \$365,000 FOR ONE YEAR FOR NON-RECURRING PURPOSES
 - i. Consider Approval of SY1819#3: RESOLUTION PROVIDING FOR A REFERENDUM ELECTION ON THE QUESTIONS OF THE APPROVAL OF AN INITIAL RESOLUTION AUTHORIZING THE ISSUANCE OF GENERAL OBLIGATION BONDS IN AN AMOUNT NOT TO EXCEED \$12,000,000 AND A RESOLUTION AUTHORIZING THE SCHOOL DISTRICT BUDGET TO EXCEED REVENUE LIMIT BY \$365,000 FOR ONE YEAR FOR NON-RECURRING PURPOSES
 - j. Resolution SY1819#4 WHEREAS, Section 119.25 (b) Wisconsin Statutes Provides that the School Board of the Manawa School District may Authorize the use of an Independent Hearing Officer to Determine Pupil Expulsion from School; Such Authorization is Effective only During the School Year in Which it is Adopted
 - k. Consider Approval of Short-Term Financing in an Amount not to Exceed \$1 Million Through Premier Community Bank as Presented
 - l. Consider Approval of the SY1819 Milk Contract as Presented
 - m. Consider Approval of the SY1819 Bread Contract as Presented
- 20. Next Meeting Dates:
 - a. Aug. 28, 2018 Special BOE Mtg – 6:00 p.m. – Referenda Planning – MES Board Room
 - b. Sept. 5, 2018 – Policy & HR Committee – 5:00 p.m. – MES Board Room

- c. Sept. 11, 2018 – Finance Comm Mtg – 6:00 p.m. – MES Board Room
 - d. Sept. 12, 2018 – Community Stakeholders Mtg – 6:30 p.m. – MES Library
 - e. Sept. 17, 2018 - Regular Board of Education Mtg - 6:30 p.m. Book Study - 7:00 p.m. Open Session
21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(a)(c)(f), 118.22 and 118.125 as well as 120.13(1)(c) Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility
 - 1) Administrator Evaluation
 22. Board May Act on Items Discussed in Closed Session
 23. Adjourn

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

Public Participation at Board Meetings (Bylaws 0167.3)

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 wishing to place an item on the agenda shall register their intent with the District Administrator no later than fifteen (15) 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 approval of the District Administrator and the Board President.

Public-Participation Section of the Meeting

To permit fair and orderly public expression, the Board shall provide a period for public participation at every regular meeting of the Board and publish rules to govern such participation in Board meetings.

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

The presiding officer shall be guided by the following rules:

- A. Public participation 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. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- H. The presiding officer may:

- a. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - b. request any individual to leave the meeting when that person does not observe reasonable decorum;
 - c. 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;
 - d. 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;
 - e. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- I. The portion of the meeting during which the participation of the public is invited shall be limited to fifteen (15) minutes, unless extended by a vote of the Board.
- J. Recording, filming, or photographing the Board's open meetings is permitted. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:
- 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.

19.90, Wis. Stats.

Minutes of the July 16, 2018 Board of Education Meeting

Call to Order – President Johnson – 6:30 p.m. – MES Boardroom, 800 Beech Street

Retirement Reception - 6:31 p.m. – for Henry Byrd

Come to order 7:01 p.m.

Pledge of Allegiance - 7:00 p.m.

Roll Call – Scheller, Forbes, Hollman, Pohl, Pethke, R. Johnson and J. Johnson present.

Verify Publication of Meeting – Dr. Oppor verified

Presentations:

To Mr. Henry Byrd for his 6 years of service and on his retirement.

Nurse’s Annual Report to the Board - Ms. Koehn, District Nurse was presented to the Board.

Spring Data and Annual Reading Specialist Report- Mr. Wolfgram, Mrs. Pukita, Ms. Brauer, Mrs. Sernau: Reviewed all the STAR data and the Reading Specialist Report for the SY1718. Universal academic screeners include: STAR / Fontis & Pinnell / On Demand writing are all included. All goal results were shared with the Board.

Announcements:

Contributions to the District: President Johnson thanked the following for their generous contributions to the School District of Manawa: A. Sturm & Sons Foundation, Inc. - \$3,000 to Fine Arts, A. Sturm & Sons Foundation, Inc. - \$1,000 to Manawa FFA, Sue Vater Olsen - Paper products and Notebooks for MES Teachers, John & Sally Breaker - \$50 for Project Backpack, Bemis & Bemis Employees - \$710 for Softball Program, Manawa Booster Club - 36 Padded Courtside Chairs with Vertical Storage System, Add-a- Year Banner/Mural for Conference Championships, totaling \$6,585.40

Consent Agenda

Motion by R Johnson / Hollman to have item F removed from the Consent Agenda. Motion carried. Approved by Consent the remaining items: Approve Minutes of June 18, 27 and July 12, 2018 Board Meetings, Treasurer’s Report/Approve Expenditures (\$720,539.28) & Receipts (\$7,331.92) as listed on the website, Donations: A. Sturm & Sons Foundation, Inc. - \$3,000 to Fine Arts, A. Sturm & Sons Foundation, Inc. - \$1,000 to Manawa FFA, Sue Vater Olsen - Paper products and Notebooks for MES Teachers, John & Sally Breaker - \$50 for Project Backpack, Bemis & Bemis Employees - \$710 for Softball Program, Manawa Booster Club - 36 Padded Courtside Chairs with Vertical Storage System, Add-a- Year Banner/Mural for Conference Championships, totaling \$6,585.40, Voluntary Transfer of Special Education Paraprofessional to Instructional Paraprofessional for SY1819, Wrestling Coaches for SY1819, the Overnight Field Trip for Varsity Volleyball Sept. 7-8, 2018 to Beaver Dam / Dodgeland High School.

Any Item Removed from Consent Agenda:

Motion by Scheller / Pethke to table the Item 7f the approval of non-athletic coaches and advisors for SY1819. Motion carried.

Public Comments. None this month

Correspondence: Thank you card from family of Barbara Loughrin

Board Recognition: Chloe Lambrecht accepting for the Manawa FFA for: State FFA: Manawa FFA, Chloe Lambrecht, Megan Pethke, Andrew Scheller, Ethan Michalowski, Hunter Wendt - see list of accomplishments in Board packet. Hunter Wendt – recognized for his many accomplishments which were listed in the packet.

District Administrator's Report: Legislative Update, Energy Efficiency Project Update, Referenda Planning Update, WASB 2017-18 Report to the Membership is included in the packet.

School Operations Reports: Included in the packet - ES Principal and HS Principal: Highlights.

Business Related Reports: Nothing to Report – credit card purchases for May/June was handed out to BOE.

Director's Reports: Curriculum / Special Education Director Highlights included Seclusion and Restraint Report 2018 and At-Risk Data 2018 reports were in the packet; Technology Director Highlights

Board Comments:

R. Johnson talked to T. Bear Creek regarding they did not need anyone to come to their meeting on referenda.

H. Pohl attended as District representative the CESA 6 meeting June 19th

Committee Reports: Minutes were included in the packet for the following committees: Curriculum, Finance and Policy & Human Resources Committee.

Unfinished Business:

Nothing this Month

New Business:

Motion by Pohl / Hollman of the Student Academic Standards for SY1819 as Presented. Motion carried.

Motion by Scheller / Forbes of the Section 504 Handbook Updates SY1819 as Presented. Motion carried.

Motion by R. Johnson / Pethke to approve the At-Risk Handbook Update for SY1819 as Presented. Motion carried.

Motion by Pohl / R. Johnson to approve the Salary Advancement Model for Teachers to be implemented for the SY1819 as Presented. Motion carried.

Motion by Forbes / Pethke to use the Current Support Staff Wage Model for the SY1819 and to Add a 2.13% Increase on the Model to Reflect the CPI for July 1, 2018 for all Support Staff After Scheduled Wage Increases Occur per the Current Model. Motion carried.

1st Reading of the NEOLA Technology Updates – Special Releases Phase II & III. Will be considered for approval at the August meeting.

Motion by Scheller / R. Johnson of the AG Updates: 4160A, 4220, 9190, 9211, 9270, 9270A, 9700 as Presented. Motion carried.

Motion by Hollman / Scheller of the Updated Coaches Handbook SY1819 as Presented. Motion carried.

Next Meeting Dates:

Monday July 23, 2018 Board of Education/Administrative Team Retreat - 5:00 p.m. - MES Board Room

Set Date for August Buildings & Grounds Committee Meeting – Aug 14th at 6:00 p.m. Bldgs & Grounds.

Aug. 1, 2018 Policy & HR Committee Mtg - 5:00 p.m. - MES Board Room

Aug. 8, 2018 Finance Committee Mtg - 6:00 p.m. - MES Board Room

Aug. 14, 2018 Curriculum Committee Mtg - 5:00 p.m. - MES Board Room

Aug. 20, 2018 Regular BOE Mtg - 6:30 p.m. New Staff Reception - 7:00 p.m. Open Session - MES Board Room

Motion by Hollman / Forbes to Adjourn at 8:07 p.m. Motion carried.

Jeanne Frazier, Recorder

Minutes of the July 23, 2018 Special Board of Education / Administration Retreat

Meeting called to order 5:06 p.m.

Attendance: Scheller, Forbes, Hollman, Pohl, J. Johnson. Pethke arrived at 5:19 p.m. Absent: R. Johnson.
Also in attendance: Mrs. Pukita, Mr. Wolfgram, Mr. Cobarrubias, Mrs. OBrien, Dr. Oppor and Jody
Andreas

1. Review School Perceptions survey priorities

Priority areas to receive attention include: School Safety/Addressing ADA Accessibility, HS secure front
entry with handicap accessibility, Aging Building Systems/Technology Infrastructure, Better Utilizing
School Spaces

Technology/Agriculture/STEAM

2. Discuss Tax Chargeback implications-action in Annual Mg. Recommending not doing a charge back,
use fund balance. Include explanation that the district saved money by going to an HMO, staff have used
less benefits. Also add reminder that staff did receive an increase this year.

3. Review draft of referendum question 1 and discuss the implications of operational question for the
vacant building. Submit the verbiage to Quarles & Brady by 8/1/18.

4. Set timeline for the Communications Planning and Task List-Identify support system-board and
administration, people of the community stakeholders committee and provide information to the
community.

Gather community data 7/23-8/3. FAQ for the Communication Plan to demonstrate the need.

Put on the agenda for the 8/20 board meeting.

Set next meeting date: 8/1/18 6:30 p.m.

Motion Pohl/Scheller to adjourn. Motion carried 8:33 p.m.

Bobbi Jo Pethke, Clerk

Minutes of the August 15, 2018 Special Board of Education Meeting:

Meeting was called to order at 6:30 p.m. by President J. Johnson

Pledge of Allegiance

Roll Call: Forbes, Pohl, R. Johnson, J. Johnson, present. Scheller arrived at 6:35 p.m. Hollman and Pethke absent.

Dr. Oppor verified the publication of the meeting.

New Business:

- a. Review Communications Spreadsheet: Informational, more names added, Board members encouraged to attend.
- b. Review the Draft Referenda Questions: Informational, no changes.
- c. Review and Revise the Script-Consistent Messaging: Informational.
- d. Review and Revise the FAQ: Informational.
- e. Review the Financial Displays. Financial Displays were not yet available
- f. Review Communication Plan: Informational.
- g. Other Referenda Planning Discussions: None noted.

Next meeting date: August 28, 2018 at 6:00 pm

Stakeholder's Meeting: September 12, 2018 at 6:30 pm

Motion by Scheller/Forbes to adjourn at 8:21 pm. Motion Carries.

J. Johnson, Recording Secretary

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78433	DEPARTMENT OF THE TR	JPAP71	07/19/2018	PCOR FEE - FORM 720 - DUE TO HRA PLAN ENDING SEPTEMBER 2017- 60 PARTICIPANTS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	135.60
						Totals for 78433	135.60
78434	POSTMASTER MANAWA	JPAP71	07/19/2018	FOOD SERVICE BULK MAILING	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	41.22
						Totals for 78434	41.22
78435	UNEMPLOYMENT INSURAN	JPAP71	07/19/2018	UNEMPLOYMENT	GENERAL FUND/UNEMPLOYMENT COMPENSATION/INSURAN CE AND JUDGEMENTS	0	252.63
						Totals for 78435	252.63
78436	AGILE SPORTS TECHNOL	JPAP72	07/20/2018	HUDL SUBSCRIPTION - BOYS FOOTBALL - SIDELINE FOOTBALL PLUS	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/BOYS FOOTBALL	4001900067	900.00
78436	AGILE SPORTS TECHNOL	JPAP72	07/20/2018	HUDL SUBSCRIPTION - BOYS VARSITY FOOTBALL - UNLIMITED GAME & SCOUT	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/BOYS FOOTBALL	4001900067	1,000.00
						Totals for 78436	1,900.00
78437	ANSAY & ASSOCIATES,	JPAP72	07/20/2018	RENEWAL OF PROP EFFECTIVE 7/1/18	GENERAL FUND/DISTRICT PROPERTY INSURANCE/INSURANCE AND JUDGEMENTS	0	45,572.00
						Totals for 78437	45,572.00
78438	ART.COM US MERCHANT	JPAP72	07/20/2018	ANDREA HRABAN - CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/BUSINESS OCCUPATIONS	4001900036	52.94
						Totals for 78438	52.94
78439	ATTAINMENT COMPANY I	JPAP72	07/20/2018	SPEECH AND LANGUAGE MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/SPEECH/LAN GUAGE	271900003	240.45
						Totals for 78439	240.45
78440	BADGER SPORTING GOOD	JPAP72	07/20/2018	HELMET RECONDITIONING	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	4001900055	950.00
78440	BADGER SPORTING GOOD	JPAP72	07/20/2018	4 HELMETS	GENERAL FUND/NON-CAPITAL EQUIPMENT/BOYS FOOTBALL	4001900061	1,100.00
						Totals for 78440	2,050.00
78441	BECKERS SCHOOL SUPPL	JPAP72	07/20/2018	CLASSROOM MATERIALS SPECIAL ED	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/EARLY CHILDHOOD	271900022	192.06
						Totals for 78441	192.06
78442	COMMUNITY INSURANCE	JPAP72	07/20/2018	AUTO LIABILITY/GENERAL LIABILITY PREMIUM/ERRORS &	GENERAL FUND/DISTRICT	0	7,395.00

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				OMISSIONS	LIABILITY		
					INSURANCE/INSURANCE AND JUDGEMENTS		
78442	COMMUNITY INSURANCE	JPAP72	07/20/2018	COMM AUTO PHYSICAL DAMAGE PREMIUM - SCHOOLS	GENERAL	0	1,142.00
					FUND/DISTRICT LIABILITY INSURANCE/INSURANCE AND JUDGEMENTS		
					Totals for 78442		8,537.00
78443	DEMCO	JPAP72	07/20/2018	JEN KRUEGER-LIBRARY SUPPLIES	GENERAL	4001900009	57.92
					FUND/GENERAL SUPPLIES/LIBRARY MEDIA		
					Totals for 78443		57.92
78444	DISCOUNT SCHOOL SUPP	JPAP72	07/20/2018	CLASSROOM MATERIALS	SPECIAL EDUCATION	271900005	47.34
					FUND/NON-CAPITAL EQUIPMENT/MULTI-CATEGORICAL		
					Totals for 78444		47.34
78445	EDMENTUM	JPAP72	07/20/2018	MARY ECK - COURSE WORK SUBSCRIPTIONS	GENERAL	4001900001	6,596.33
					FUND/COMPUTER SOFTWARE PROGRAMS/UNDIFFERENTIATED CURRICULUM		
					Totals for 78445		6,596.33
78446	FLINN SCIENTIFIC, IN	JPAP72	07/20/2018	ERIK DUHN, CLASS SUPPLIES	GENERAL	4001900029	207.47
					FUND/GENERAL SUPPLIES/SCIENCE		
78446	FLINN SCIENTIFIC, IN	JPAP72	07/20/2018	ERIK DUHN, CLASS SUPPLIES	GENERAL	4001900029	90.76
					FUND/NON-CAPITAL EQUIPMENT/SCIENCE		
78446	FLINN SCIENTIFIC, IN	JPAP72	07/20/2018	CAREY CELSKE - CLASS SUPPLIES	GENERAL	4001900026	1,322.69
					FUND/GENERAL SUPPLIES/SCIENCE		
					Totals for 78446		1,620.92
78447	GOPHER SPORTS	JPAP72	07/20/2018	KEVIN MURPHY - PHY ED EQUIPMENT	GENERAL	4001900023	394.86
					FUND/NON-CAPITAL EQUIPMENT/PHYSICAL EDUCATION		
78447	GOPHER SPORTS	JPAP72	07/20/2018	KEVIN MURPHY - PHY ED EQUIPMENT	GENERAL	4001900024	1,058.37
					FUND/NON-CAPITAL EQUIPMENT/PHYSICAL EDUCATION		
					Totals for 78447		1,453.23
78448	GREEN MECHANICAL	JPAP72	07/20/2018	WATER LEAK IN THE MES LIBRARY	GENERAL	0	828.00
					FUND/MAINTENANCE SERVICES/BUILDINGS		
					Totals for 78448		828.00
78449	HEALY AWARDS, INC	JPAP72	07/20/2018	FOOTBALL SUPPLIES	GENERAL	4001900072	210.46
					FUND/GENERAL SUPPLIES/BOYS FOOTBALL		
					Totals for 78449		210.46
78450	J.W. PEPPER & SON, I	JPAP72	07/20/2018	MUSIC SUPPLIES	GENERAL	1011900022	144.95
					FUND/NON-CAPITAL EQUIPMENT/GENERAL		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					MUSIC		
						Totals for 78450	144.95
78451	KAPLAN EARLY LEARNIN	JPAP72	07/20/2018	4-K CLASSROOM MATERIALS	GENERAL	1011900027	109.13
					FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM		
						Totals for 78451	109.13
78452	LAKESHORE LEARNING M	JPAP72	07/20/2018	EARLY CHILDHOOD CLASSROOM	SPECIAL EDUCATION	271900023	275.65
					FUND/EQUIPMENT PURCHASE-ADDITION/EA RLY CHILDHOOD		
78452	LAKESHORE LEARNING M	JPAP72	07/20/2018	EARLY CHILDHOOD CLASSROOM	SPECIAL EDUCATION	271900023	349.00
					FUND/NON-CAPITAL EQUIPMENT/EARLY CHILDHOOD		
78452	LAKESHORE LEARNING M	JPAP72	07/20/2018	CLASSROOM SUPPLIES	GENERAL	1011900009	92.08
					FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM		
						Totals for 78452	716.73
78453	MUSIC IN MOTION	JPAP72	07/20/2018	MUSIC SUPPLIES	GENERAL	1011900019	274.78
					FUND/NON-CAPITAL EQUIPMENT/GENERAL MUSIC		
						Totals for 78453	274.78
78454	NASCO	JPAP72	07/20/2018	SANDY CORDES - CLASSROOM SUPPLIES	GENERAL	4001900031	88.64
					FUND/GENERAL SUPPLIES/AGRICULTURE		
78454	NASCO	JPAP72	07/20/2018	SANDY CORDES - CLASSROOM SUPPLIES	GENERAL	4001900031	92.16
					FUND/NON-CAPITAL EQUIPMENT/AGRICULTUR E		
78454	NASCO	JPAP72	07/20/2018	SANDY CORDES - CLASSROOM SUPPLIES	GENERAL	4001900031	103.61
					FUND/GENERAL SUPPLIES/AGRICULTURE		
78454	NASCO	JPAP72	07/20/2018	SANDY CORDES - CLASSROOM SUPPLIES	GENERAL	4001900031	107.76
					FUND/NON-CAPITAL EQUIPMENT/AGRICULTUR E		
						Totals for 78454	392.17
78455	NATIONAL FFA ORGANIZ	JPAP72	07/20/2018	SANDY CORDES - CLASSROOM SUPPLIES	GENERAL	4001900034	58.86
					FUND/GENERAL SUPPLIES/AGRICULTURE		
78455	NATIONAL FFA ORGANIZ	JPAP72	07/20/2018	SANDY CORDES - CLASSROOM SUPPLIES	GENERAL	4001900034	54.09
					FUND/NON-CAPITAL EQUIPMENT/AGRICULTUR E		
						Totals for 78455	112.95
78456	NCS PEARSON INC	JPAP72	07/20/2018	TESTING MATERIALS - SPEECH AND LANGUAGE	SPECIAL EDUCATION	271900004	137.00
					FUND/GENERAL SUPPLIES/SPEECH/LANG UAGE		
78456	NCS PEARSON INC	JPAP72	07/20/2018	ASSESSMENT MATERIALS	SPECIAL EDUCATION	271900007	334.96
					FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for 78456		471.96
78457	OTC BRANDS, INC	JPAP72	07/20/2018	ITEMS FOR CHILD DEVELOPMENT	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/EARLY CHILDHOOD	271900019	54.94
					Totals for 78457		54.94
78458	PLANK ROAD PUBLISHIN	JPAP72	07/20/2018	2018-19 RENEWAL	GENERAL FUND/PERIODICALS/GEN ERAL MUSIC	1011900017	112.45
					Totals for 78458		112.45
78459	REALLY GOOD STUFF IN	JPAP72	07/20/2018	CLASSROOM ITEMS - SPECIAL ED	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE GORICAL	271900013	153.60
					Totals for 78459		153.60
78460	REMINGTON'S QUALITY	JPAP72	07/20/2018	CHEESE SAUSAGE CRACKERS, PAPER PRODUCTS FOR EMPLOYEE RECEPTION	GENERAL FUND/FOOD/DISTRICT ADMINISTRATION	0	57.12
					Totals for 78460		57.12
78461	SCHOOL SPECIALTY INC	JPAP72	07/20/2018	CLASSROOM SUPPLIES - POPPY	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1011900006	43.58
78461	SCHOOL SPECIALTY INC	JPAP72	07/20/2018	ART ROOM MATERIALS	GENERAL FUND/NON-CAPITAL EQUIPMENT/ART	1011900024	405.38
78461	SCHOOL SPECIALTY INC	JPAP72	07/20/2018	CLASSROOM SUPPLIES - FIELD	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1011900036	51.81
78461	SCHOOL SPECIALTY INC	JPAP72	07/20/2018	CLASSROOM SUPPLIES - STILEN	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1011900034	6.02
78461	SCHOOL SPECIALTY INC	JPAP72	07/20/2018	CLASSROOM SUPPLIES-ROSIN	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1011900030	40.24
78461	SCHOOL SPECIALTY INC	JPAP72	07/20/2018	CLASSROOM SUPPLIES - STILEN	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	1011900032	89.05
78461	SCHOOL SPECIALTY INC	JPAP72	07/20/2018	CLASSROOM MATERIALS - MEIER	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1011900037	56.63
					Totals for 78461		692.71
78462	SELLERS, KATHARINE	JPAP72	07/20/2018	REIMBURSE FOR CHROMEBOOK CHARGER THAT WAS FOUND FOR RANDY SELLERS	GENERAL FUND/STUDENT FINES/DISTRICT WIDE	0	20.00
					Totals for 78462		20.00
78463	SUEHS MOTORS, INC.	JPAP72	07/20/2018	MAINTENANCE ON 2005 CHEVY SILVERADO WHITE	GENERAL FUND/OPERATIONAL SERVICES/VEHICLE SERV/NOT PUPIL TRANSP	0	31.19

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78463	SUEHS MOTORS, INC.	JPAP72	07/20/2018	MAINTENANCE ON 2005 FORD RED WAGON	GENERAL FUND/OPERATIONAL SERVICES/VEHICLE SERV/NOT PUPIL TRANSP	0	30.65
78463	SUEHS MOTORS, INC.	JPAP72	07/20/2018	MAINTENANCE ON 2012 RED DODGE CARAVAN	FOOD SERVICE FUND/OPERATIONAL SERVICES/VEHICLE SERV/NOT PUPIL TRANSP	0	32.59
						Totals for 78463	94.43
78464	SUPER DUPER PUBLICAT	JPAP72	07/20/2018	SPEECH THERAPY MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/SPEECH/LAN GUAGE	271900002	101.84
						Totals for 78464	101.84
78465	TEXTHELP, INC	JPAP72	07/20/2018	READ & WRITE SUBSCRIPTION	SPECIAL EDUCATION FUND/OTHER MEDIA/MULTI-CATEGORI CAL	271900033	1,242.50
						Totals for 78465	1,242.50
78466	WHSFA-WI HS FORENSIC	JPAP72	07/20/2018	TRACY KONKOL - REGISTRATION FOR HS & MS FORENSICS *DISCOUNT OF \$50 IF BEFORE 10/1/18 (APPLIED)	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	4001900025	425.00
						Totals for 78466	425.00
78467	WI CENTER FOR ACADEM	080118	08/01/2018	MEMBERSHIP DUES - WCATY - VAL PARI & DANNI BRAUER MEMBERS	GENERAL FUND/EMPLOYEE DUES AND FEES/GIFTED AND TALENTED	271900042	-300.00
78467	WI CENTER FOR ACADEM	JPAP72	07/20/2018	MEMBERSHIP DUES - WCATY - VAL PARI & DANNI BRAUER MEMBERS	GENERAL FUND/EMPLOYEE DUES AND FEES/GIFTED AND TALENTED	271900042	300.00
						Totals for 78467	0.00
78468	CRUISIN' IN	JPAP72	07/23/2018	PIZZA FOR BOARD & ADMIN TEAM MEETING on 7/23/18	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	88.00
						Totals for 78468	88.00
78469	WASDA	JPAP72	07/23/2018	RENEWAL OF WASDA & AASA DUES FOR THE 2018-19 YEAR	GENERAL FUND/EMPLOYEE DUES AND FEES/OFFICE OF SUPERINTENDENT	0	1,540.00
						Totals for 78469	1,540.00
78470	DEPARTMENT OF ADMINI	JPAP72	07/23/2018	TEACH SERVICES	GENERAL FUND/ON-LINE COMMUNICATIONS/TECHN OLOGY SERVICES	0	1,500.00
						Totals for 78470	1,500.00
78471	SOLARUS	JPAP72	07/23/2018	PAES LAB PHONE	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	148.32
78471	SOLARUS	JPAP72	07/23/2018	LWHS PHONE	GENERAL FUND/TELEPHONE AND	0	777.28

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78471	SOLARUS	JPAP72	07/23/2018	MES - PHONE	TELEGRAPH/CENTRAL SERVICES GENERAL	0	743.69
78471	SOLARUS	JPAP72	07/23/2018	DISTRICT OFFICE PHONE	FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES GENERAL	0	367.47
Totals for 78471							2,036.76
78472	FLINN SCIENTIFIC INC	JPAP72	07/27/2018	CAREY CELSKE - CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/SCIENCE	4001900027	104.68
78472	FLINN SCIENTIFIC INC	JPAP72	07/27/2018	CAREY CELSKE - CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCIENCE	4001900027	442.22
Totals for 78472							546.90
78473	HOUGHTON MIFFLIN HAR	JPAP72	07/27/2018	MATH EXPRESSIONS K-6	GENERAL FUND/TEXTBOOKS & WORKBOOKS/MATHEMATIC S	271900036	8,161.50
Totals for 78473							8,161.50
78474	LAKESHORE LEARNING M	jpap72	07/27/2018	4K CLASSROOM MATERIALS	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	1011900028	28.61
Totals for 78474							28.61
78475	MELHART MUSIC CENTER	JPAP72	07/27/2018	AUSTIN ROHAN - INSTRUMENT EQUIPMENT - TUBA WALL MOUNT HOLDER	GENERAL FUND/NON-CAPITAL EQUIPMENT/INSTRUMENT AL MUSIC	4001900018	224.00
Totals for 78475							224.00
78476	OFFICE DEPOT	JPAP72	07/27/2018	OFFICE CHAIR	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATEGORICAL	271900032	99.99
Totals for 78476							99.99
78477	PIONEER MANUFACTURIN	JPAP72	07/27/2018	FIELD PAINT - FOOTBALL	GENERAL FUND/GENERAL SUPPLIES/GENERAL ATHLETICS	4001900056	1,395.00
Totals for 78477							1,395.00
78478	PLANK ROAD PUBLISHIN	JPAP72	07/27/2018	MUSIC SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL MUSIC	1011900018	913.50
Totals for 78478							913.50
78479	REALLY GOOD STUFF, L	jpap72	07/27/2018	CLASSROOM SUPPLIES - STILEN	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFERENTIATED CURRICULUM	1011900031	147.92
78479	REALLY GOOD STUFF, L	jpap72	07/27/2018	CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFERENTIATED CURRICULUM	1011900010	263.14

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78479	REALLY GOOD STUFF, L	jpap72	07/27/2018	CLASSROOM MATERIALS - FIELD	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1011900035	197.01
78479	REALLY GOOD STUFF, L	JPAP72	07/27/2018	MES OFFICE SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	1011900039	63.51
78479	REALLY GOOD STUFF, L	jpap72	07/27/2018	CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1011900014	425.20
						Totals for 78479	1,096.78
78480	RENAISSANCE LEARNING	JPAP72	07/27/2018	RENAISSANCE PRODUCTS & SERVICES	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/UNDIFFERENT IATED CURRICULUM	0	5,462.00
78480	RENAISSANCE LEARNING	JPAP72	07/27/2018	RENAISSANCE PRODUCTS & SERVICES	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/UNDIFFERENT IATED CURRICULUM	0	4,804.00
						Totals for 78480	10,266.00
78481	SCHOOL SPECIALTY INC	JPAP72	07/27/2018	SANDY CORDES - CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/AGRICULTURE	4001900032	145.39
78481	SCHOOL SPECIALTY INC	JPAP72	07/27/2018	SANDY CORDES - CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/AGRICULTUR E	4001900032	35.31
78481	SCHOOL SPECIALTY INC	JPAP72	07/27/2018	ANDREA HRABAN	GENERAL FUND/GENERAL SUPPLIES/BUSINESS OCCUPATIONS	4001900037	108.48
						Totals for 78481	289.18
78482	TIME FOR KIDS	JPAP72	07/27/2018	TIME FOR KIDS MAGAZINES - GRADES 1ST THRU 6TH GRADES	GENERAL FUND/NEWSPAPERS/UNDI FFERENTIATED CURRICULUM	1011900007	1,154.12
						Totals for 78482	1,154.12
78483	TJ EDUCATIONAL CONSU	JPAP72	07/27/2018	SANDY CORDES - AG LITERACY	GENERAL FUND/OTHER MEDIA/AGRICULTURE	4001900051	30.00
						Totals for 78483	30.00
78484	VEX ROBOTICS	JPAP72	07/27/2018	RITA GIPP - SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4001900045	381.53
						Totals for 78484	381.53
78491	MILWAUKEE PUBLIC SCH	080118	08/01/2018	MEMBERSHIP DUES - WCATY - VAL PARI & DANNI BRAUER MEMBERS	GENERAL FUND/EMPLOYEE DUES AND FEES/GIFTED AND TALENTED	271900042	300.00
						Totals for 78491	300.00
78492	ASPHALT SEAL & REPAI	JPAP80	08/03/2018	SEAL COAT & RESTRIPE THE TRACK AND GRAND STAND AREA	GENERAL FUND/MAINTENANCE	0	9,465.00

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					SERVICES/SITE REPAIRS		
					Totals for 78492		9,465.00
78493	CESA 6-CONFERENCE RE	JPAP80	08/03/2018		SPECIAL EDUCATION	0	1,730.00
					FUND/TRANSFER TO CESA/ADMINISTRATIVE TECHNOLOGY SERV		
78493	CESA 6-CONFERENCE RE	JPAP80	08/03/2018		GENERAL	0	2,488.79
					FUND/TRANSFER TO CESA/ADMINISTRATIVE TECHNOLOGY SERV		
					Totals for 78493		4,218.79
78494	CINTAS FIRE PROTECTI	JPAP80	08/03/2018	SERVICE RECEIPT - LWHS	GENERAL	0	180.22
					FUND/OPERATIONAL SERVICES/EQUIPMENT		
78494	CINTAS FIRE PROTECTI	JPAP80	08/03/2018	SERVICE RECEIPT - MES	GENERAL	0	164.22
					FUND/OPERATIONAL SERVICES/EQUIPMENT		
					Totals for 78494		344.44
78495	CINTAS CORPORATION L	jpap80	08/03/2018	CUSTODIAL SUPPLIES-MOPS & MATS	SPECIAL EDUCATION	0	11.70
					FUND/OPERATIONAL SERVICES/BUILDINGS		
78495	CINTAS CORPORATION L	jpap80	08/03/2018	CUSTODIAL SUPPLIES-MOPS & MATS	GENERAL	0	49.21
					FUND/OPERATIONAL SERVICES/BUILDINGS		
78495	CINTAS CORPORATION L	jpap80	08/03/2018	CUSTODIAL SUPPLIES-MOPS & MATS	GENERAL	0	66.19
					FUND/OPERATIONAL SERVICES/BUILDINGS		
					Totals for 78495		127.10
78496	DELL FINANCIAL SERVI	JPAP80	08/03/2018	CONTRACT 810-6723770-001	GENERAL	0	32,094.15
					FUND/ADMINISTRATIVE TECHNOLOGY SERV		
					Totals for 78496		32,094.15
78497	DELTA DENTAL-VISION	jpap80	08/03/2018	VISION COVERAGE	GENERAL FUND/SELF	0	700.90
					FUND-EMPLOYER SHARE PREMI		
					Totals for 78497		700.90
78498	DEPARTMENT OF PUBLIC	JPAP80	08/03/2018	REGISTRATION #109090894 FOR CARMEN O'BRIEN	FOOD SERVICE	0	10.00
					FUND/PERSONAL SERVICES/STAFF SERVICES		
78498	DEPARTMENT OF PUBLIC	JPAP80	08/03/2018	REGISTRATION #109810558 - SANDRA ANDERSON	FOOD SERVICE	0	89.00
					FUND/PERSONAL SERVICES/STAFF SERVICES		
					Totals for 78498		99.00
78499	DURRANT, COREY	jpap80	08/03/2018	REIMBURSEMENT-MES WRESTLING FEE	COMMUNITY SERVICE	0	15.00
					FUND/COMMUNITY SERVICE FEES/DISTRICT WIDE		
					Totals for 78499		15.00
78500	FUN AND FUNCTION	JPAP80	08/03/2018	CLASSROOM MATERIALS	SPECIAL EDUCATION	271900049	63.93
					FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE GORICAL		
					Totals for 78500		63.93

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78501	HODGE PRODUCTS, INC.	JPAP80	08/03/2018	JILL KRAUSE - PHY ED LOCKS	GENERAL FUND/NON-CAPITAL EQUIPMENT/PHYSICAL EDUCATION	4001900076	1,247.40
						Totals for 78501	1,247.40
78502	HOFFMAN PLANNING, DE	JPAP80	08/03/2018	APPLICATION FOR PAYMENT	GENERAL FUND/PERSONAL SERVICES/OFFICE OF SUPERINTENDENT	0	14,478.58
						Totals for 78502	14,478.58
78503	LWHS ACTIVITY ACCOUN	JPAP80	08/03/2018	FFA = 15% OF THE PEPSI CHECK = \$19.65 STUDENT COUNCIL = 20% OF THE PEPSI CHECK = \$26.20	GENERAL FUND/MATERIALS FOR SALE/UNDIFFERENTIATE D CURRICULUM	0	45.85
						Totals for 78503	45.85
78504	LWHS TEACHER ACCOUNT	JPAP80	08/03/2018	TEACHER SHARE OF THE PEPSI CHECK = 65%	GENERAL FUND/MATERIALS FOR SALE/UNDIFFERENTIATE D CURRICULUM	0	85.15
						Totals for 78504	85.15
78505	MCGRAW-HILL SCHOOL E	jpap80	08/03/2018	ANDREA HRABAN - SOFTWARE SUBSCRIPTION	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/BUSINESS OCCUPATIONS	4001900052	37.11
						Totals for 78505	37.11
78506	NASSCO, INC	jpap80	08/03/2018	*2 CS-SCOTCHBRITE 20" FLOOR PADS *2EA-MICROFIBER WET MOP MD LOOP	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	145.52
78506	NASSCO, INC	jpap80	08/03/2018	*1CS-SCOTCHBRITE 20" FLOOR PAD *4CS-SWIFFER DUSTER REFILLS *2EA-FLOW CONTROL PEROXIDE CLEANER *4CS-HERCULES CAN LINERS	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	503.49
						Totals for 78506	649.01
78507	NASSP - NATIONAL HON	JPAP80	08/03/2018	DAN WOLFGRAM, NATIONAL HONOR SOCIETY MEMBERSHIP	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	4001900075	385.00
						Totals for 78507	385.00
78509	OFFICE DEPOT INC.	jpap80	08/03/2018	RITA GIPP - SUPPLIES **WILL ASK JEANNE TO ORDER E-COMMERCE (I DON'T HAVE ACCESS) OFFICE MAX IS ONE OF OUR VENDORS THAT WE RECEIVE DISCOUNTED PRICING AND FREE SHIPPING. THE OVERALL COST FOR THESE ITEMS WAS LESS WHEN COMPARED TO SCHOOL SPECIALTY.	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4001900043	143.96
78509	OFFICE DEPOT INC.	jpap80	08/03/2018	RITA GIPP - SUPPLIES **WILL ASK JEANNE TO ORDER E-COMMERCE (I DON'T HAVE ACCESS) OFFICE MAX IS ONE OF OUR VENDORS THAT WE RECEIVE DISCOUNTED PRICING AND FREE SHIPPING. THE OVERALL COST	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4001900043	186.16

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				FOR THESE ITEMS WAS LESS WHEN COMPARED TO SCHOOL SPECIALTY.			
78509	OFFICE DEPOT INC.	JPAP80	08/03/2018	RITA GIPP - SUPPLIES **WILL ASK JEANNE TO ORDER E-COMMERCE (I DON'T HAVE ACCESS) OFFICE MAX IS ONE OF OUR VENDORS THAT WE RECEIVE DISCOUNTED PRICING AND FREE SHIPPING. THE OVERALL COST FOR THESE ITEMS WAS LESS WHEN COMPARED TO SCHOOL SPECIALTY.	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4001900043	58.89
						Totals for 78509	389.01
78510	OFFICE DEPOT	JPAP80	08/03/2018	POCKET FILES - 5.25" EXPANDABLE	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	42.00
78510	OFFICE DEPOT	JPAP80	08/03/2018	EXPANDABLE 3.25" POCKET FILES	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	16.25
78510	OFFICE DEPOT	JPAP80	08/03/2018	LWHS COLORED PAPER ORDER	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	0	291.06
78510	OFFICE DEPOT	JPAP80	08/03/2018	SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	0	20.12
						Totals for 78510	369.43
78511	ORIENTAL TRADING CO	JPAP80	08/03/2018	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATEGORICAL	271900048	54.95
						Totals for 78511	54.95
78512	PEARSON EDUCATION IN	jpap80	08/03/2018	CLASSROOM MATERIALS	GENERAL FUND/TEXTBOOKS & WORKBOOKS/BUSINESS OCCUPATIONS	271900039	1,775.13
						Totals for 78512	1,775.13
78513	REALLY GOOD STUFF, L	jpap80	08/03/2018	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEGORICAL	271900047	32.18
78513	REALLY GOOD STUFF, L	jpap80	08/03/2018	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATEGORICAL	271900047	17.61
78513	REALLY GOOD STUFF, L	JPAP80	08/03/2018	3RD GRADE SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	1011900041	15.92
						Totals for 78513	65.71
78514	REINHART FOOD SERVIC	jpap80	08/03/2018	CREDIT MEMO	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	-15.75
78514	REINHART FOOD SERVIC	jpap80	08/03/2018	FOOD SUPPLIES	FOOD SERVICE	0	81.27

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					FUND/FOOD/FOOD SERVICES		
					Totals for 78514		65.52
78515	REMINGTON'S QUALITY	jpap80	08/03/2018	LEMONADE FOR BD RETREAT	GENERAL	0	4.94
					FUND/FOOD/DISTRICT ADMINISTRATION		
					Totals for 78515		4.94
78516	SCHOOL PERCEPTIONS L	JPAP80	08/03/2018	COMMUNITY SURVEY	GENERAL	0	2,106.55
					FUND/PERSONAL SERVICES/OFFICE OF SUPERINTENDENT		
					Totals for 78516		2,106.55
78517	SCHOOL SPECIALTY INC	jpap80	08/03/2018	CARRIE KOEHN - CENTRAL SUPPLY - SPECIAL PROJECT (MS STAFF)	GENERAL	4001900038	152.87
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
78517	SCHOOL SPECIALTY INC	jpap80	08/03/2018	CARRIE KOEHN - CENTRAL SUPPLY	GENERAL	4001900039	941.60
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
78517	SCHOOL SPECIALTY INC	jpap80	08/03/2018	TONGTONG ZHANG - CLASSROOM SUPPLIES	GENERAL	4001900010	82.75
					FUND/GENERAL SUPPLIES/MATHEMATICS		
78517	SCHOOL SPECIALTY INC	jpap80	08/03/2018	CLASSROOM MATERIALS SPECIAL ED	SPECIAL EDUCATION	271900010	487.07
					FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE GORICAL		
78517	SCHOOL SPECIALTY INC	jpap80	08/03/2018	CARRIE KOEHN - CENTRAL SUPPLY - KLEENEX	GENERAL	4001900068	136.81
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
78517	SCHOOL SPECIALTY INC	jpap80	08/03/2018	MES OFFICE SUPPLIES	GENERAL	1011900038	170.88
					FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL		
78517	SCHOOL SPECIALTY INC	jpap80	08/03/2018	CARRIE KOEHN - CENTRAL SUPPLY FOR STUDENT ID'S	GENERAL	4001900071	11.92
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
78517	SCHOOL SPECIALTY INC	JPAP80	08/03/2018	CLASSROOM SUPPLIES - STILEN	GENERAL	1011900033	66.65
					FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM		
78517	SCHOOL SPECIALTY INC	JPAP80	08/03/2018	CARRIE KOEHN - CENTRAL SUPPLY	GENERAL	4001900074	21.29
					FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM		
					Totals for 78517		2,071.84
78518	SHULFER SPRINKLERS &	jpap80	08/03/2018	*4-HRS SERVICE TECHNICIAN-\$276.00 *HUNTER SPRINKLER-6"-\$210.00	GENERAL	0	486.00
					FUND/OPERATIONAL SERVICES/SITES		
					Totals for 78518		486.00
78519	SOLARUS	jpap80	08/03/2018	SCHOOL DISTRICT TELEPHONE SERVICES	GENERAL	0	369.47
					FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES		

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78519	SOLARUS	jpap80	08/03/2018	MANAWA ELEMENTARY SCHOOL TELEPHONE SERVICES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	741.09
78519	SOLARUS	jpap80	08/03/2018	LITTLE WOLF JR/SR HIGH SCHOOL TELEPHONE SERVICES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	771.98
78519	SOLARUS	JPAP80	08/03/2018	PAES LAB PHONE	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	148.37
						Totals for 78519	2,030.91
78520	STANDARD INSURANCE C	JPAP80	08/03/2018	JULY 2018 LIFE, STD & LTD INSURANCE	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,188.82
78520	STANDARD INSURANCE C	JPAP80	08/03/2018	JULY 2018 LIFE, STD & LTD INSURANCE	GENERAL FUND/LTD INS PAYABLE	0	909.29
78520	STANDARD INSURANCE C	JPAP80	08/03/2018	JULY 2018 LIFE, STD & LTD INSURANCE	GENERAL FUND/STD INS PAYABLE	0	246.18
						Totals for 78520	2,344.29
78521	STUDENT ASSURANCE SE	jpap80	08/03/2018	ALL PUPIL COVERAGE (700 STUDENTS)	GENERAL FUND/DISTRICT STUDENT INSURANCE/INSURANCE AND JUDGEMENTS	0	2,625.00
						Totals for 78521	2,625.00
78522	TEACHER'S DISCOVERY	jpap80	08/03/2018	DAWN MILLARD - INSTRUCTIONAL MATERIALS	GENERAL FUND/NON-CAPITAL EQUIPMENT/ENGLISH LANGUAGE	4001900005	65.90
						Totals for 78522	65.90
78523	THE OFFICE TECHNOLOG	JPAP80	08/03/2018	STANDARD PAYMENT - 70 ACER CHROMEBOOK R 11 C738T	GENERAL FUND/ADMINISTRATIVE TECHNOLOGY SERV	0	916.87
						Totals for 78523	916.87
78524	VERNIER SOFTWARE & T	JPAP80	08/03/2018	ERIK DUHN - EQUIPMENT	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCIENCE	4001900028	2,729.38
						Totals for 78524	2,729.38
78525	WISCNET	jpap80	08/03/2018	*MEMBERSHIP FEE FOR JULY 1, 2018 THROUGH JUNE 30, 2019 *LOCAL FILTERING ANNUAL HARDWARE FEE FOR JULY 1, 2018 - JUNE 30, 2019 *LOCAL FILTERING ANNUAL USAGE FEE FOR JULY 1, 2018 - JUNE 30, 20019	GENERAL FUND/ON-LINE COMMUNICATIONS/CENTR AL SERVICES	0	5,250.00
						Totals for 78525	5,250.00
78526	WISCONSIN ASSOCIATIO	JPAP80	08/03/2018	SANDY CORDES - 18-19 FFA CENTER FEE	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	4001900084	350.00
						Totals for 78526	350.00
78527	BAILEY, SYDNEY	JPAP80	08/07/2018	JUSTIN MEIDAM MEMORIAL	PRIVATE BENEFIT TRUST FUND/TRUST FUND	0	500.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					EXPENDITURES/TRUST FUND		
78527	BAILEY, SYDNEY	JPAP80	08/07/2018	BEV CARL MEMORIAL	AWARD/SCHOLARSHIP PRIVATE BENEFIT	0	1,000.00
					TRUST FUND/TRUST FUND		
					EXPENDITURES/TRUST FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78527		1,500.00
78528	BEYER, BEN	JPAP80	08/07/2018	MAY 2017 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST FUND		
					EXPENDITURES/TRUST FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78528		500.00
78529	BEYER, CARLENE	JPAP80	08/07/2018	PEPSI	PRIVATE BENEFIT	0	450.00
					TRUST FUND/TRUST FUND		
					EXPENDITURES/TRUST FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78529		450.00
78530	BLUM, SAMANTHA	JPAP80	08/07/2018	MAY 2018 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	625.00
					TRUST FUND/TRUST FUND		
					EXPENDITURES/TRUST FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78530		625.00
78531	CLAUSSEN, JOSEPHINE	JPAP80	08/07/2018	DONA(RICE) FAULK	PRIVATE BENEFIT	0	1,000.00
					TRUST FUND/TRUST FUND		
					EXPENDITURES/TRUST FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78531		1,000.00
78532	DUNNIHOO, KASSANDRA	JPAP80	08/07/2018	MAY 2016 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST FUND		
					EXPENDITURES/TRUST FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78532		500.00
78533	FERG, SKYE	JPAP80	08/07/2018	PEPSI	PRIVATE BENEFIT	0	450.00
					TRUST FUND/TRUST FUND		
					EXPENDITURES/TRUST FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78533		450.00
78534	FIELD, ELLEN	JPAP80	08/07/2018	BEV CARL MEMORIAL	PRIVATE BENEFIT	0	1,000.00
					TRUST FUND/TRUST FUND		
					EXPENDITURES/TRUST		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78534		1,000.00
78535	GRIESBACH, CALEB	JPAP80	08/07/2018	MAY 2017 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78535		500.00
78536	JAEGER, KELSEY	JPAP80	08/07/2018	JUSTIN MEIDAM MEMORIAL	PRIVATE BENEFIT	0	1,000.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
78536	JAEGER, KELSEY	JPAP80	08/07/2018	DORIS HEINKE	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
78536	JAEGER, KELSEY	JPAP80	08/07/2018	PEPSI	PRIVATE BENEFIT	0	450.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78536		1,950.00
78537	KACZOROWSKI, JACOB	JPAP80	08/07/2018	MAY 2015 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78537		500.00
78538	KOWALESKI, ALEXANDER	JPAP80	08/07/2018	MAY 2015 - STURMS	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78538		500.00
78539	KREKLOW, CLAIRE	JPAP80	08/07/2018	MAY 2017 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	500.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		
					Totals for 78539		500.00
78540	MICHALOWSKI, ETHAN	JPAP80	08/07/2018	DEWEY CARL MEMORIAL	PRIVATE BENEFIT	0	1,000.00
					TRUST FUND/TRUST		
					FUND		
					EXPENDITURES/TRUST		
					FUND		
					AWARD/SCHOLARSHIP		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
						Totals for 78540	1,000.00
78541	MILLARD, BRYCE	JPAP80	08/07/2018	MAY 2018 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	750.00
						TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	
78541	MILLARD, BRYCE	JPAP80	08/07/2018	JUSTIN MEIDAM MEMORIAL	PRIVATE BENEFIT	0	500.00
						TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	
						Totals for 78541	1,250.00
78542	NEWLUN, ZOE	JPAP80	08/07/2018	MAY 2018 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	750.00
						TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	
						Totals for 78542	750.00
78543	PETHKE, MATAYAH	JPAP80	08/07/2018	MAY 2018 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	625.00
						TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	
						Totals for 78543	625.00
78544	PETHKE, MEGAN	JPAP80	08/07/2018	KARL & BRENDA BUSHAW	PRIVATE BENEFIT	0	500.00
						TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	
						Totals for 78544	500.00
78545	PIRK, LEXI	JPAP80	08/07/2018	MAY 2018 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	750.00
						TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	
						Totals for 78545	750.00
78546	REIERSON, HALEY	JPAP80	08/07/2018	MAY 2017 STURMS SCHOLARSHIP	PRIVATE BENEFIT	0	500.00
						TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	
						Totals for 78546	500.00
78547	SCHMANDT, BRIANA	JPAP80	08/07/2018	AF GELHAR SCHOLARSHIP	PRIVATE BENEFIT	0	1,000.00
						TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	
						Totals for 78547	1,000.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78548	SCHUELKE, MEGAN	JPAP80	08/07/2018	MAY 2016 STURMS SCHOLARSHIP	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	0	500.00
						Totals for 78548	500.00
78549	SCHUELKE, RYAN	JPAP80	08/07/2018	MABLE KRUEGER	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	0	500.00
						Totals for 78549	500.00
78550	SMITH, JULIA	JPAP80	08/07/2018	PEPSI	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	0	450.00
						Totals for 78550	450.00
78551	STREBE, ASHLEE	JPAP80	08/07/2018	MAY 2015 STURMS SCHOLARSHIP	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	0	500.00
						Totals for 78551	500.00
78552	TEUSCHER, DANIEL	JPAP80	08/07/2018	MAY 2016 STURMS SCHOLARSHIP	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	0	500.00
						Totals for 78552	500.00
78553	TEUSCHER, ZACHARY	JPAP80	08/07/2018	MAY 2018 STURMS SCHOLARSHIP	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	0	625.00
						Totals for 78553	625.00
78554	TIMM, MACAYLA	JPAP80	08/07/2018	PEPSI SCHOLARSHIP	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	0	450.00
						Totals for 78554	450.00
78555	YOHR, SAMANTHA	JPAP80	08/07/2018	DEWEY CARL MEMORIAL	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	0	1,000.00
						Totals for 78555	1,000.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78556	ZIELKE, JARED	JPAP80	08/07/2018	MAY 2016 STURMS SCHOLARSHIP	PRIVATE BENEFIT TRUST FUND/TRUST FUND EXPENDITURES/TRUST FUND AWARD/SCHOLARSHIP	0	500.00
						Totals for 78556	500.00
78557	AT&T	JPAP81	08/10/2018	INTERNET SERVICE	GENERAL FUND/ON-LINE COMMUNICATIONS/CENTR AL SERVICES	0	651.23
						Totals for 78557	651.23
78558	CASH	JPAP81	08/10/2018	LWHS PETTY CASH REIMBURSEMENT	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	4.00
						Totals for 78558	4.00
78559	CINTAS CORPORATION L	JPAP81	08/10/2018	CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/OPERATIONAL SERVICES/BUILDINGS	0	11.70
78559	CINTAS CORPORATION L	JPAP81	08/10/2018	CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	49.21
78559	CINTAS CORPORATION L	JPAP81	08/10/2018	CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	66.19
78559	CINTAS CORPORATION L	JPAP81	08/10/2018	CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/OPERATIONAL SERVICES/BUILDINGS	0	11.70
78559	CINTAS CORPORATION L	JPAP81	08/10/2018	CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	13.01
78559	CINTAS CORPORATION L	JPAP81	08/10/2018	CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	38.08
						Totals for 78559	189.89
78560	GOPHER SPORTS	JPAP81	08/10/2018	PHY ED MATERIALS	GENERAL FUND/NON-CAPITAL EQUIPMENT/PHYSICAL EDUCATION	1011900008	1,904.85
						Totals for 78560	1,904.85
78561	INTEGRATED SYSTEMS C	JPAP81	08/10/2018	HOSTING SERVICES - SEPTEMBER 2018	GENERAL FUND/PERSONAL SERVICES/CENTRAL SERVICES	0	360.00
						Totals for 78561	360.00
78562	LANDS' END BUSINESS	JPAP81	08/10/2018	SALES ORDER# SO-20180628-8520225	GENERAL FUND/MATERIALS FOR SALE/UNDIFFERENTIATE D CURRICULUM	0	251.40
						Totals for 78562	251.40
78563	MASTER ELECTRICAL SE	JPAP81	08/10/2018	LWHS - TAKE DOWN & REMOVE 2 CAGES FROM FANS/PUT UP NEW FANS AND CAGES IN THE GYM	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	1,099.60
						Totals for 78563	1,099.60
78564	MECA SPORTSWEAR	JPAP81	08/10/2018	CARRIE KOEHN - ACADEMIC LETTERS	GENERAL FUND/GENERAL	4001900011	81.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SUPPLIES/MISC HIGH SCHOOL		
					Totals for 78564		81.00
78565	MULTI MEDIA CHANNELS	JPAP81	08/10/2018	PRINTING	GENERAL	0	1,439.86
					FUND/PRINTING AND BINDING/INFORMATION		
					Totals for 78565		1,439.86
78566	NASSCO, INC	JPAP81	08/10/2018	SERVICE CHARGE	GENERAL	0	6.02
					FUND/GENERAL		
78566	NASSCO, INC	JPAP81	08/10/2018	ON/OFF SWITCH - MES	GENERAL	0	27.78
					FUND/NON-CAPITAL		
78566	NASSCO, INC	JPAP81	08/10/2018	HOSE ASSEMBLY W/CUFFS	GENERAL	0	133.68
					FUND/NON-CAPITAL		
					EQUIPMENT/OPERATION		
					Totals for 78566		167.48
78567	NEOLA, INC.	JPAP81	08/10/2018	ANNUAL MAINTENANCE FEE FOR THE ELECTRONIC PUBLISHING PROGRAM	GENERAL	0	650.00
					FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION		
					Totals for 78567		650.00
78568	NEWSELA INC	JPAP81	08/10/2018	NEWSELA PRO SCHOOL LICENSE	GENERAL	1011900047	1,250.00
					FUND/COMPUTER SOFTWARE PROGRAMS/SCHOOL LIBRARY		
78568	NEWSELA INC	JPAP81	08/10/2018	NEWSELA PRO SCHOOL LICENSE	GENERAL	1011900047	1,250.00
					FUND/INSTRUCTIONAL MEDIA/UNDIFFERENTIAT ED CURRICULUM		
					Totals for 78568		2,500.00
78569	PETHKE, ARTHUR	JPAP81	08/10/2018	REIMBURSE FOR MAINTENANCE OF MOWING SUPPLIES	GENERAL	0	6.90
					FUND/OPERATIONAL SERVICES/VEHICLE SERV/NOT PUPIL TRANSP		
					Totals for 78569		6.90
78570	REALLY GOOD STUFF, L	JPAP81	08/10/2018	5th grade supplies	GENERAL	1011900043	122.53
					FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM		
78570	REALLY GOOD STUFF, L	JPAP81	08/10/2018	5TH GRADE SUPPLIES	GENERAL	1011900044	100.30
					FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM		
78570	REALLY GOOD STUFF, L	JPAP81	08/10/2018	2nd and 3rd GRADE SUPPLIES	GENERAL	1011900040	186.88
					FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM		
					Totals for 78570		409.71
78571	RESERVE ACCOUNT	JPAP81	08/10/2018	POSTAGE METERS HS & DIST OFFICE	GENERAL	0	4,000.00
					FUND/POSTAGE/CARTAGE /CENTRAL SERVICES		
					Totals for 78571		4,000.00
78572	SCHOOL DISTRICT OF W	JPAP81	08/10/2018	WAUPACA FIRST INSTITUTE -	GENERAL	0	250.00

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				AUGUST 13 - 17, 2018	FUND/PERSONAL SERVICES/OFFICE OF THE PRINCIPAL		
					Totals for 78572		250.00
78573	SCHOOL SPECIALTY INC	JPAP81	08/10/2018	CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1011900012	486.22
78573	SCHOOL SPECIALTY INC	JPAP81	08/10/2018	SANDY CORDES - CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/AGRICULTURE	4001900073	119.84
					Totals for 78573		606.06
78574	SKYWARD, INC	JPAP81	08/10/2018	SKYLERT FULL UNLIMITED RENEWAL - 12 MONTH LICENSE (7/2/18 - 7/1/19)	GENERAL FUND/NON-INSTRUCTION AL SOFTWARE/CENTRAL SERVICES	0	1,511.65
					Totals for 78574		1,511.65
78575	SOCIAL STUDIES SCHOO	JPAP81	08/10/2018	MICHELE KOSHOLLEK - TEXTBOOKS	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/ENGLISH LANGUAGE	4001900008	58.17
					Totals for 78575		58.17
78576	TEACHER'S DISCOVERY	JPAP81	08/10/2018	AMY ANAYA - CLASS ROOM INSTRUCTIONAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/MODERN FOREIGN LANGUAGES	4001900013	59.29
78576	TEACHER'S DISCOVERY	JPAP81	08/10/2018	AMY ANAYA - CLASS ROOM INSTRUCTIONAL SUPPLIES	GENERAL FUND/OTHER MEDIA/MODERN FOREIGN LANGUAGES	4001900013	84.56
78576	TEACHER'S DISCOVERY	JPAP81	08/10/2018	AMY ANAYA - CLASS ROOM INSTRUCTIONAL SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/MODERN FOREIGN LANGUAGES	4001900013	163.32
					Totals for 78576		307.17
78577	THEDACARE AT WORK	JPAP81	08/10/2018	DS RAPID 5 BUNDLED /PHYSICAL FREE FROM COMM DISEASE - P BOWEN DS RAPID 5 BUNDLED /PHYSICAL FREE FROM COMM DISEASE/TB QUESTIONNAIRE REVIEW - H GRUENWALD	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	312.00
					Totals for 78577		312.00
78578	UNEMPLOYMENT INSURAN	JPAP81	08/10/2018	UNEMPLOYMENT	GENERAL FUND/UNEMPLOYMENT COMPENSATION/INSURAN CE AND JUDGEMENTS	0	1,780.54
					Totals for 78578		1,780.54
78579	US CELLULAR	JPAP81	08/10/2018	CELL PHONES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	336.82
					Totals for 78579		336.82
78580	WEX BANK - GLOBAL FL	JPAP81	08/10/2018	ALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE OPERATION/REGULAR	0	249.74
78580	WEX BANK - GLOBAL FL	JPAP81	08/10/2018	ALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE	0	385.16

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					OPERATION/REGULAR		
					Totals for 78580		634.90
78581	WI DEPT OF JUSTICE	JPAP81	08/10/2018	CRIMINAL BACKGROUND CHECKS WIS DEPT OF JUSTICE - JULY, 2018 (2 @ 7.00)	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	14.00
					Totals for 78581		14.00
78582	Z-WINNING MINDSET	JPAP81	08/10/2018	MINDSET TRAINING PROGRAM - 12 WORKSHOPS	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/GENERAL ATHLETICS	0	3,000.00
					Totals for 78582		3,000.00
78583	AKURATE SOLUTIONS	JPAP81	08/16/2018	SPORTS SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/GENERAL ATHLETICS	4001900094	406.06
					Totals for 78583		406.06
78584	ROBERT W BAIRD & CO	JPAP81	08/16/2018	BANK RECONCILIATION MAN & JUNE - GENERAL CONSULTING FEES	GENERAL FUND/PERSONAL SERVICES/DIRECTION OF BUSINESS	0	200.00
					Totals for 78584		200.00
78585	BESCHTA, DARIN	JPAP81	08/16/2018	VARSITY FOOTBALL OFFICIAL ON 8/17/18 VS SURING	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 78585		70.00
78586	BUSCHKE, DENISE	JPAP81	08/16/2018	REIMBURSEMENT FOR GAS IN THE FOOD SERVICE VAN	FOOD SERVICE FUND/FUEL-VEHICLE OPERATION/FOOD SERVICES	0	24.00
					Totals for 78586		24.00
78587	CENTURY LINK	JPAP81	08/16/2018	LONG DISTANCE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	28.31
					Totals for 78587		28.31
78588	C.E.S.A. #5	JPAP81	08/16/2018	2018-2019 CONTRACTED SERVICES	GENERAL FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen	0	5,500.00
					Totals for 78588		5,500.00
78589	CZECH, JON	JPAP81	08/16/2018	VARSITY FOOTBALL OFFICIAL ON 8/17/18 VS SURING	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 78589		70.00
78590	CZECH, JON	JPAP81	08/16/2018	JV FOOTBALL ON 8/20/18 VS ADAMS/FRIENDSHIP	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	50.00
					Totals for 78590		50.00
78591	DELTA EDUCATION	JPAP81	08/16/2018	NATE ZIEMER - CLASSROOM SUPPLIES	GENERAL FUND/GENERAL	4001900033	207.52

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78591	DELTA EDUCATION	JPAP81	08/16/2018	FOSS KITS	SUPPLIES/SCIENCE GENERAL FUND/TEXTBOOKS & WORKBOOKS/SCIENCE	271900037	9,254.65
						Totals for 78591	9,462.17
78592	HANSEN, RICHARD	JPAP81	08/16/2018	VARSITY FOOTBALL OFFICIAL ON 8/17/18 VS SURING	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
						Totals for 78592	70.00
78593	HANSEN, RICHARD	JPAP81	08/16/2018	JV FOOTBALL ON 8/20/18 VS ADAMS/FRIENDSHIP	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	50.00
						Totals for 78593	50.00
78594	JAEGER, STEVE	JPAP81	08/16/2018	REIMBURSE \$58 STUDENT FEES & \$14.35 FOR BALANCE IN FOOD SERVICE ACCOUNT FOR TEANNA JAEGER	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	5.00
78594	JAEGER, STEVE	JPAP81	08/16/2018	REIMBURSE \$58 STUDENT FEES & \$14.35 FOR BALANCE IN FOOD SERVICE ACCOUNT FOR TEANNA JAEGER	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	14.35
78594	JAEGER, STEVE	JPAP81	08/16/2018	REIMBURSE \$58 STUDENT FEES & \$14.35 FOR BALANCE IN FOOD SERVICE ACCOUNT FOR TEANNA JAEGER	GENERAL FUND/STUDENT FEES/LYCEUM FEE	0	2.00
78594	JAEGER, STEVE	JPAP81	08/16/2018	REIMBURSE \$58 STUDENT FEES & \$14.35 FOR BALANCE IN FOOD SERVICE ACCOUNT FOR TEANNA JAEGER	GENERAL FUND/STUDENT FEES/YEARBOOK FEE	0	50.00
78594	JAEGER, STEVE	JPAP81	08/16/2018	REIMBURSE \$58 STUDENT FEES & \$14.35 FOR BALANCE IN FOOD SERVICE ACCOUNT FOR TEANNA JAEGER	GENERAL FUND/STUDENT FEES/NEWSPAPER FEE	0	1.00
						Totals for 78594	72.35
78595	KS STATEBANK	JPAP81	08/16/2018	Technology Lease 2018-2020 (TIERNEY BROS)	GENERAL FUND/EQUIPMENT RENTAL/TECHNOLOGY SERVICES	8001900002	7,204.25
78595	KS STATEBANK	JPAP81	08/16/2018	Technology Lease 2018-2020 (TIERNEY BROS)	GENERAL FUND/EQUIPMENT RENTAL/TECHNOLOGY SERVICES	8001900002	10,806.38
						Totals for 78595	18,010.63
78596	LAKESHORE LEARNING M	JPAP81	08/16/2018	4K CLASSROOM MATERIALS	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	1011900029	844.75
						Totals for 78596	844.75
78597	MANAWA FISH & GAME C	JPAP81	08/16/2018	SUMMER SCHOOL HUNTER SAFETY	GENERAL FUND/PERSONAL SERVICES/UNDIFFERENT IATED CURRICULUM	0	50.00
						Totals for 78597	50.00
78598	MANAWA AREA CHAMBER	JPAP81	08/16/2018	D WOLFGRAM - PBIS CHAMBER	GENERAL	4001900096	360.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				BUCKS **PLEASE SEND CHECK TO THE HIGH SCHOOL - ATTENTION, CARRIE	FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL		
					Totals for 78598		360.00
78599	MOE, DALE	JPAP81	08/16/2018	VARSITY FOOTBALL OFFICIAL ON 8/17/18 VS SURING	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 78599		70.00
78600	MOE, DALE	JPAP81	08/16/2018	JV FOOTBALL ON 8/20/18 VS ADAMS/FRIENDSHIP	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	50.00
					Totals for 78600		50.00
78601	MOE, DAVID	JPAP81	08/16/2018	VARSITY FOOTBALL OFFICIAL ON 8/17/18 VS SURING	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 78601		70.00
78602	MOE, DAVID	JPAP81	08/16/2018	JV FOOTBALL OFFICIAL ON 8/20/18 VS ADAMS/FRIENDSHIP	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	50.00
					Totals for 78602		50.00
78603	NETWORK PHOTOGRAPHY	JPAP81	08/16/2018	CARRIE KOEHN - HONOR PASSES FOR STUDENTS	GENERAL FUND/GENERAL SUPPLIES/ATTENDANCE	4001900059	90.00
					Totals for 78603		90.00
78604	PIONEER MANUFACTURIN	JPAP81	08/16/2018	curb paint	GENERAL FUND/GENERAL SUPPLIES/SITE REPAIRS	4001900085	766.68
					Totals for 78604		766.68
78605	PITNEY BOWES INC	JPAP81	08/16/2018	25 DOUBLE TAPE SHEETS RED INK CARTRIDGE 1 BOX	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	543.93
					Totals for 78605		543.93
78606	SCHOOL DISTRICT OF M	JPAP81	08/16/2018	JV VOLLEYBALL INVITATIONAL ON 8/24/18 (2 TEAM FEES)	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	180.00
					Totals for 78606		180.00
78607	SCHOOL DISTRICT OF W	JPAP81	08/16/2018	VARSITY VOLLEYBALL INVITATIONAL ON 8/21/18	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOLLEYBALL	0	130.00
					Totals for 78607		130.00
78608	SCHOOL DISTRICT OF A	JPAP81	08/16/2018	CROSS COUNTRY INVITATIONAL - VARSITY ON 8/23/18	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	125.00
					Totals for 78608		125.00
78609	SCHOOL DISTRICT OF B	JPAP81	08/16/2018	VARSITY & JV FOOTBALL SCRIMMAGE VS CLINTONVILLE & COLUMBUS ON 8/10/18	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS FOOTBALL	0	40.00
					Totals for 78609		40.00
78610	SCHOOL SPECIALTY INC	JPAP81	08/16/2018	CLASSROOM MATERIALS SPECIAL ED	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATE	271900011	571.22

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					GORICAL		
					Totals for 78610		571.22
78611	SCHUELKE, TIMOTHY	JPAP81	08/16/2018	REIMBURSE FOOD SERVICE	FOOD SERVICE	0	9.15
				ACCOUNT BALANCE FOR PEYTON	FUND/OTHER DEFERRED		
				SCHUELKE	REVENUES		
					Totals for 78611		9.15
78612	WISCONSIN GLASS PLUS	JPAP81	08/16/2018	REMOVE MIRRORS FROM WALL	GENERAL	0	520.00
					FUND/MAINTENANCE		
					SERVICES/BUILDINGS		
					Totals for 78612		520.00
78613	WOODWIND & BRASSWIND	JPAP81	08/16/2018	Pyware 3D Basic Edition	GENERAL	4001900078	310.00
				Version 9 Requested by Austin	FUND/COMPUTER		
				Rohan, Software reviewed by	SOFTWARE		
				Bryant Cobarrubias Software	PROGRAMS/INSTRUMENTA		
				to design band parade and	L MUSIC		
				halftime shows.			
					Totals for 78613		310.00
181900001	OPPOR, MELANIE	JPAP71	07/13/2018	REIMBURSEMENT FOR POSTAGE TO	GENERAL	0	6.70
				MAIL WATER TEST TO CLEAN	FUND/OPERATIONAL		
				WATER TESTING IN APPLETON	SERVICES/BUILDINGS		
					Totals for 181900001		6.70
181900002	ANDERSON, SANDRA	JPAP72	07/20/2018	MILEAGE TO SERVESAFE TRAINING	FOOD SERVICE	0	63.22
					FUND/EMPLOYEE		
					TRAVEL/FOOD		
					SERVICES		
					Totals for 181900002		63.22
181900004	ORT, JESSIE	JPAP80	08/03/2018	SUMMER SCHOOL	GENERAL	0	64.00
					FUND/PERSONAL		
					SERVICES/UNDIFFERENT		
					IATED CURRICULUM		
					Totals for 181900004		64.00
181900005	FLYNN, STEPHANIE	JPAP81	08/16/2018	CESA 6 TRAINING-MILEAGE	SPECIAL EDUCATION	0	54.50
				REIMBURSEMENT (100 MILES)	FUND/EMPLOYEE		
					TRAVEL/INSTRUCTIONAL		
					STAFF TRAINING		
					Totals for 181900005		54.50
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL FUND/FICA	0	5,447.96
					(SOCIAL SECURITY)		
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION	0	671.44
					FUND/FICA (SOCIAL		
					SECURITY)		
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL FUND/FICA	0	1,274.13
					(SOCIAL SECURITY)		
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION	0	157.01
					FUND/FICA (SOCIAL		
					SECURITY)		
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL	0	45.00
					FUND/FEDERAL INCOME		
					TAX		
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION	0	29.24
					FUND/FEDERAL INCOME		
					TAX		
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL	0	6,386.49
					FUND/FEDERAL INCOME		
					TAX		
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION	0	745.16

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/FEDERAL INCOME TAX		
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,274.13
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	157.01
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	5,447.96
201800001	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	671.44
					Totals for 201800001		22,306.97
201800002	MASSMUTUAL FINANCIAL	P9	07/15/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	200.00
					Totals for 201800002		200.00
201800003	WEA TAX SHELTERED AN	P9	07/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201800003	WEA TAX SHELTERED AN	P9	07/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201800003	WEA TAX SHELTERED AN	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 201800003		375.00
201800004	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	207.00
201800004	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/GARNISHMENT DEDUCTION	0	23.00
201800004	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201800004	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	4,166.09
201800004	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	479.37
					Totals for 201800004		4,880.46
201800005	WISCONSIN RETIREMENT	WRSPP7	07/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,105.71
201800005	WISCONSIN RETIREMENT	WRSPP7	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	767.59
201800005	WISCONSIN RETIREMENT	WRSPP7	07/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,105.71
201800005	WISCONSIN RETIREMENT	WRSPP7	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	767.59
					Totals for 201800005		13,746.60
201800006	WEA MEMBER BENEFIT T	P9	07/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
					Totals for 201800006		140.00
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,680.18

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	11.66
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	67.31
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	71.56
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	626.81
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	2.73
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	15.75
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	16.75
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	230.00
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	2,500.02
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	8.06
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	40.30
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FEDERAL INCOME TAX	0	38.43
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	626.81
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	2.73
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	15.75
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	16.75
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,680.18
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	11.66
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	67.31
201800007	INTERNAL REVENUE SER	P9	07/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA	0	71.56

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					(SOCIAL SECURITY)		
					Totals for 201800007		9,802.31
201800008	WEA TAX SHELTERED AN	P9	07/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	43.94
					Totals for 201800008		43.94
201800009	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	23.77
201800009	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	70.00
201800009	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	1,454.30
201800009	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	3.98
201800009	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	34.84
201800009	WISCONSIN DEPT OF RE	P9	07/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/STATE INCOME TAX	0	8.92
					Totals for 201800009		1,595.81
201800010	WISCONSIN RETIREMENT	WRS715	07/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	2,826.20
201800010	WISCONSIN RETIREMENT	WRS715	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	12.53
201800010	WISCONSIN RETIREMENT	WRS715	07/15/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	81.15
201800010	WISCONSIN RETIREMENT	WRS715	07/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	2,826.20
201800010	WISCONSIN RETIREMENT	WRS715	07/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	12.53
201800010	WISCONSIN RETIREMENT	WRS715	07/15/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	81.15
					Totals for 201800010		5,839.76
201800011	WEA MEMBER BENEFIT T	P9	07/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	80.17
201800011	WEA MEMBER BENEFIT T	P9	07/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	52.18
					Totals for 201800011		132.35
201800014	EMPLOYEE BENEFITS CO	JPWI72	07/19/2018	HRA DEDUCTIBLE	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	1,541.52
					Totals for 201800014		1,541.52
201800015	EMPLOYEE BENEFITS CO	JPWI72	07/31/2018	ADMINISTRATION - HRA ADMIN FEE = \$251.10 - HRA RENEWAL FEE = \$300 - BESTFLEX PLAN = \$85.50	GENERAL FUND/FLEX PLAN SY1718	0	85.50
201800015	EMPLOYEE BENEFITS CO	JPWI72	07/31/2018	ADMINISTRATION - HRA ADMIN FEE = \$251.10 - HRA RENEWAL FEE = \$300 - BESTFLEX PLAN = \$85.50	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	551.10
					Totals for 201800015		636.60

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201800018	DELTA DENTAL OF WISC	JPAP72	07/18/2018	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	664.00
						Totals for 201800018	664.00
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	5,465.07
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	671.44
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,278.13
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	157.01
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	45.00
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	29.24
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	6,386.49
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	745.16
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,278.13
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	157.01
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	5,465.07
201800019	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	671.44
						Totals for 201800019	22,349.19
201800020	MASSMUTUAL FINANCIAL	P9	07/31/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	200.00
						Totals for 201800020	200.00
201800021	WEA TAX SHELTERED AN	P9	07/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201800021	WEA TAX SHELTERED AN	P9	07/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201800021	WEA TAX SHELTERED AN	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
						Totals for 201800021	375.00
201800022	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	64.99
201800022	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/GARNISHMENT DEDUCTION	0	7.22
201800022	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION	0	5.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/STATE INCOME TAX		
201800022	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	4,166.09
201800022	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	479.37
					Totals for 201800022		4,722.67
201800023	WISCONSIN RETIREMENT	WRSPP7	07/31/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,105.71
201800023	WISCONSIN RETIREMENT	WRSPP7	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	767.59
201800023	WISCONSIN RETIREMENT	WRSPP7	07/31/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,105.71
201800023	WISCONSIN RETIREMENT	WRSPP7	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	767.59
					Totals for 201800023		13,746.60
201800024	WEA MEMBER BENEFIT T	P9	07/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
					Totals for 201800024		140.00
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,184.58
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	19.69
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	78.23
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	71.56
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	510.92
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	4.61
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	18.30
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	16.75
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	230.00
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	2,460.12
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	17.21
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	43.52

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FEDERAL INCOME TAX	0	38.43
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	510.92
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	4.61
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	18.30
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	16.75
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,184.58
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	19.69
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	78.23
201800025	INTERNAL REVENUE SER	P9	07/31/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	71.56
					Totals for 201800025		8,598.56
201800026	WEA TAX SHELTERED AN	P9	07/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	44.88
					Totals for 201800026		44.88
201800027	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	48.01
201800027	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	70.00
201800027	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	1,408.79
201800027	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	8.86
201800027	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	37.39
201800027	WISCONSIN DEPT OF RE	P9	07/31/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/STATE INCOME TAX	0	8.92
					Totals for 201800027		1,581.97
201800028	WISCONSIN RETIREMENT	WRS731	07/31/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	2,418.46
201800028	WISCONSIN RETIREMENT	WRS731	07/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	21.20
201800028	WISCONSIN RETIREMENT	WRS731	07/31/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	92.71
201800028	WISCONSIN RETIREMENT	WRS731	07/31/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	2,418.46
201800028	WISCONSIN RETIREMENT	WRS731	07/31/2018	Payroll accrual	SPECIAL EDUCATION	0	21.20

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800028	WISCONSIN RETIREMENT	WRS731	07/31/2018	Payroll accrual	FUND/WI RETIREMENT FUND FOOD SERVICE	0	92.71
					FUND/WI RETIREMENT FUND		
					Totals for 201800028		5,064.74
201800029	WEA MEMBER BENEFIT T	P9	07/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	80.17
201800029	WEA MEMBER BENEFIT T	P9	07/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	52.17
					Totals for 201800029		132.34
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	5,447.94
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	671.44
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,274.13
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	157.01
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	45.00
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	29.24
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	6,386.46
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	745.16
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	1,274.13
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	157.01
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	5,447.94
201800030	INTERNAL REVENUE SER	P9815	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	671.44
					Totals for 201800030		22,306.90
201800031	MASSMUTUAL FINANCIAL	P9	08/15/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	200.00
					Totals for 201800031		200.00
201800032	WEA TAX SHELTERED AN	P9	08/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201800032	WEA TAX SHELTERED AN	P9	08/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201800032	WEA TAX SHELTERED AN	P9	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 201800032		375.00

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
201800033	WISCONSIN DEPT OF RE	P9	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201800033	WISCONSIN DEPT OF RE	P9	08/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	4,166.07
201800033	WISCONSIN DEPT OF RE	P9	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	479.37
						Totals for 201800033	4,650.44
201800034	WISCONSIN RETIREMENT	WRSPP8	08/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,105.70
201800034	WISCONSIN RETIREMENT	WRSPP8	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	767.59
201800034	WISCONSIN RETIREMENT	WRSPP8	08/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	6,105.70
201800034	WISCONSIN RETIREMENT	WRSPP8	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	767.59
						Totals for 201800034	13,746.58
201800035	WEA MEMBER BENEFIT T	P9	08/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
						Totals for 201800035	140.00
201800037	EMPLOYEE BENEFITS CO	JPWI80	07/26/2018	FSA CLAIMS & HRA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	405.56
201800037	EMPLOYEE BENEFITS CO	JPWI80	07/26/2018	FSA CLAIMS & HRA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	1,117.59
						Totals for 201800037	1,523.15
201800038	DELTA DENTAL OF WISC	JPWI80	08/01/2018	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,997.40
						Totals for 201800038	1,997.40
201800039	EMPLOYEE BENEFITS CO	JPWI80	08/02/2018	HRA DEDUCTIBLE	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	1,638.87
						Totals for 201800039	1,638.87
201800040	DELTA DENTAL OF WISC	JPWI80	07/25/2018	DENTAL CLAIMS (1260.00) AND ADMINISTRATION (313.48)	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,573.48
						Totals for 201800040	1,573.48
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,591.48
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	19.91
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	76.65
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	71.56
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	606.05
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL	0	4.66

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	SECURITY) FOOD SERVICE	0	17.93
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	FUND/FICA (SOCIAL SECURITY)	0	16.75
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	280.00
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	25.00
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	2,742.01
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	16.11
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	42.48
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	38.43
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FEDERAL INCOME TAX	0	606.05
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	4.66
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	17.93
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	16.75
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	2,591.48
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	19.91
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	76.65
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	71.56
201800041	INTERNAL REVENUE SER	P9	08/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/FICA (SOCIAL SECURITY)	0	71.56
					Totals for 201800041		9,954.01
201800042	WEA TAX SHELTERED AN	P9	08/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	44.88
					Totals for 201800042		44.88
201800043	WISCONSIN DEPT OF RE	P9	08/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	41.35
201800043	WISCONSIN DEPT OF RE	P9	08/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	70.00
201800043	WISCONSIN DEPT OF RE	P9	08/15/2018	Payroll accrual	GENERAL FUND/STATE	0	1,577.79

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800043	WISCONSIN DEPT OF RE	P9	08/15/2018	Payroll accrual	INCOME TAX SPECIAL EDUCATION FUND/STATE INCOME TAX	0	8.28
201800043	WISCONSIN DEPT OF RE	P9	08/15/2018	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	36.51
201800043	WISCONSIN DEPT OF RE	P9	08/15/2018	Payroll accrual	EMPLOYEE BENIFIT TRUST FUND/STATE INCOME TAX	0	8.92
						Totals for 201800043	1,742.85
201800045	WEA MEMBER BENEFIT T	P9	08/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	80.17
201800045	WEA MEMBER BENEFIT T	P9	08/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	52.17
						Totals for 201800045	132.34
						Totals for checks	454,547.14

Name	Reference	Trans Date	Description	Post Date	Amount
		07/12/2018	FOOD SERVICE DEPOSIT 07/12/2018	07/25/2018	7.35
			Totals for 12968		7.35
		07/12/2018	GENERAL EQUALIZATION AID	07/23/2018	77,023.00
			Totals for 13017		77,023.00
		07/16/2018	FLOW THROUGH	07/16/2018	205,180.75
			Totals for 13018		205,180.75
		07/16/2018	PRESCHOOL	07/16/2018	9,036.08
			Totals for 13019		9,036.08
		07/20/2018	FOOD SERVICE DEPOSIT 07/20/2018	07/20/2018	1,996.00
			Totals for 12982		1,996.00
		07/20/2018	DEPOSIT 07/20/2018	07/20/2018	275.00
			Totals for 12983		275.00
		07/20/2018	7-8 ATHLETICS FEE DEPOSIT	07/20/2018	300.00
			Totals for 13030		300.00
		07/20/2018	9-12 ATHLETICS FEE DEPOSIT	07/20/2018	1,330.00
			Totals for 13031		1,330.00
		07/20/2018	DISTRICT FEE DEPOSIT	07/20/2018	1,360.00
			Totals for 13032		1,360.00
		07/20/2018	LYCEUM FEE DEPOSIT	07/20/2018	146.00
			Totals for 13033		146.00
		07/20/2018	NEWSPAPER FEE DEPOSIT	07/20/2018	45.00
			Totals for 13034		45.00
		07/20/2018	CHROMEBOOK CHARGERS FEE DEPOSIT	07/20/2018	110.00
			Totals for 13035		110.00
		07/20/2018	STUDENT FINES FEE DEPOSIT	07/20/2018	10.00
			Totals for 13036		10.00
		07/20/2018	STUDENT PARKING FEE DEPOSIT	07/20/2018	230.00
			Totals for 13037		230.00
		07/20/2018	7-8 YEARBOOK (264.00) 9-12 YEARBOOK (206	07/20/2018	2,331.25
			Totals for 13038		2,331.25
		07/20/2018	STUDENT ATHLETIC PASS FEE DEPOSIT	07/20/2018	240.00
			Totals for 13039		240.00
		07/20/2018	PHOTOGRAPHY/GRAPHIC DESIGN FEE DEPOSIT	07/20/2018	20.00
			Totals for 13040		20.00
		07/20/2018	FOOD SCIENCE FEE DEPOSIT	07/20/2018	40.00
			Totals for 13041		40.00
		07/20/2018	INTRO TO TECHNOLOGY FEE DEPOSIT	07/20/2018	40.00
			Totals for 13042		40.00
		07/20/2018	METALS (90.00) WOODS II (20.00) FEE DEP	07/20/2018	110.00
			Totals for 13043		110.00
		07/25/2018	FOOD SERVICE DEPOSIT 07/25/2018	07/25/2018	2,468.25
			Totals for 12984		2,468.25
		07/25/2018	7-8 ATHLETICS FEE DEPOSIT	07/25/2018	490.00
			Totals for 13054		490.00
		07/25/2018	9-12 ATHLETICS FEE DEPOSIT	07/25/2018	2,025.00
			Totals for 13055		2,025.00
		07/25/2018	DISTRICT FEE DEPOSIT	07/25/2018	1,940.00
			Totals for 13056		1,940.00
		07/25/2018	LYCEUM FEE DEPOSIT	07/25/2018	195.00
			Totals for 13057		195.00
		07/25/2018	NEWSPAPER FEE DEPOSIT	07/25/2018	58.50
			Totals for 13058		58.50
		07/25/2018	STUDENT FINES FEE DEPOSIT	07/25/2018	10.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 13059		10.00
		07/25/2018	CHROMEBOOK CHARGES FEE DEPOSIT	07/25/2018	70.00
			Totals for 13060		70.00
		07/25/2018	STUDENT PARKING FEE DEPOSIT	07/25/2018	230.00
			Totals for 13061		230.00
		07/25/2018	STUDENT ATHLETIC PASS FEE DEPOSIT	07/25/2018	372.50
			Totals for 13062		372.50
		07/25/2018	9-12 YEARBOOK (2591.75) 7-8 YEARBOOK (36	07/25/2018	2,951.75
			Totals for 13063		2,951.75
		07/25/2018	PHOTOGRAPHY/GRAPHIC DESIGN FEE DEPOSIT	07/25/2018	30.00
			Totals for 13064		30.00
		07/25/2018	FOOD SCIENCE FEE DEPOSIT	07/25/2018	35.00
			Totals for 13065		35.00
		07/25/2018	INTRO TO TECHNOLOGY FEE DEPOSIT	07/25/2018	120.00
			Totals for 13066		120.00
			Total for Cash Receipts		310,826.43

CREDIT CARD STATEMENT - July			WUFAR Code						
Date	Vendor	Amount	Fund	E Location	Object	Function	Project	Description	
Jeanne Frazier									
07/03/18	Education Week	\$40.00	10	E 500	411	232100	0	Subscription for District Administrator	
07/04/18	Amazon	\$31.94	10	E 500	411	232100	0	Administrator Books: Revisiting Prof Learning Communities	
07/04/18	Amazon	\$21.44	10	E 500	411	232100	0	Administrator Books: Revisiting Prof Learning Communities	
07/05/18	Amazon	\$22.62	10	E 500	411	232100	0	Administrator Books: Revisiting Prof Learning Communities	
07/05/18	Amazon	\$24.09	10	E 500	411	232100	0	Administrator Books: Revisiting Prof Learning Communities	
07/05/18	Amazon	\$24.75	10	E 500	411	232100	0	Administrator Books: Revisiting Prof Learning Communities	
07/05/18	Amazon	-\$1.18	10	E 500	411	232100	0	Refund Tax Administrator Books: Revisiting Prof Learning Commur	
07/06/18	Amazon	\$21.44	10	E 500	411	232100	0	Administrator Books: Revisiting Prof Learning Communities	
07/09/18	Amazon	\$19.99	10	E 500	411	232100	0	Administrator Books: Revisiting Prof Learning Communities	
07/10/18	Amazon	\$47.97	27	E 101	411	158000	341	PO 0271900014 Anderson Classroom laminating	
07/10/18	Amazon	\$9.99	27	E 400	440	158000	341	PO 0271900025 Warning classroom materials	
07/10/18	Amazon	\$35.55	27	E 400	470	158000	341	PO 0271900025 Warning classroom materials	
07/10/18	Amazon	\$21.95	27	E 101	440	158000	341	PO 0271900006 Anderson Classroom Materials	
07/11/18	Amazon	\$251.56	27	E 101	440	158000	341	PO 0271900012 Anderson Classrm owl-phabet	
07/11/18	Amazon	\$98.98	10	E 101	440	222200	0	PO 1011900016 Library storage baskets	
07/11/18	Amazon	\$70.44	10	E 101	411	232200	0	PO 1011900011 Library supplies	
07/11/18	Amazon	\$254.85	10	E 101	411	110000	0	PO 1011900026 Huebner 4K Materials	
07/11/18	Amazon	\$31.64	27	E 400	440	158000	341	PO 0271900018 Wortz beanbag and light covers	
07/11/18	Amazon	\$34.47	27	E 101	440	152000	347	PO 0271900024 Seka EC Materials	
07/11/18	Amazon	\$98.64	27	E 101	440	152000	347	PO 0271900024 Seka EC Materials	
07/11/18	Amazon	\$431.31	27	E 101	440	158000	341	PO 0271900006 Anderson Classroom Materials	
07/11/18	Amazon	\$206.23	27	E 400	440	158000	341	PO 0271900018 Wortz beanbag and light covers	
07/11/18	Amazon	\$67.50	27	E 101	440	158000	341	PO 0271900028 PT trycycle	
07/12/18	Amazon	\$24.99	27	E 101	440	158000	341	PO 0271900006 Anderson Classroom Materials	
07/12/18	Amazon	\$347.96	10	E 400	440	124000	0	PO 4001900007 Collins 4 Graphing Calculators	
07/12/18	Amazon	\$12.02	10	E 400	470	122000	0	PO 601900000 HS English books	
07/12/18	Amazon	\$4.97	10	E 400	470	122000	0	PO 601900000 HS English books	
07/12/18	Amazon	\$22.60	10	E 400	411	222000	0	PO 4001900006 Library Brother P-touch supplies	
07/12/18	Amazon	\$4.98	10	E 400	470	122000	0	PO 601900000 HS English books	
07/12/18	Amazon	\$27.00	10	E 400	470	122000	0	PO 601900000 HS English books	
07/12/18	Amazon	\$14.97	10	E 400	470	122000	0	PO 601900000 HS English books	
07/12/18	Amazon	\$5.09	10	E 400	470	122000	0	PO 601900000 HS English books	
07/13/18	Amazon	\$84.39	10	E 400	470	122000	0	PO 601900000 HS English books	
07/13/18	Amazon Kindle	\$2.99						charged in error	
07/13/18	Amazon	\$5.99	10	E 400	470	122000	0	PO 601900000 HS English books	

07/13/18	Amazon	\$5.82	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$8.53	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$29.47	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$19.96	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$4.99	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$4.99	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$16.15	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$10.84	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$8.99	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$5.20	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$281.34	10 E	400	440	126000	0	PO 4001900030 Duhn Science Materials
07/13/18	Amazon	\$426.03	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	-\$2.99						Refund previous charge in error
07/13/18	Amazon	\$170.17	10 E	400	471	132000	0	PO 4001900049 Hraban Classroom Materials
07/13/18	Amazon	\$4.46	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$5.39	10 E	400	470	122000	0	pO4001900003 Millard Lang Arts books
07/13/18	Amazon	\$9.55	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$5.44	10 E	400	470	122000	0	pO4001900003 Millard Lang Arts books
07/13/18	Amazon	\$7.22	10 E	400	470	122000	0	pO4001900003 Millard Lang Arts books
07/13/18	Amazon	\$8.53	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$4.49	10 E	400	470	122000	0	pO4001900003 Millard Lang Arts books
07/13/18	Amazon	\$8.98	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$4.13	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$22.08	10 E	440	440	132000	0	PO 4001900053 Hraban tripod for camera
07/13/18	Amazon	\$19.06	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$162.21	10 E	400	471	124000	0	PO 4001900021 Eck Algebra / Geometry Books
07/13/18	Amazon	\$4.99	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$5.80	10 E	400	470	122000	0	pO4001900003 Millard Lang Arts books
07/13/18	Amazon	\$5.44	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$78.41	10 E	400	471	124000	0	PO 4001900021 Eck Algebra / Geometry Books
07/13/18	Amazon	\$84.99	10 E	400	471	132000	0	PO 4001900049 Hraban Classroom Materials
07/13/18	Amazon	\$16.46	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$10.73	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$8.54	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	\$7.02	10 E	400	470	122000	0	PO 601900000 HS English books
07/13/18	Amazon	-\$5.49	10 E	400	470	122000	0	PO 601900000 HS English books credit tax charged
07/14/18	Amazon	\$7.90	10 E	400	470	122000	0	PO 601900000 HS English books
07/14/18	Amazon	\$11.88	10 E	400	470	122000	0	PO 601900000 HS English books

07/14/18	Amazon	\$4.99	10 E	400	470	122000	0	PO 601900000 HS English books
07/14/18	Amazon	\$11.37	10 E	400	470	122000	0	pO4001900003 Millard Lang Arts books
07/14/18	Amazon	\$5.39	10 E	400	470	122000	0	pO4001900003 Millard Lang Arts books
07/15/18	Amazon	\$229.88	10 E	400	411	136000	0	PO4001900040 Gipp Classrm Materials
07/15/18	Amazon	\$83.98	10 E	400	440	241000	0	PO 4001900014 HS Office Materials
07/15/18	Wal-Mart	\$13.94	10 E	500	411	232100	0	Frames for retiree certificates from DPI
07/15/18	Amazon	\$92.94	10 E	400	440	136000	0	PO4001900040 Gipp Classrm Materials
07/16/18	Amazon	\$183.43	10 E	400	470	122000	0	PO 601900000 HS English books
07/16/18	Amazon	\$3.96	10 E	400	470	122000	0	PO 601900000 HS English books
07/16/18	Amazon	\$60.01	10 E	400	440	136000	0	PO4001900040 Gipp Classrm Materials
07/16/18	Amazon	\$197.75	10 E	400	411	136000	0	PO4001900040 Gipp Classrm Materials
07/16/18	Amazon	\$421.64	10 E	400	411	136000	0	PO4001900040 Gipp Classrm Materials
07/16/18	Amazon	\$110.00	10 E	400	440	126000	0	PO 4001900030 Duhn Science Materials
07/16/18	Amazon	\$34.91	10 E	400	470	122000	0	pO4001900003 Millard Lang Arts books
07/16/18	Amazon	\$9.54	10 E	400	470	122000	0	PO 601900000 HS English books
07/16/18	Amazon	\$167.54	10 E	400	471	124000	0	PO 4001900021 Eck Algebra / Geometry Books
07/17/18	Amazon	\$8.92						cancelled order - to be refunded below
07/17/18	Amazon	\$9.19						cancelled order - to be refunded below
07/17/18	Amazon	\$156.80	10 E	400	471	124000	0	PO 4001900021 Eck Algebra / Geometry Books
07/17/18	Amazon	\$17.72	10 E	400	470	122000	0	PO 601900000 HS English books
07/17/18	Amazon	\$83.19	10 E	400	471	124000	0	PO 4001900021 Eck Algebra / Geometry Books
07/18/18	Amazon	-\$9.19						credit - cancelled order above
07/18/18	Amazon	-\$8.92						credit - cancelled order above
		\$5,800.80						

Invoice Details

*Pd to
MANAWA
School
District
8-7-18
2044*

Print/PDF

Pay \$3,000.00



INVOICE

Z-Winning Mindset (Z-Fanatical Life LLC)

Jeff Zannetti
40 Hansen Drive
Edison, NJ 08820
United States

Phone: 908-565-4974
jeff@wrestlingmindset.com
www.zwinningmindset.com

Invoice #: 0499
Invoice date: Jul 26, 2018
Due date: Aug 5, 2018

Amount due:
\$3,000.00

Bill To:

bjohnson@manawaschools.org

Description	Quantity	Price	Amount
Mindset Training Program- 12 Workshops Manawa High School	1	\$3,000.00	\$3,000.00
		Subtotal	\$3,000.00
		Discount (0%)	\$0.00
		Shipping	\$0.00
		Total	\$3,000.00 USD

10 E 400 435 162000 000

Notes

Thank you for your business!

Terms and Conditions

12 Team Workshops
Mindset Worksheets

MANAWA ATHLETIC BOOSTER CLUB, INC.
MANAWA, WI 54949-8653

79-749/759

2044

DATE

8/7/18

Powered by **PayPal**

PAY TO THE ORDER OF

School District of MANAWA \$ 3,000.00
Three thousand 00/100 DOLLARS

FirstState
Bank
Manawa, WI 54949
New London, WI 53061

MEMO

Mindset Training Mary Griffin

⑆075907497⑆

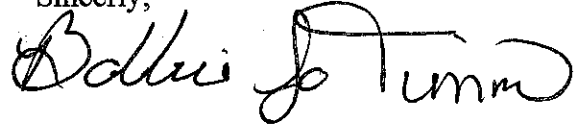
501 727 611 2044

August 8, 2018

To whom it may concern,

I am no longer seeking employment through the Manawa School District in the food service department for the 2018- 2019 academic school year. Thank you for the opportunity to work for the district.

Sincerely,

A handwritten signature in black ink, appearing to read "Dallas J. Tumm". The signature is written in a cursive style with a large, looped initial 'D' and a distinct 'J'.

----- Forwarded message -----

From: **Tongtong Zhang** <tzhang@manawaschools.org>

Date: Thu, Aug 16, 2018 at 3:49 PM

Subject: From Tongtong

To: Dan Wolfgram <dwolfgram@manawaschools.org>

Dear Mr. Wolfgram,

This is Tongtong Zhang. I am going to resign from my position at the Little Wolf Junior/Senior High School. I highly appreciate your help and patience in my first year's teaching as a high school math teacher!

Thank you.

--

Tongtong Zhang

Math teacher

Little Wolf Jr/Sr. High School

515 East 4th Street

Manawa, WI 54949

tzhang@manawaschools.org



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 8/6/2018

Re: 2018-2019 Non-Athletic Co-Curricular Positions

Please find below a list of personnel for the Non-Athletic Co-Curricular positions for 2018-2019.

<u>Position</u>	<u>Name</u>
Art Club / Team	Nancy Zabler
Marching Band / Pep Band	Austin Rohan
Class Advisor H.S. / Senior	Ann Warning
Class Advisor H.S. / Senior	Michele Koshollek
Class Advisor H.S. / Junior	Carey Celske
Class Advisor H.S. / Sophomore	*Sandra Cordes/Tracy Konkol
*Class Advisor H.S. / Freshman	Austin Rohan
*Class Advisors Jr. High	**Nate Ziemer, Dawn Millard, Tracy Breaker, Jeff Bortle
Prom Advisor	Janine Connolly
Prom Advisor	Austin Rohan
Prom Advisor	***Not going to be filled
Event Chaperones - \$25 @ event (per principal advanced approval)	TBA as needed
FBLA / DECCA	Andrea Hraban
Forensics Director / H.S. Head Coach	Tracy Konkol
Forensic / Asst. Coach H.S.	Jackie Gast

Forensic / Coach Jr. High	Jackie Gast
Debate Coach H.S.	****Katharine McArthur/Tom Polkki
N.H.S. Director	Rita Gipp
Play Director / Drama	Karyn Pamperin
Student Council H.S. - includes oversight of homecoming related events	Mary Eck
Yearbook H.S.	Andrea Hraban
Yearbook Jr. High	Andrea Hraban
Quiz Bowl	Pat Collins

*The position of Freshman Class Advisor will be fulfilled by two staff members. The stipend of \$300 will be equally divided amongst the two staff members.

**The position of Jr. High Class Advisors will be split between four staff members. The stipend of \$300 will be equally divided amongst the four staff members.

***The third position of Prom Advisor is not going to be filled. In discussion with Ms. Connolly, Mr. Rohan, and Mr. Celske (Junior Class Advisor), there is adequate personnel coverage to plan and support the event.

****The position of Debate Coach will be shared via job share between two staff members. The reason for this job share is that Mrs. McArthur will be taking maternity leave at the mid-point of the season. The stipend of \$625 and associated job duties will be a 50/50 split.



School District of Manawa

“Students Choosing to Excel, Realizing their Strengths”

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

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

www.manawaschools.org

To: Dr. Melanie Oppor
Fr: Skylar Liebzeit
Date: 8/6/18
Re: 2018 Varsity Football Paid Coach Update

I am recommending the following coach for the 2018 Football coaching assignments:

Name	Position	Information
Brian Elmhorst	Varsity Football Assistant	Brian Elmhorst will be moving up to a paid Varsity Assistant Football Coach. This is the open paid position that was vacated upon Coach Liebzeit’s Resignation and Coach Bortle’s Promotion.

Dr. Melanie J. Oppor
District Administrator
moppor@manawaschools.org
(920) 596-2525

Daniel J. Wolfgram
Jr./Sr. High School Principal
dwolfgram@manawaschools.org
(920) 596-5800

Michelle Pukita
Elementary School Principal
mpukita@manawaschools.org
(920) 596-5700

Carmen O’Brien
Business Manager
cobrien@manawaschools.org
(920) 596-5332

Danielle Brauer
Curr./Spec. Ed. Director
dbrauer@manawaschools.org
(920) 596-5301





Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

From: Michelle Pukita

Date: August 16, 2018

Re: Recommend Hire of Special Education Paraprofessional

The purpose of this memo to formally recommend Kelly Berrens for the Special Education Paraprofessional beginning the 2018-19 school year.

Beginning in 2017, Ms. Berrens worked for the School District of Waupaca as a Licensed Practical Nurse (LPN) Health Aide. Ms. Berrens accompanied students with medical needs on field trips and provided direct care to students with medical needs during the school day. Ms. Berrens also worked at Prevea Health as a LPN/Triage Nurse for one year. Ms. Berrens worked as a Health Advisor at United Health Care for three years.

Ms. Berrens volunteered her time in the special education classroom while attending junior high and high school. Ms. Berrens enjoyed working with the special education students. Ms. Berrens realized how much she enjoys working with students in the classroom setting while working in Waupaca.

Ms. Berrens's previous supervisors have stated she loves children and is caring and very energetic. They also stated she works as a team player.

Ms. Berrens holds a LPN license, verifying she is highly qualified for this position. Two candidates applied. Ms. Berrens was contacted to be interviewed as her LPN background will be needed to assist special education students that have medical needs. Ms. Berrens work experiences and skill set will add much to the SDM Special Education program, the MES team, and the care of MES students.



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor and Principal Michelle Pukita
Date: August 17, 2018
Re: Office Personnel Reconfiguration

The purpose of this memo is to reconfigure two existing positions to better use the talents of an existing staff member and to provide the best quality of services to students and staff.

The retirement of the MES Administrative Assistant and reassignment of Ms. Thompson to the MES Administrative Assistant position opened the door to reconfigure staffing for optimal services to students, parents, and staff in the supporting role of clerical/health paraprofessional as well as the special education clerical paraprofessional.

Clerical Paraprofessional:

Mrs. Flynn, current special education clerical paraprofessional, will now be located in the receptionist area of the District Office. Her clerical position will continue at 28.75 hours per day but will move from a 10-month assignment to a 12-month assignment. As such, the benefits will include 10 paid holidays, 10 sick days, 3 PTO days, and two weeks of unpaid vacation. Mrs. Flynn currently works summer hours for both special education and district office special projects such as the census.

Mrs. Flynn will no longer do MES playground duty or crossing guard duty. Her exceptional clerical skills will be utilized to provide support in the following areas:

- Special Education
- District Office
- Technology Director (previously completed by MES health paraprofessional)
- Athletic Director (previously completed by MES health paraprofessional)

The tasks will be adjusted as needed once Mrs. Flynn has had an opportunity to work in the new role.

MES Clerical/Health Paraprofessional:

The MES clerical/health paraprofessional hours will be decreased from 36.25 hours per week to 28.75 hours per week with the reassignment of some clerical tasks to Mrs. Flynn. The clerical/health paraprofessional will no longer be assigned clerical duties for the Athletic Director and Technology Director. The assigned clerical duties to assist the MES Administrative Assistant will remain in place. Mrs. Pukita did a time study to ensure the clerical/health paraprofessional will be able to complete the assigned tasks in the allotted time.

Please do not hesitate to contact one of the listed administrators should questions arise regarding this recommendation.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 8/17/2018

Re: Voluntary Teacher Reassignments

Due to a late resignation at the high school in the content area of mathematics, the following internal voluntary reassignments (all 1.0 FTE teaching positions) are being proposed for the 2018-2019 school year:

Staff Member	Current Assignment	Proposed Reassignment
Jeff Bortle	7 th and 8 th -grade mathematics	high school mathematics
Tracy Breaker	7 th and 8 th -grade social studies	7 th and 8 th -grade mathematics
Brad Johnson	6 th grade	7 th and 8 th -grade social studies

All impacted staff members were consulted in the proposed realignment and have expressed support and understanding of the changes. The impacted staff have requested contingencies be placed in their contracts that would allow for a possible return to their 2017-18 positions after the 2018-19 school year should the new assignment not be a good professional fit. Any future placement decisions will be made by mutual agreement with the teachers and principals.

Mr. Bortle would retain his title of Little Wolf Jr./Sr. High School Dean of Students and commensurate time will be allotted for him to fulfill these duties. Mathematics instructors Mr. Collins and Ms. Eck were also consulted in the realignment and expressed support for the change.

This internal shift would create an opening at the 6th-grade level at Manawa Elementary School. Principal Pukita has been informed and is prepared for the posting pending BOE approval.



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Danni Brauer, Michelle Pukita, Dr. Melanie J. Oppor
Date: August 13, 2018
Re: Proposal for Alternative Approach for Kathryn Sitter

The purpose of this memo is to propose an alternate approach to placing Ms. Kathryn Sitter into the 1.0 FTE Special Education position for which the Board of Education has already given approval.

Previously the Board of Education approved Ms. Sitter for a 188-day contract as a special education paraprofessional as she works to complete her licensure program to become a special education teacher. Recently, it was suggested that Ms. Sitter could expand her experiences and functions by applying for a teaching license with stipulations. In doing so, Ms. Sitter will be writing IEPs and leading IEP meetings with Ms. Brauer's support. These practical experiences allow Ms. Sitter to more fully experience all aspects of a special education teaching assignment and better prepare her for future responsibilities as a licensed teacher.

Ms. Sitter will be doing the Residency In Teacher Education (RITE) Cross-Categorical Special Education program to obtain her Special Education License. Ms. Sitter will begin the 10-month program in August 2018.

A meeting was held with the director of the RITE program a few weeks ago. During that meeting, the director stated schools do various options with the staff that are doing the RITE Cross-Categorical Special Education program to meet the schools' needs. One of those options is having the staff member obtain a teaching license with stipulations so the staff member can legally carry out all duties of a licensed teacher. As a paraprofessional, the staff member works under the direction of a licensed teacher.

Ms. Brauer, Ms. Pukita and Ms. Sitter are all in agreeance that the teaching license with stipulations would be the best available option for meeting the needs of all students.

Ms. Sitter agreed to take on the added responsibilities of a teacher and thus, it is recommended that Ms. Sitter receive added compensation for fulfilling that work in the form of a stipend. The stipend would cover the \$7,500 registration cost of the RITE program. The stipend would be paid in two installments, one at the end of each semester (January and June) after providing evidence of successful program completion and receiving positive evaluations from her supervising principal. Additionally, Ms. Sitter has agreed that if she resigns her position prior to the conclusion of the 2020-2021 school year (three years of employment as a teacher), Ms. Sitter will repay the district the \$7,500 cost of the RITE program.

Please do not hesitate to contact any of the administrators listed above should you have questions regarding this revised recommendation.

**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.

Teacher/Coach (responsible for trip) Sandy Cordes Grade/Class Ag-FFA 9-12
Date(s) of trip Oct 23 to Oct 26~~th~~, 2018

Destination and Address: Indianapolis, IN (ffa.org)

Itinerary of trip (attach sheets as necessary): Is this an overnight or water related trip? yes no
TBD → Attending business tours, National Convention sessions + career expo

Purpose of trip (include curriculum guide learner outcome or competency references):
Hear speakers attend workshops develop career skills, receive FFA National Chapter Award

No. of Students 4(?) No. of Teachers 1 No. of Chaperones 7 GROUP TOTAL 45 on bus, 5 charter Manawa anticipated
Departure time — Return time — Total hours — No. of Buses 0
Start (pick up) point W-F H.S. Return (drop off) point W-F H.S.

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

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

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

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

FFA members to pay \$275/each. FFA + Alumni to pay balance of expenses

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 Sandy Cordes

APPROVED Jan Woffgram Principal DATE 7/30/18

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

Travel w/ Weyauwega-Fremont, Waupaca, Winneconne & Edgar FFAs

Jim Melby + Matt Reinders
Male chaperones
(Winneconne + Edgar FFAs)

D. TRANSPORTATION: (Complete all that apply.)

School Van – Call Jr./Sr. H.S. Office to reserve van. **Reservation completed by:** _____

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

Private vehicle data submitted by: _____

Principal confirms submission of required documents to District Office: _____

Bussing costs (To be completed by Kobussen)

Total transportation charge: \$ _____

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

FD _____ LOC _____ OBJ _____ FUNCTION _____ PROJ _____

Transportation paid by other organization name and address:

*Charter
bus
(Lamers)*

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 for all trips requiring bussing services. Mrs. Thompson will be the point of contact with Kobussen for all trip arrangements.	A copy of the form will be forwarded to Mrs. Koehn, when the district van is being reserved.	Submit a copy of the following to District Office: <ul style="list-style-type: none"> • Valid Wisconsin driver’s license. Driver must be at least 21 yrs. old. • Certification of insurance for at least the minimum required by Wisconsin law. • Vehicle inspection report from a certified auto dealership or service center.
Kobussen will build the trip and provide the quote for transportation.	Mrs. Koehn will enter the reservation on the District Vehicle shared Google calendar.	Verify vehicle has the proper number of safety belts for the number of passengers per state law.
Both the principal and staff trip organizer must approve the transportation quote.	On the day before or day of the trip, vehicle keys can be checked out of the high school office.	Verify that the vehicle has a first aid kit.
Kobussen will receive confirmation of an accepted quote from Mrs. Thompson 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.	
Mrs. Thompson will record the trip on a shared “Bussing” Google Calendar.		



Dan Wolfgram <dwolfgram@manawaschools.org>

National FFA Convention Details

1 message

Sandra Cordes <scordes@manawaschools.org>
To: Dan Wolfgram <dwolfgram@manawaschools.org>

Thu, Jul 26, 2018 at 11:40 AM

National FFA Convention Oct. 23rd to the 26th, Indianapolis

Sessions at Convention Center, Lucas Oil, and Banker's Life Fieldhouse

Staying at:

Quality Inn
9251 Wesleyan Road,
Indianapolis, IN, US, 46268
+1 (317) 876-8151

Taking Lamers charter bus and traveling with:

Weyauwega-Fremont (advisors Sandy Dykes and Connie Peterson)
Waupaca (advisor Rene' Lehman, possibly Jen Erb)
Winneconne (advisor Jim Melby)
Edgar (advisor Matt Reinders)
Manawa (advisor Sandy Cordes)

Itinerary to be finalized yet but will include business tours, session attendance, hearing keynote speakers, attending a career/business expo, and receiving the National Chapter Award.

<https://convention.ffa.org/schedule/#>

--

Sandy Piechowski Cordes
Little Wolf High School
Agricultural Education & FFA Advisor
515 E. 4th St.
Manawa, WI 54949
608-604-0077 cell

[HOME](#)[PLANNING](#) >[EXHIBITORS](#) >[SUPPORTERS](#) >[SCHEDULE](#)[THE CONVENTION](#)[EXPERIENCE](#) >

SCHEDULE

Stay tuned for the complete 2018 National FFA Convention & Expo schedule. All events subject to change.


Wednesday, Oct. 24

-  FFA Expo & Shopping Mall
-  Student & Teacher Workshops
-  Career Success Tours
-  Opening Session 1A
-  Opening Session 1B
-  Rodeo
-  Concert

Thursday, Oct. 25

-  Opening Session 1C
-  Student & Teacher Workshops
-  Career Success Tours
-  National Days of Service
-  FFA Expo & Shopping Mall
-  Second General Session
-  Third General Session
-  Rodeo






 **Hypnotist**

Friday, October 26

-  **Fourth General Session**
-  **FFA Expo & Shopping Mall**
-  **Student & Teacher Workshops**
-  **Career Success Tours**
-  **National Days of Service**
-  **Fifth General Session**
-  **Sixth General Session**
-  **Rodeo**
-  **Hypnotist**
-  **Seventh General Session**

Saturday, Oct. 27

-  **Eighth General Session (American FFA Degree Ceremony)**
-  **FFA Shopping Mall**
-  **Ninth General Session**





CONTRACT for Cooperative Educational Services 2018-2019

This contract is between the Board of Control of Cooperative Educational Service Agency No. 6 (CESA 6), party of the first part, and **Manawa Sch Dist** (District or Agency).

WHEREAS, CESA 6 exists pursuant to the provisions of Chapter 116, Wisconsin Statutes, for the purpose of providing educational services by contract to its member districts and other entities in accordance with the provisions of Section 116.032, Wisconsin Statutes; and

WHEREAS, CESA 6 desires to provide such services and Recipient desires to receive such services from CESA 6 all pursuant to the terms and conditions set forth in this agreement;

NOW, THEREFORE, for and in consideration of the mutual promises and undertakings set forth herein, CESA 6 and Recipient do hereby agree as follows:

1. Services

For the term set forth in this agreement, CESA 6 agrees to provide, through qualified personnel, the services set forth in the contract summary table (Exhibit A) and **Manawa Sch Dist** Agrees to purchase from CESA 6 the services outlined in the contract summary table (Exhibit A).

2. Billings/Payments for Services

Recipient agrees to pay the pro rata gross costs for all services rendered and as set forth in the contract summary table (Exhibit A).

2.1 Payment

Payments under this agreement shall be made to CESA 6 at 2300 State Road 44, Oshkosh, Wisconsin 54904, on or before the first of the month following receipt of the invoice.

2.2 Invoice Frequency

The contract summary table (Exhibit A) contains the frequency of invoicing. Items with a frequency of one (1) will be invoiced on July 1, 2018. Items with a frequency of twelve(12) will be invoiced the first of each month between July 2018 and June 2019. Items with a frequency of ten (10) will be invoiced between September 2018 and June 2019.

2.3 Budgeted Estimated Costs/Federal and State Aids/Reconciliation

In accordance with Section 116.03(4), Wisconsin Statutes, Recipient agrees to pay as program costs to CESA 6 its proportionate share of the costs of the services provided under this contract. Therefore, Recipient and CESA 6 agree that all federal or state aids, if applicable, to the services set forth in the contract summary table (Exhibit A), will be paid when received or soon as possible thereafter and will be prorated in the same ratio that original costs for the programs were determined. All actual invoices from CESA 6 will be based on budgeted estimated costs as set forth in the contract summary table (Exhibit A). Any overpayments or underpayments to CESA 6 or the recipient from the estimated billing of prorated costs will be determined through the CESA 6 end of fiscal year reconciliation audit. Notice of such over payment or underpayment to the Recipient will be provided by CESA 6 within thirty (30) days of the determination of any over payments or

under payments as a result of the end of fiscal year audit. Payments of under or overpayments will be rendered as soon as possible after receipt of notice.

3. Term

This agreement shall be effective for the period July 1, 2018 through June 30, 2019.

4. Employees

In accordance with the provisions of Section 116.045, Wisconsin Statutes, CESA 6 is the sole employer of the personnel it employs. Recipient of the services under this agreement is not deemed an employer because of the exercise of any supervision or control over any personnel services provided under the provisions of this agreement. CESA 6 shall conduct background checks upon hire of all employees scheduled to work within your school district. Tuberculosis tests are required for all new employees working in school district locations.

5. Permanent Placement

Manawa Sch Dist understands that permanent placement fees are on a contingency basis and are payable only if **Manawa Sch Dist** employs a current CESA 6 employee that has been, directly providing services associated with this contract to **Manawa Sch Dist**. The total fee will be 20% of the annual salary of the CESA 6 employee providing services. Due date for permanent placement fees for CESA 6 employees who have previously been contracted with **Manawa Sch Dist** will be 30 days from the last day of contracted work.

The permanent placement clause does not apply to staffing being provided under the special education leadership consortium. In the event that the individual serving as the district's special education/curriculum director becomes an employee of the district, no fee will be assessed.

6. Entire Agreement

This agreement contains the entire agreement of the parties. Any modifications to this agreement must be in writing and signed by the parties.

IN WITNESS WHEREOF THE PARTIES HAVE SET THEIR HANDS AND SEALS.

CUSTOMER

Melanie Oppor

08/17/2018

Signature

Date

School District of Manawa

Position of Authorized Signer

Dr. Melanie J. Oppor

District Administrator

Name

Title

CESA 6

Signature

Date

Name

Title

Contract Summary Table (Exhibit A)

ITEM NAME	PRICE	QTY	INVOICE Frequency	SUBTOTAL
Administration				
Annual Fee				
<i>CESA 6 is a member-driven agency. Schools and school districts turn to CESA 6 for quality resources, designed for today's learners. CESA 6 makes it possible for schools, regardless of size, to work together to share staff, save money and extend educational opportunities to all children. Our products and services can be customized to fit your needs.</i>				
District Membership Fee	\$4,813.00	1	1	\$4,813.00
Instructional Services Division				
Learning and Assessment				
<i>CESA 6 Curriculum, Assessment and Instructional Services provides leadership within a continuous improvement model of best practices in the design, development, implementation and sustainability of local standards-based curricula, assessments, and instruction. Qty is the number of days.</i>				
District Contract Qty is in days of service	\$950.00	0	1	\$0.00
Wisconsin Professional Learning Consortium				
<i>The Wisconsin Professional Learning and Assessment Consortium is a consortium of school districts that work directly with FIRST Educational Resources, LLC and CESA 6 to identify their learning needs through continued collaboration and discussion, and then are given access to the necessary time and support to meet their learning needs with other districts across the state of Wisconsin.</i>				
PLAC Membership - 1 to 500 students	\$2,700.00	0	1	\$0.00
PLAC Membership - 501 to 1000 students	\$3,200.00	0	1	\$0.00
PLAC Membership - 1001 to 2500 students	\$3,700.00	0	1	\$0.00
PLAC Membership - 2501 to 5000 students	\$4,200.00	0	1	\$0.00
PLAC Membership - 5001 or more students	\$4,700.00	0	1	\$0.00

ESSA Support Consortium

CESA 6 provides many different avenues to support school district implementation of the Every Student Succeeds Act (ESSA). This act has many parts and districts need a team to carry out the different aspects of this law. Support includes, phone, e-mail and virtual video support access throughout the year for program design, technical assistance, and reporting; ESEA Consolidated Application Spring Planning Meeting for the district ESSA team on assessing needs, assurances, program design budgets, technical assistance; A minimum of three E-updates annually; Electronic reminders for grant process and reporting deadlines for ESSA Grant, access to resources for compliance requirements and organization, and selected PD offered at reduced cost. Customized mid-year planning and support. GT Network Membership for one person, reduced rate for additional persons.

ESSA Support Consortium Membership	\$1,119.00	1	1	\$1,119.00
The amount displayed is an estimate at this time. Once final awards are released, the fee will be invoiced.				

Literacy Center

The mission of the CESA 6 Literacy Center is to provide research-based, 21st century literacy support to students, teachers and administrators within the CESA 6 region and beyond. The vision of the CESA 6 Literacy Center is to support teachers, schools and districts within the CESA 6 region and beyond in the continual advancement of quality literacy practices.

Custom contracting based upon design	\$0.00	0		\$0.00
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Math Center

The CESA 6 Math Center is focused on mathematical success for all students.. The center designs professional development, in-district consultation, curriculum support and coaching services to improve mathematics instruction at the classroom level.

Custom contracting based upon design	\$0.00	0		\$0.00
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Library Media Specialist

A Licensed Library Media Specialist to support the district's media center and oversee the district's library expenditures for state library categorical aid.

Library Media Specialist per day	\$598.00	0	10	\$0.00
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Title IIC Carl Perkins Consortium

The CESA 6 Career and Technical Education team provides consortia with assistance in planning, purchasing, monitoring, evaluation and grant fiscal management. The purpose of Federal Carl Perkins funding is to provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Perkins promotes college and career readiness in grades 7-12 by preparing students both for post-secondary education and the careers of their choice. These Federal resources help ensure that career and technical programs are academically rigorous and up-to-date with the needs of business and industry.

Local Youth Apprenticeship Grant

The Wisconsin Youth Apprenticeship program integrates school-based and work-based learning. Students accepted into an approved Youth Apprenticeship program will continue taking classes at their high school while working as an apprentice at a participating business. Students will be enrolled in a technical class related to their youth apprenticeship program. These courses may be offered at either their high school or off campus.

Operation Division

Communications and School Public Relations

CESA 6 can assist you with communications services including website content development and maintenance, print and electronic newsletters, social media strategy and maintenance, media relations, press releases, graphic design and more. Services can be provided at an hourly rate, on a project basis or annual contract - call us to see what's possible!

Communications support per hour	\$1.00	0		\$0.00
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Payroll Services

Save Time. Save Money. Save Worry. As budgets get tighter, districts are searching for new efficiencies for essential services. That's why CESA 6 is offering Payroll Processing Services for school districts. CESA 6 payroll processing services include direct deposit and payroll tax payments for your staff during the school year. CESA 6 also provides summer school payroll processing for school districts.

Custom contract based upon design	\$0.00	0		\$0.00
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In-District Technology Support

CESA 6's Technology Solutions Center provides technology supports, including infrastructure audits, instructional technology planning and coaching, server / network administration, desktop support, and Google apps data migration.

In-District Technology Support Administration	\$0.00	1	10	\$0.00
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GROW - Grant Resources of Wisconsin

The GROW Grant Office assists school districts and other nonprofit agencies in identifying funding sources and then developing and submitting grant proposals to support educational programming initiatives. Organizations may lack the necessary time and expertise to write competitive grant proposals. Access our professional grant-writing services to compete for grant funding.

GIS-Grant Information System Newsletter	\$400.00	0	1	\$0.00
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Grant Writing Consortium	\$4,500.00	1	1	\$4,500.00
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Wisconsin OPEB Trust

The Wisconsin OPEB Trust is a consortium of schools districts working together to with the support from a corporate trustee and a registered investments advisor. Prefunding all post-employment benefits helps districts budget annually in a planned irrevocable trust. These funds can grow with a mix of investments determine by the district. Contributions to the trust are aided by categorical and equalized aid. Funds can be set aside retiree health insurance, HRAs, Sick Leave and 403b pension payments.

<input type="checkbox"/> WI OPEB Trust Membership Fees are 8 basis points on value of assets	\$0.00	0		\$0.00
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Student Services Division

Special Education Leadership

The CESA 6 Special Education Leadership and Support Services team provides a variety of administrative and support services and structures tailored to the needs of students with disabilities. The team provides each district and each building principal with a team of administrative and support staff to assist the district in the provision of quality services to children, provide direction support to staff, and implement the Special Education process and procedures as called for in IDEA and Chapter 115.

Leadership Consortium Director Daily Rate 50% (130 days) Sp Ed Director and 50% (130 days) Curriculum Director	\$476.92306	260	10	\$124,000.00
Leadership Consultation Leadership Consultation	\$14,000.00	1	10	\$14,000.00
Third Party Grant Services - Fiscal Services	\$3,400.00	0	10	\$0.00
Bulk Mailing of Rights Brochures Annual Rights Brochures mailing (if SEEDS is utilized) including copies, labels, preparation and postage) per student	\$3.00	0	1	\$0.00
Federal Self Assessment Cost per day. Support with compliance deadlines, paper review, corrective action plans	\$694.00	0	1	\$0.00
Rights Brochures Copy of Rights Brochures to be sent with IEP Paperwork	\$1.25	0	1	\$0.00
Special Education Handbook Updates for Forms and Special Education Handbook	\$1,388.00	0	1	\$0.00

Alternative Education				
Amity Alternative School Consortium Seat Charge Behavioral Learning	\$30,500.00	0	10	\$0.00
Amity Alternative School Non Consortium Seat Charge Behavioral Learning	\$32,000.00	0	10	\$0.00
Amity Presence Learning License Fee	\$1,769.00	0	1	\$0.00
New Horizons Alternative School Consortium Seat Charge Behavioral Learning	\$30,500.00	0	10	\$0.00
New Horizons Alternative School Non Consortium Seat Charge Behavioral Learning	\$32,000.00	0	10	\$0.00
New Horizons Presence Learning License	\$1,769.00	0	1	\$0.00
Bridges Consortium Seat Charge Social Emotional Learning	\$36,000.00	0	10	\$0.00
Bridges Non Consortium Seat Charge Social Emotional Learning	\$37,500.00	0	10	\$0.00
Bridges Presence Learning License	\$1,769.00	0	1	\$0.00
Deaf/Hard of Hearing				
<i>CESA 6 provides an array of educational services to support school districts to meet the needs of children with hearing loss including: Assessment, Consultation, Educational Audiology and DHH Programs. Teachers of the Deaf/Hard of Hearing provide evaluation and direct instruction to students with hearing loss, as well as collaboration with school personnel and parents regarding the impact of hearing loss on academics, communication, overall development, social interactions and transition needs. The ultimate focus is on how the help guide the student to becoming an independent hard-of-hearing or deaf adult.</i>				
Hearing - Consortium Unit of Service	\$42.20	194	10	\$8,186.80
Hearing - Non Consortium Unit of Service	\$44.40	0	10	\$0.00

Educational Audiology

Educational audiologists serve as a communication bridge between medical/clinical professionals and school personnel to ensure auditory access to classroom instruction via acoustic modifications and FM technology. Educational audiologists also conduct hearing screenings for difficult to test populations.

Audiology Itinerant - Consortium Unit of Service	\$39.80	142	10	\$5,651.60
Audiology Itinerant - Non Consortium Unit of Service	\$41.75	0	10	\$0.00
Audiology Consortium Daily Rate Priced per day	\$782.00	0	10	\$0.00
Audiology Non Consortium Daily Rate Priced per day	\$821.00	0	10	\$0.00

Blind/Visually Impaired

The CESA 6 Vision program provides school districts and families with a range of services to address the academic and social needs of children with vision loss. Teachers of students who are Blind/Visually Impaired provide direct instruction to students, generally in the areas of Braille instruction and expanded core curriculum skills (social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology and visual efficiency skills). Consultation to school personnel and parents is provided regarding the impact of vision loss on overall development, social interactions and transition needs. Liaison case management services are available for students placed at the Wisconsin School for the Blind and Visually Impaired in Janesville.

Vision Itinerant - Consortium Unit of Service	\$42.50	0	10	\$0.00
Vision Itinerant - Non Consortium Unit of Service	\$44.50	0	10	\$0.00
Vision Itinerant - Consortium Daily Rate	\$630.00	0	10	\$0.00
Vision Itinerant -Non Consortium Daily Rate	\$663.00	0	10	\$0.00

Orientation and Mobility (O & M)

Orientation and Mobility Specialists instruct blind or low vision students on skills and concepts that a person uses to travel safely, confidently, efficiently and independently, often with the use of the long white cane, mental mapping, and navigation equipment (compass, GPS).

Orientation and Mobility Consortium Unit of Service	\$53.60	0	10	\$0.00
Orientation and Mobility Non Consortium Unit of Service	\$56.30	0	10	\$0.00

Other Health Impairments (OHI), Orthopedic Impairments (OI) and Traumatic Brain Injury (TBI)

This consulting service provides districts with itinerant services for students with Traumatic Brain Injury (TBI), Other Health Impairments (OHI) and Orthopedic Impairments (OI), which meet their unique physical, health and educational needs in the least restrictive environment.

OHI Consultation Consortium Daily Rate Priced per day	\$694.00	0	1	\$0.00
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Autism and Related Needs (ARN)

The CESA 6 Autism and Related Services Team consists of three highly qualified, experienced educators, offering a wide array of services and supports for educational systems to facilitate educator growth and increase student learning. Services are organized in the following focus areas: Student focused, Educator focused, and System focused.

ARN - Unit of Service Consortium	\$42.00	0	10	\$0.00
ARN - Unit of Service Non Consortium	\$44.00	0	10	\$0.00
ARN Consulting Consortium Daily Rate	\$805.00	0	10	\$0.00
ARN Consulting Non Consortium Daily Rate	\$847.00	0	10	\$0.00

Behavior Support

CESA 6 offers a variety of staff development opportunities tailored to your school district. Our staff is experienced in conducting FBAs and BIPs for individual students as "independent evaluators" or consultants.

Behavior Consultant Consortium Daily Rate	\$694.00	0	10	\$0.00
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Occupational Therapy

Occupational Therapy are related services provided when a child has been determined by an IEP team to have a disability and the therapy is required in order for the child to function in the educational setting.

Occupational Therapy - Consortium Unit of Service	\$33.00	0	10	\$0.00
Occupational Therapy - Non Consortium Unit of Service	\$34.65	0	10	\$0.00
Occupational Therapy Assistant - Daily Rate	\$345.00	0	10	\$0.00
Occupational Therapy Assistant - Daily Rate Non Consortium	\$362.25	0	10	\$0.00
Occupational Therapy - Consortium Daily Rate	\$745.00	0	10	\$0.00
Occupational Therapy - Non Consortium Daily Rate	\$782.25	0	10	\$0.00

Physical Therapy

Physical Therapy are related services provided when a child has been determined by an IEP team to have a disability and the therapy is required in order for the child to function in the educational setting.

Physical Therapy - Consortium Unit of Service	\$39.00	0	10	\$0.00
Physical Therapy - Non Consortium Unit of Service	\$41.00	0	10	\$0.00
Physical Therapy Assistant - Daily Consortium	\$500.00	38	10	\$19,000.00
Physical Therapy Assistant - Daily Non Consortium	\$525.00	0	10	\$0.00
Physical Therapy - Daily Consortium	\$760.00	19	10	\$14,440.00
Physical Therapy - Daily Non Consortium	\$798.00	0	10	\$0.00

School Psychologist

Psychologist Consortium Daily Rate	\$650.00	0	10	\$0.00
Psychologist Non Consortium Daily Rate	\$685.00	0	10	\$0.00

Nursing Services

School nursing is a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievement of students. The fundamental role of the school nurse is to help students participate fully in their learning environment by preventing, removing and/or reducing health-related barriers that interfere with development and learning. There is a natural connection between health and education.

Nursing Consortium Daily Rate	\$600.00	0	10	\$0.00
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Safe & Healthy Schools and Communities Consortium

The Safe and Healthy Schools and Communities Consortium is a training and technical assistance center for mental health, alcohol, tobacco and other drugs, suicide prevention, crisis planning and school safety planning. The network provides a variety of trainings and technical assistance on a fee basis to schools and communities throughout the CESA 6 region.

Safe & Healthy Schools and Communities Network 0-500	\$284.00	0	1	\$0.00
Safe & Healthy Schools and Communities Network 500-1000	\$569.00	1	1	\$569.00
Safe & Healthy Schools and Communities Network 1000-5000	\$1,136.00	0	1	\$0.00
Safe & Healthy Schools and Communities Network 5500-10000	\$2,275.00	0	1	\$0.00
Safe & Healthy Schools and Communities Network 10000+	\$3,412.00	0	1	\$0.00

Subtotal	\$196,279.40
Contract Total	\$196,279.40



School Census / Common School Fund Report FY 2017-2018

Per Wisconsin Statute §121.05, the district is required to maintain this signature page on **file at the district**. Do not send to the Department.

Manawa (3276)
800 Beech St
Manawa WI 54949-8664
Cesa #06
Waupaca County (68)

Method of collection	Physical Count
K-12 Census Ages 4-20:	1,033

Officially submitted by user ID
on **Wednesday, August 8, 2018 at 4:20:07 PM**

Last data amendment was made by user ID
on **Wednesday, August 8, 2018 at 4:20:07 PM**

Certification Statement

I certify that the data submitted on this report is, to the best of my knowledge and belief, accurate and complete.

District Officials in Office on Date Submitted

[\(How to change names on a certification page\)](#)

Administrator	
Administrator's Name Melanie Joy Oppor	Telephone 920-596-2525
Administrator's Signature	Date Signed
Clerk	
Clerk's Name Bobbi Jo Pethke	Telephone
Clerk's Signature	Date Signed
Person Completing this Report	
Contact's Name and Title Jeanne Frazier, Administrative Assistant	Telephone 920-596-2525
Contact's Signature	Date Signed



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: August 10, 2018
Re: Staff and Program Highlights

- **Summer Cleaning Update:** I want to thank Diane Teuscher, Tori Gast, Dee De Lowney, and Bob Phelan for all the hard work and their flexibility during the summer installation of the windows and remodel of front entryway for Energy Efficiency. All the classrooms complete. There are a few smaller areas left to clean, but overall the school is ready for the arrival of the students.
- **MES Office Temporary Location:** I want to thank Kris Thompson for her flexibility as the MES office was temporarily located in a classroom during the front entryway remodel for Energy Efficiency. Everything ran smoothly during this time. Kris is very excited to move back into the MES office and have everything ready for the first day of school.
- **Registration:** Even though MES moved registration to the LWJS High, registration went very smoothly. We had about half of the families register on July 17th. A few families commented that they liked going to one location to register their children.
- **Open House:** The office staff and myself have been working hard to be sure we are ready to welcome in our families for open house. We look forward to greeting the families on Wednesday, August 29th from 3:30 – 6:30 and help register those families that could not attend registration day earlier in the summer. This is an exciting time for the children as they get to meet their teachers, bring in all their supplies, and see friends they might not have seen over the summer.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Dan Wolfgram




Date: 8/12/2018

Re: Staff and Program Highlights - August

Summer Custodial: The summer custodial crew consisting of Cindy Buttles, Kathy Grimm, Erik Duhn, Dana Bonikowske, and Mike Thomack have done an outstanding job preparing the building for staff and students. We appreciate the pride they take in their work. Most classrooms were finished ahead of schedule and in the time remaining, custodial staff will focus on minor repairs and painting.

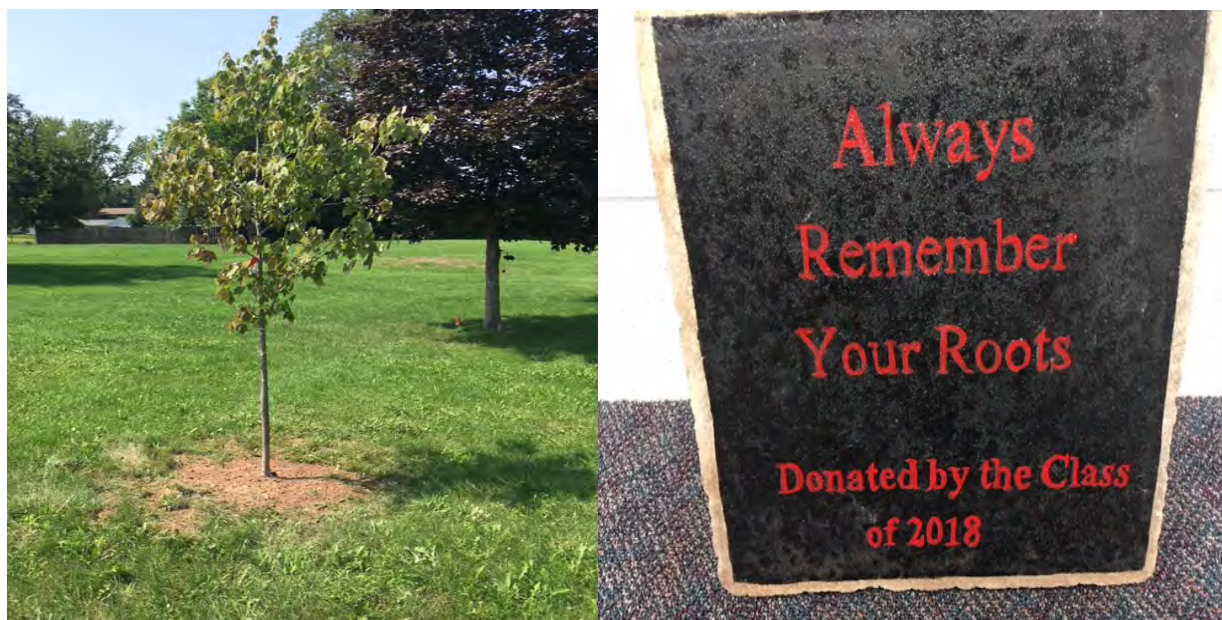
Positive Behavior Interventions and Supports (PBIS): The PBIS team met in August to plan for the 2018-2019 school year. During the August staff in-service, the PBIS team will review Tier 1 fidelity requirements with staff, review classroom behavior matrices, review reporting procedures, and propose student rewards for the school year. In September, a letter will be sent home to all parents informing them of this year's PBIS initiatives. Mrs. Krueger is working with Ms. Gipp to create new signage with the updated school logo for all common areas in the school.

During Assemblies & Athletic Events

 Be Safe	 Be Respectful	 Be Responsible
<ul style="list-style-type: none">• Stay in supervised areas during events.• Come to all activities drug, alcohol, & tobacco free.	<ul style="list-style-type: none">• Demonstrate sportsmanship.• Listen to guest speakers.• Silence electronic devices during presentations.	<ul style="list-style-type: none">• Represent your community and school district positively.• Follow directions of staff members.

Positive **A**ctions = **W**olf **S**uccess!

Senior Gift: As a token of appreciation to the School District of Manawa, this year's graduating class of 2018 decided to give a gift back to the school. With funds that remained in their class activity account, a tree was purchased and planted near the front driveway entrance to the school. Additionally, the class was also able to reserve seed money for their next class reunion.



Fall Sports Season: Manawa Wolves Football is off to an inspirational start. The team started practice on Wednesday, August 1st and held their minicamp from August 6th - 8th. Volleyball and cross country will begin the week of August 13th.



EAA KidVenture: Manawa students volunteered this past month at the EAA KidVenture in Oshkosh. Located at Pioneer Airport across from the AirVenture Museum, KidVenture allows young people to explore aviation through various hands-on activities.



Meet the Cowboys/Meet the Wolves: Principal Wolfgram attended the Manawa Booster Club event on Thursday, August 9th. All proceeds support Manawa athletics. The event was well attended and well received.



Summer Yearbook Field Trip: On Wednesday, August 1st, yearbook advisor Andrea Hraban, and two students traveled to St. Norbert to attend a Jostens's sponsored workshop to learn about the program used to design our yearbooks. This included text, picture and layout manipulation. The students spent some time working on the 2018-2019 yearbook and began preparation for loading page labels and images. Additional time was used for cover development.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Carmen O'Brien
cc: Board of Education
Date: August 20, 2018
Re: Business Office Highlights and Updates

The 2018-19 General Aid estimate was released on July 1 and is \$4,522,771. This is the aid that comes from the State of Wisconsin and will factor into the revenue limit worksheet that the District uses to determine the allowable revenue limit. General Aid for 2017-18 was \$4,524,841.

Since 2017, I have been working on balancing the general fund account. I am happy to report that as of August 3, 2018, the general fund is reconciled between the bank and Skyward (the District accounting program) ending June 30, 2018. This is the first time in many years that these accounts have matched to the penny!

The annual audit is scheduled for August 23-24. The auditors initially had an earlier date set, but pushed it back due to scheduling conflicts with them. It will be a very tight turn-around for me to be able to get all the reports needed to DPI by September 1.

All contracts and MOUs have been sent to all staff. Professional staff were placed on the new Salary Advancement Model either based on their years of Manawa service minus one or based on their wage and the next step up, whichever benefited the individual more. Staff at levels A, B, or C were placed in the model in the 2018-19 school year. All remaining staff will be placed in the 2019-20 school year. All support staff that were due to move lanes on the support staff wage matrix were moved. Then, a CPI increase of 2.13% was applied to the hourly wage of all support staff. This wage model will be examined and updated for the 2019-20 school year.

All staff received benefit update sheets. Each sheet was customized to show all the benefits the School District of Manawa offers and marked with the current benefits the employee has. If benefits were waived, signatures were required.

I continue to work on the 2018-19 budget. All salaries and most benefits have been entered. The remaining accounts still require adjusting to bring the budgeted expenses closer to the estimated revenues.



To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 8/13/18
Re: Special Ed/Curriculum Update

Special Education

- Along with Mrs. Anderson (elementary special ed teacher) and Ms. Romberg (district speech & language therapist), I attended a conference where Ross Greene spoke. Ross is the author of several books that make people think differently about behavior. I have read his book "Lost at School" where he lays out his model, Collaborative & Proactive Solutions (CPS), that has "dramatically reduced discipline referrals, detentions and suspensions in lots of schools." The special ed department will be doing a book study with "Lost at School" during the 1st semester and then we will practice the model 2nd semester. If you would like more information on the model go to the website [Lives in the Balance](#).
- On August 2 and 3, my CESA 6 colleague Jessica Sinor-Vanne and I traveled to the Marshfield Unified School District and met with special education teachers to share how we have been implementing RDA, nationally known as Results Driven Accountability and known in Wisconsin as Reading Drives Achievement, in our districts. It was a very good experience for me to plan and present to teachers from another district. I learned a lot about myself as a presenter. Part of the presentation was to talk to the teachers about what they are already implementing in their district. This gave me another perspective. I will bring back some of what they told me to my staff to give them other ways to get to our goal of increased student engagement and achievement. We got very positive feedback from the teachers.
- On August 9, I presented at the first annual SEEDS conference. My co-presenter, Janet Wegner, with whom I worked with in Omro and I presented on cleaning up data in SEEDS. This is an important topic as our data goes directly to WISEdata. We got very positive feedback from all directors and admin assistants who attended our sessions. I learned a lot from the questions they asked and from Janet, who has used SEEDS for well over 10 years.

Curriculum

- On August 8, I attended the first annual Ensuring Great Leadership conference. This free conference was put on by CESA 6 and Ted Neitzke as an extension of his Smart Thinking Podcast. The presenters were Daniel Pink, best selling author of several books including "When", Liz Murray, best selling author of "My Journey from Homeless to Harvard", former Packer Player George Koonce, and Eric Larson, polar explorer and mountaineer. A few of the my many takeaways are:
 - the time in the day we do that we do certain tasks is very important;
 - taking time to rest your brain and body can increase productivity and the work produced will be higher quality;
 - all kids need someone to truly believe in them not to sell them short and go easy on them because of their circumstances;
 - high expectations and truly believing that all students can meet them is crucial;
 - the planning can be as important as the journey.

Technology Board Report

August 17, 2018



Server Upgrades

We performed major operating system upgrades to our domain controller, file servers, and print server. We were running Windows Server 2008 and have upgraded to Windows Server 2016.

Staff Laptops

22 staff members received new laptops this year. This is part of our three year rotation cycle for staff devices.

1:1 Student Chromebooks

Grade 6 and 9 students will receive new Dell Chromebook devices. Grade 6 students will use these devices through grade 8. Grade 9 students will use these devices through graduation. This is part of our student chromebook rotation cycle.

Classroom Preparation

About 75% of the high school classrooms have been plugged in, updated, and ready for fall. About 20% of the elementary classroom are prepared. They are on track to be ready for the first day of school.

Home WiFi Pilot

A demo WiFi Access point has been received from Kajeet. Kajeet has been selected because they include features to prevent abuse. During the next week the demo device will taken around our area to test coverage.

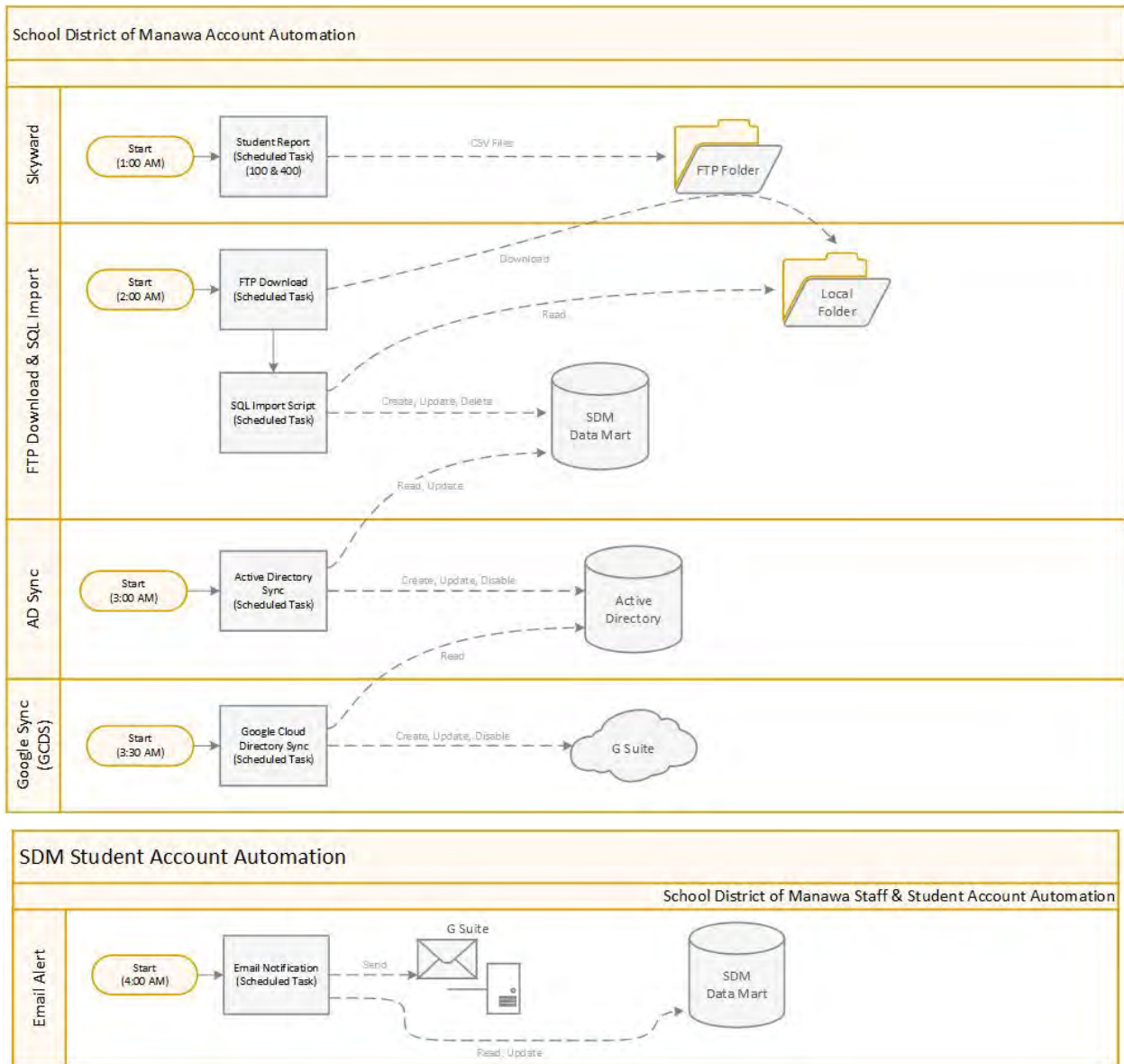
Technology Board Report

August 17, 2018



Student Account Automation

A new system has been implemented to automatically create, update, and suspend student network and google accounts. The accounts are managed based on the student's record in Skyward. Student email groups are also automatically synced.





School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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www.manawaschools.org

August 20, 2018

Senator Luther S. Olsen
Room 313 South
State Capitol
P.O. Box 7882
Madison, WI 53707-7882

Dear Senator Olsen:

Thank you for continuing to work tirelessly for Wisconsin students and Wisconsin education in general. We are grateful for your authoring of bills that have recently become part of our statutes.

We are particularly grateful for SB 301: many of our students will benefit from furthering their general education over the summer and deepening their understanding and knowledge of subjects to which they are already drawn.

The two-month delay in DPI publishing the annual school district accountability report will allow us to ensure correct data is shared.

With SB159, you echoed our efforts to continue to address our students' health and the need for accurate information regarding a nutritive diet.

We also welcome the grants that SB 711 will endow to support our dual enrollment programs.

We are grateful to have your support. Small rural districts like ours can only thrive with our legislators' backing and understanding of complex issues.

Sincerely,

Manawa Board of Education

Joanne L. Johnson, President

Russ Johnson, Vice President

Bobbi Jo Pethke, Clerk

Hélène Pohl, Treasurer

Russ Hollman, Director

Stan Forbes, Director

Bruce Scheller, Director

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Minutes of the August 14, 2018 Curriculum Committee Meeting

The meeting opened at 5:04 p.m.

Place: Board Room, MES, 800 Beech Street, Manawa Board

Committee Members: Scheller (C), Pohl

Attendance: Dani Brauer, Dr. Oppor

1. Professional Learning Community Planning

Informational

2. Gifted & Talented Plan

Motion by Pohl/Scheller to recommend to BOE adoption of the 2018-2019 Gifted & Talented Plan. Motion carried.

3. Academic & Career Planning Guide - District Plan

Motion by Pohl/Scheller to recommend to BOE adoption of the 2018-2019 academic & career planning guide as amended. Motion carried.

4. Curriculum Committee Planning Guide

Informational

5. Next Meeting Date: Tuesday October 9 at 4:30 PM

6. Next Meeting Items:

- a. RtI Handbook Update
- b. Information Technology Handbook Update
- c. One-to-One Guide

Meeting adjourned 5:44 p.m.

Submitted by H  l  ne Pohl

Minutes of the August 8, 2018 Finance Committee Meeting

Call to Order at 6:00 pm by Chair Pohl

Present: Pohl, J. Johnson, R. Johnson, Scheller, Mrs. O'Brien.

1. **Short-Term Borrowing:** Informational.
2. **Administrative Wage Increase:** Motion by J. Johnson/R. Johnson to recommend an administrative wage increase of 1.75% and a business manager equity adjustment to the full Board as presented. Motion carries.
3. **SY1819 Budget:** Informational

Next Finance Committee Meeting Date: September 11, 2018 at 6 pm.

Motion by: J. Johnson/R. Johnson to adjourn 6:45 pm.

Joanne L. Johnson, Recorder

Minutes of the August 1, 2018 Policy & Human Resources Committee Meeting

Called to Order at 5:00 pm by J. Johnson

In attendance: Forbes, J. Johnson, Dr. Oppor, Mrs. O'Brien. Pethke excused.

1. **Support Staff Reconfiguration: Motion by Forbes/J. Johnson** to table. Motion carries.
2. **NEOLA AG 5000 Series Motion by J. Johnson/Forbes** to recommend to the full Board as presented except for AG5136 and AG5880. Motion carries.
3. **NEOLA po9510-Relations with Educational Researchers: Motion by J. Johnson/Forbes** to table. Motion carries.
4. **NEOLA ag9510-Relations with Educational Researchers: Motion by J. Johnson/Forbes** to table. Motion carries.
5. **Review ag4231 and Related Professional Expectations: Motion by Forbes/J. Johnson** to recommend to full Board as presented. Motion carries.
6. **Update Support Staff Handbook SY1819: Motion by Forbes/J. Johnson** to recommend to full Board as amended. Motion carries.
7. **Salary & Stipend Guide for Employees SY1819: Motion by Forbes/J. Johnson** to recommend to full Board as presented. Motion carries.
8. **Policy & Human Resources Planning Guide:** Informational

Next meeting date: September 5, 2018 at 5:00 pm

Motion by Forbes/J. Johnson to adjourn at 9:19 pm. Motion carries.

J. Johnson, Recording Secretary



Book	Policy Manual
Section	Special Release - Tech Update - Phase II
Title	Special Release - Tech Update - Phase II New CONTINUITY OF ORGANIZATIONAL OPERATIONS PLAN
Number	po8300
Status	First Reading

8300 - CONTINUITY OF ORGANIZATIONAL OPERATIONS PLAN

The Continuity of Organizational Operations Plan (COOP) provides the District with the capability of conducting its essential operations under all threats and conditions with or without warning. Having a plan to recover from any type of disaster regardless of the severity and consequences of the emergency is critical to recovery of operations and can minimize the impact on the District's teaching and learning, personnel, facilities, technology, transportation, food service, and other functional resources.

Scope of the Continuity Plan

The primary objective of the COOP is to restore the District's critical operational functions and the learning environment as quickly as possible after a crisis or threat event has occurred. A COOP contains critical and sensitive information that is confidential and exempt from public disclosure.

Planning for the continuity of operations of a school system in the aftermath of a disaster is a complex task. The current changing threat environment and recent emergencies, including acts of nature, accidents, technological emergencies, and terrorist attacks and threats, have increased the need for viable continuity capabilities and plans that enable the District to resume and continue the essential functions in an all-hazards environment across a full spectrum of emergencies. Such conditions have increased the importance of having continuity plans in place that provide stability of essential functions across the various levels of public government and private enterprises.

The planning and development of continuity of an organizational operations plan, as well as the ongoing review and revision of such a plan, is important for the overall District (X) and also for each school (~~—~~) and department in the District.

The District-wide plan describes how the District will respond as a total organization to a given emergency and describes the centralized resources and how they will be organized to implement command and control necessary to function during the life-cycle of the event. Individual school and departmental plans contain the details related to the continuity plan for those specific sites and functional areas to prepare for an event, communicate throughout the duration of an event, assess the impact of an event on essential functions in the unit, respond to the event, and detail what will be done to recover from the event.

Preparation for, response to, and recovery from a disaster affecting administrative, educational, and support functions of the District's operations requires the cooperative efforts of external organizations, in partnership with the functional areas supporting the business of the District. This includes local government agencies, law enforcement, emergency management, medical services, and vendors necessary to District operations. The COOP outlines and coordinates all efforts by the District in cooperation with other local and State agencies and businesses to restore the essential functions of the District to the larger local community post-disaster.

The ~~District Administrator~~ Superintendent shall recommend the COOP for Board of Education review and approval; however, the COOP shall be considered a confidential document not subject to release under State public records laws and accordingly no copies shall be provided for public review during the adoption process.

The District Administrator shall conduct:

(X) an annual

~~(—) periodic~~

Review of the COOP.

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Book	Policy Manual
Section	Special Release - Tech Update - Phase II
Title	Special Release - Tech Update - Phase II New INFORMATION SECURITY
Number	po8305
Status	First Reading

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) 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) 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 7540-04F1~~) 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 ~~or Information Technology Department/Office~~.

The ~~District Administrator~~ ~~Superintendent~~ 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~~ ~~Superintendent~~ 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~~ ~~Superintendent~~ 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 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 AGs may face termination of their business relationships with and/or legal action by the District. Parents and visitors who violate this Policy and/or AGs may be denied access to the District's *Technology Resources*.

The ~~District Administrator~~ ~~Superintendent~~ shall conduct

(X) an annual

~~() a periodic~~

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.

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Book	Policy Manual
Section	Special Release - Tech Update - Phase III
Title	Special Release - Tech Update - Phase III Revised PERSONAL COMMUNICATION DEVICES
Number	po5136
Status	First Reading

~~po~~5136 - **PERSONAL COMMUNICATION DEVICES**

"Personal communication devices" ("PCDs") as used in this policy are defined in Bylaw 0100.

~~{ DRAFTING NOTE: SELECT OPTION A OR OPTION B OR OPTION C OR OPTION D }~~

OPTION A

~~{ } While students may possess personal communication devices (PCDs) in school, on school property, during after school activities (e.g., extra-curricular activities) and at school-related functions, they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight during school hours, { } during after school activities (e.g., extra-curricular activities), { } and on school buses or other Board-provided vehicles. [END OF OPTION]~~

~~{ } However, technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal. { } The use of a PCD to engage in non-education related communications is expressly prohibited. [END OF OPTION A]~~

OPTION B

~~{ X } Students may use personal communication devices (PCDs) before and after school, { X } during their lunch break, { X } in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, { X } during after-school activities (e.g., extra-curricular activities), { X } or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.~~

~~{ X } However, technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal. { } The use of a PCD to engage in non-education related communications is expressly prohibited.~~

~~{ END OF OPTION B }~~

OPTION C

~~{ } In order to avoid disruption of the educational environment and protect students' right of privacy, student use of personal communication devices (PCDs) is prohibited on school grounds during school hours, { } at after school activities (e.g., extra-curricular activities), and on school buses or other Board-provided vehicles.~~

~~{ } Technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal. { } The use of a PCD to engage in non-education related communications is expressly prohibited.~~

~~{ END OF OPTION C }~~

OPTION D

~~{ } Students may not possess telephone paging devices (e.g., beepers or pagers) on school grounds, at school-sponsored events, and on school buses or other Board-provided vehicles. Students may not use personal communication devices (PCDs), during the school day { } while on school property, { } or during after school activities (e.g., extra-curricular activities).~~

~~When use of PCDs is prohibited the devices must be powered completely off (i.e. not just placed in vibrate or silent mode) and stored out of sight.~~

~~{ END OF OPTION D }~~

~~For purposes of this policy, "personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones, smartphones (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.)), (-) telephone paging devices (e.g., beepers or pagers), (-) and/or other web-enabled devices of any type.~~ Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

~~[IF SCHOOL VEHICLES WAS NOT SELECTED IN OPTION A, INCLUDE THE FOLLOWING: (X)~~ Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles ~~(X)~~ or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the ~~bus driver~~, ~~(X)~~ classroom teacher, or ~~(X-)~~ sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated. ~~[THIS LANGUAGE MAY ALSO BE USED IF OPTION B WAS SELECTED.]~~

~~Also, during~~ During after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent by an authorized adult is considered an invasion of privacy and is not permitted. ~~(X)~~ Students who violate this provision and/or use a PCD to violate the privacy rights of another person ~~(X)~~ shall ~~(-)~~ may have their PCD confiscated and held until ~~(-)~~ the end of the school day ~~(X)~~ a parent picks it up, ~~(X)~~ and may be directed to delete the audio and/or picture/video file while the parent is present. If the violation involves potentially illegal activity, the confiscated ~~-~~ PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, ~~(-)~~ classrooms, ~~(-)~~ gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create, in the mind of another person, an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/transgender identity), ~~sexual orientation~~, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours ~~(X)~~ and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

[X] Parents are advised that the best way to get in touch with their child during the school day is by calling the school office.

[X] Students may use school phones to contact parents during the school day.

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Book	Policy Manual
Section	Special Release - Tech Update - Phase III
Title	Special Release - Tech Update - Phase III Revised TECHNOLOGY RESOURCES AND OTHER ELECTRONIC EQUIPMENT
Number	po5136.01
Status	First Reading

5136.01 - **TECHNOLOGY RESOURCES AND OTHER ELECTRONIC EQUIPMENT**

While in some instances the possession and use of technology resources (as defined in Bylaw 0100) and other electronic equipment or devices by a student at school may be appropriate, ~~often~~ the possession and use of such technology resources and other equipment or devices by students at school ~~can~~ may also have the effect of distracting, disrupting and/or intimidating others in the school environment and leading to opportunities for academic dishonesty and other disruptions of the educational process.

[OPTION #1]

~~[] Consequently, the Board of Education will supply any technology resources and other electronic equipment or devices necessary for participation in the educational program. Students shall not use () or possess any technology resources and other electronic equipment or devices on school property or at any school sponsored activity without the permission of () the principal () the classroom teacher ()~~

Examples of prohibited devices **[INSERT THOSE ITEMS APPLICABLE TO YOUR DISTRICT; CONSIDER IN LIGHT OF DEVICES AUTHORIZED PURSUANT TO POLICY 5136 AND THE DEFINITION OF TECHNOLOGY RESOURCES IN BYLAW 0100]** include, but are not limited to

- A. ~~()~~ cameras (photographic and/or video);
- B. ~~()~~ laptops;
- C. ~~()~~ tablets (e.g., iPad like devices);
- D. ~~()~~ **smartphones;**
- E. ~~()~~ e-readers (e.g., Kindle like devices);
- F. ~~()~~ personal digital assistants (PDAs);
- G. ~~()~~ lasers;
- H. ~~()~~ laser pens or pointers;
- I. ~~()~~ radios;
- J. ~~()~~ "boom boxes";
- K. ~~()~~ headphones;
- L. ~~()~~ portable CD/MP3 players;
- M. ~~()~~ portable TV's;
- N. ~~()~~ electronic games/toys;
- O. ~~()~~ pagers/beepers, other paging devices;
- P. ~~()~~ _____;
- Q. ~~()~~ _____.

{END-OF-OPTION-1}
{OPTION-2}

~~{DRAFTING NOTE:—Option 2A restricts use for educational and instructional purposes, while Option 2B permits use during instructional time for educational or instructional purposes only, but permits use during non-instructional time for any use that is consistent with the District's acceptable use policy.}~~

~~{OPTION-2A}~~

~~[] Students may use the following technology resources and other electronic equipment/devices on school property only for an educational or instructional purpose (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision. **{delineate approved devices}**~~

~~{OPTION-2B}~~

[X] Students may use the following technology resources and other electronic equipment/devices during instructional time for an educational or instructional purpose (e.g. taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision, and may use these technology resources and other electronic equipment during non-instructional time, provided such use is consistent with the Policy 7540.03 Student Acceptable Use and Safety.

~~{after selection Option 2A or 2B, delineate approved devices}~~

- A. ~~()~~ cameras (photographic and/or video);
- B. ~~()~~ laptops;
- C. ~~()~~ **tablets (e.g., iPad-like devices);**
- D. ~~()~~ **smartphones;**
- E. ~~()~~ e-readers (e.g., Kindle-like devices);
- F. ~~()~~ personal digital assistants (PDAs);
- G. ~~()~~ portable CD/MP3 players ~~()~~ with headphones;
- H. ~~()~~ _____.

~~{END-OF-OPTION-2}~~

{OPTION-3}

[X] Students may use the following technology resources and other electronic equipment/devices while riding to and from school on a school bus or other vehicle provided by the Board (X) or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the ~~() bus driver,~~ (X) classroom teacher, (X) sponsor/advisor/coach, (X) building principal. **{delineate approved devices}**

- A. ~~()~~ cameras (photographic and/or video);
- B. ~~()~~ laptops;
- C. ~~()~~ tablets (e.g., iPad-like devices);
- D. ~~()~~ smartphones;
- E. ~~()~~ e-readers (e.g., Kindle-like devices);
- F. ~~()~~ personal digital assistants (PDAs);
- G. ~~()~~ portable CD/MP3 players with headphones;
- H. ~~()~~ electronic games/toys;
- I. ~~()~~ _____.
- J. ~~()~~ _____.

Distracting behavior that creates an unsafe environment will not be tolerated.

~~{END-OF-OPTION-3}~~

{OPTION-4}

~~[] However, the use of any communication functionality that is a part of or attached to the above approved technology resources and other electronic equipment/devices is expressly prohibited. This includes, but is not limited to, wireless Internet access, peer to peer (ad-hoc) networking, or any other method of communication with other devices or networks. In no circumstances shall the device be allowed to connect to the District's computer network.~~
~~{END OF OPTION 4}~~

{OPTION 5}

~~[] The preceding prohibitions do not apply to Board owned and issued laptops, tablets, e-readers, PDAs, or authorized assistive technology devices.~~
~~{END OF OPTION 5}~~

Students are prohibited from using technology resources and other electronic equipment or devices in a manner that may be physically harmful to another person (e.g. shining a laser in the eyes of another student). Further, at no time may any ~~camera~~technology resources or other electronic equipment/device be utilized by a student in a way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using technology resources, a camera, or other electronic equipment/device to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, national origin, sex (including transgender identity, sexual orientation, and gender identity), ~~sexual orientation~~, age, disability, religion, or political beliefs; and (2) send, share, view or possess pictures, text messages, e-mails or other materials of a sexual nature (i.e., sexting) in electronic or any other form. Violation of these prohibitions shall result in disciplinary action.

Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are prohibited from using ~~cameras~~technology resources and other electronic equipment/devices to capture, ~~or~~ record, ~~or~~ transmit test information or any other information in a manner constituting fraud, theft, or academic dishonesty. Similarly, students are prohibited from using ~~cameras~~technology resources and other electronic equipment and devices to capture, ~~or~~ record, ~~or~~ transmit the words (i.e. audio) and/or images (i.e. pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture and/or recording of such words or images. Using ~~a camera~~technology resources or other electronic equipment/devices to capture, ~~or~~ record, ~~or~~ transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted unless authorized by the building principal. ~~Cameras~~Technology resources and other electronic equipment/devices are expressly banned from and may not be possessed, activated, or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to locker rooms, shower facilities, restrooms, ~~(-) classrooms~~, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The building principal has authority to make determinations as to other specific locations and situations where possession of a camera or other electronic equipment/device is absolutely prohibited.

Unauthorized technology resources and other electronic equipment and devices will be confiscated from the student by school personnel and disciplinary action taken.

If ~~a camera~~technology resources or other electronic equipment/device is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed unless the conduct is referred to law enforcement officials or child services.

Any technology resources or other electronic equipment/device confiscated by District staff will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian. ~~Electronic Technology resources or other electronic~~ equipment/devices in District custody will not be searched or otherwise tampered with unless school officials reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules (e.g. a student is observed using a camera in a prohibited area). Any search will be conducted in accordance with Policy 5771 – Search and Seizure.

Students are personally and solely responsible for the care and security of any technology resources and other electronic equipment or devices they bring to school. The Board assumes no responsibility for theft, loss, damage, or vandalism to electronic equipment and devices brought onto its property, or the unauthorized use of such devices.

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Book	Policy Manual
Section	Special Release - Tech Update - Phase III
Title	Special Release - Tech Update - Phase III Revised STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Number	po7540.03
Status	First Reading

7540.03 - ~~STUDENT EDUCATION~~ TECHNOLOGY ACCEPTABLE USE AND SAFETY

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board ~~of Education~~ provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system ~~does do~~ not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose. ~~This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 7530.02), network, and Internet connection and online educational services ("Education Technology" or "Ed Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).~~

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to 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).

~~The Board encourages students to utilize Education Technology to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet and online education services is guided by the Board's policy on instructional materials.~~

~~The Internet is a global information and communication network that provides a valuable opportunity to education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, the Education Technology provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such a vast quantity of information and resources brings with it, however, certain unique challenges.~~

~~The First, the~~ Board may not be able to technologically limit access to services through its Education Technology technology resources to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the ~~Education Technology~~District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the ~~Network~~District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The ~~Technology Director~~District Administrator or _____ may temporarily or permanently unblock access to websites or online ~~education~~educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The ~~Technology Director~~District Administrator or _____ may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

~~The District Administrator shall prepare guidelines which address students' safety and security while using e-mail, chat rooms, instant messaging and other forms of direct electronic communications, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online.~~

~~Education Technology is provided as a tool for education. The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.~~

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent in the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy, "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of ~~personal~~personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of ~~the Education Technology~~District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social ~~networking websites and media~~, including in chat rooms, and cyberbullying awareness and response. All ~~Internet~~users of District technology resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

[X] Beginning in grade three (3) students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. (X) Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

~~Students and staff members are responsible for good behavior when using District technology resources—i.e., behavior comparable to that expected of students when on the Board's Education Technology just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanctionapprove any use of the Education Technologyits technology resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.~~

~~[NOTE: If language about social media is added to Policy 7540, it is recommended that this language be added to this policy.]~~

[X] Students ~~shall not access social media for personal use from the District's network~~may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

~~(-), but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.~~

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users ~~of the Board's Education Technology~~ are personally responsible and liable, both civilly and criminally, for uses of ~~the Ed-Tech~~District technology resources that are not authorized by this ~~Board~~ policy and its accompanying guidelines.

The Board designates the District Administrator and Technology Director_____ as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of ~~the District's Education Technology~~District technology resources.

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Legal
H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended
18 U.S.C. 2256
18 U.S.C. 1460
18 U.S.C. 2246
47 C.F.R. 54.500 – 54.523

Last Modified by Melanie Oppor on July 11, 2018



Book Policy Manual
Section Special Release - Tech Update - Phase III
Title Special Release - Tech Update - Phase III Revised DISTRICT-ISSUED STAFF E-MAIL ACCOUNT
Number po7540.06
Status First Reading

7540.06 - DISTRICT-ISSUED STAFF E-MAIL ACCOUNT ~~ELECTRONIC MAIL~~

Staff

The Board of Education is committed to the effective use of electronic mail ("e-mail") by all District staff and Board members in the conduct of their official duties. This policy, as well as any guidelines developed pursuant to it are intended to establish a framework for the proper use of e-mail for conducting official business and communicating with colleagues, students, parents and community members ~~as an official business tool.~~

When available, the District's e-mail system must be used by employees for any official District e-mail communications. ~~(-) Personal e-mail accounts on providers other than the District's e-mail system~~

- ~~(-) may be blocked at any time~~
- ~~(-) shall be blocked~~

~~due to concerns for network security, SPAM, or virus protection arise. Furthermore,~~ District staff are expected to exercise reasonable judgment and prudence and take appropriate precautions to prevent viruses from entering the District's network when opening or forwarding any e-mails or attachments to e-mails that originate from unknown sources.

District staff may shall not work-related emails ~~send or forward mass e-mails, even if the e-mails concern District business,~~ without prior approval of the

- ~~(-) Technology Director.~~
- ~~(-) site administrator.~~

(X) Building Principal for school-related information or the District Administrator for district-wide information ~~(-) (other).~~

District staff may join listservs or other e-mail services (e.g. RSS feeds) that pertain to their responsibilities in the District, ~~(-) provided these list-servs or other e-mail services do not exceed the staff member's e-mail storage allotment. Staff members are required to keep their inbox and folders organized by regularly reviewing e-mail messages, appropriately saving e-mails that constitute a public record or student record and e-mails that are subject to a Litigation Hold, and purging all other e-mails that have been read. If the staff member is concerned that his/her e-mail storage allotment is not sufficient, s/he should contact the District's technology coordinator (IT staff). Similarly, if a staff member is unsure whether s/he has adequate storage or should subscribe to a list serv or RSS feed, s/he should discuss the issue with his/her building principal or the District's (-) technology coordinator (-) IT staff. The (-) If a staff member is unsure whether s/he has adequate storage or should subscribe to a list serv or RSS feed, s/he should discuss the issue with his/her building principal or the District's (-) Technology Director (-) IT staff. The~~

- ~~(-) Technology Director~~
- ~~(-) site administrator~~
- ~~(-) _____ (other)~~

~~is authorized to block e-mail from list servs or e-mail services if the e-mails received by the staff member(s) (-) become excessive (-) regularly exceed _____ megabytes.~~

Staff members are encouraged to keep their inbox and folders organized by regularly reviewing e-mail messages, appropriately saving e-mails that constitute a public record or student record and e-mails that are subject to a litigation hold (see Policy 8315 - Information Management), and purging all other e-mails that have been read. ~~If the staff member is concerned that his/her e-mail storage allotment is not sufficient, s/he should contact the District's (-) Technology Coordinator (-) IT staff.~~

Public Records

The District complies with all Federal and State laws pertaining to electronic mail. Accordingly, e-mails written by or sent to District staff and Board members may be public records, or education records if their content includes personally identifiable information about a student. E-

mails that are public records are subject to retention and disclosure, upon request, in accordance with Policy 8310 – Public Records. E-mails that are student records ~~should~~must be maintained pursuant to Policy 8330 – Student Records. Finally, e-mails may constitute electronically stored information ("ESI") that may be subject to a ~~Litigation Hold~~litigation hold pursuant to Policy 8315 – Information Management.

State and Federal law exempt certain documents and information within documents from disclosure, no matter what their form. Therefore, certain e-mails may be exempt from disclosure or it may be necessary to redact certain content in the e-mails before the e-mails are released pursuant to a public records request, the request of a parent or eligible student to review education records or a duly served discovery request.

E-mails written by or sent to District staff and Board members by means of their private e-mail account may be public records if the content of the e-mails concerns District business, or education records if their content includes personally identifiable information about a student. Consequently, staff shall comply with a District request to produce copies of e-mail in their possession that are either public records or education records, or that constitute ESI that is subject to a ~~Litigation Hold~~litigation hold, even if such records reside on a computer owned by an individual staff member, or are accessed through an e-mail account not controlled by the District.

Retention

Pursuant to State and Federal law, e-mails that are public records or education records, and e-mails that are subject to a ~~Litigation Hold~~litigation hold shall be retained.

~~[] E-mail retention is the responsibility of the individual e-mail user. Users must comply with District guidelines for properly saving/archiving e-mails that are public records, student education records, and/or subject to a litigation hold. E-mails sent or received using the District's e-mail service () are automatically retained () may only be retained for _____ [e.g., thirty (30)] days on the server. This retention is for disaster recovery and not to provide for future retrieval. The District does not maintain a central or distributed e-mail archive of e-mail sent and/or received. Any questions concerning e-mail retention should be directed to the () Technology Director () site administrator () _____ (other).~~

The District maintains archives of all e-mails sent and/or received by users of the District's e-mail service. Staff members are required to forward copies of any e-mails received in their personal e-mail account(s) not affiliated with the District server to their District e-mail account so that these records are also archived for future retrieval, if necessary.

Unauthorized E-mail

The Board does not authorize the use of its ~~proprietary computers and technology resources, including its~~ computer network ("network") to accept, transmit, or distribute unsolicited bulk e-mail sent through the Internet to network e-mail accounts. In addition, Internet e-mail sent, or caused to be sent, to or through the network that makes use of or contains invalid or forged headers, invalid or non-existent domain names, or other means of deceptive addressing will be deemed to be counterfeit. Any attempt to send or cause such counterfeit e-mail to be sent to or through the network is unauthorized. Similarly, e-mail that is relayed from any third party's e-mail servers without the permission of that third party, or which employs similar techniques to hide or obscure the source of the e-mail, is also an unauthorized use of the network. The Board does not authorize the harvesting or collection of network e-mail addresses for the purposes of sending unsolicited e-mail. The Board reserves the right to take all legal and technical steps available to prevent unsolicited bulk e-mail or other unauthorized e-mail from entering, utilizing, or remaining within the network. Nothing in this policy is intended to grant any right to transmit or send e-mail to, or through, the network. The Board's failure to enforce this policy in every instance in which it might have application does not amount to a waiver of its rights.

Unauthorized use of the network in connection with the transmission of unsolicited bulk e-mail, including the transmission of counterfeit e-mail, may result in civil and criminal penalties against the sender and/or possible disciplinary action.

~~The District retains the right to monitor or access any District e-mail accounts at any time. Users should not expect that their communications sent or received through the District e-mail system will remain confidential and personal.~~

Authorized Use and Training

Pursuant to Policy 7540.04, staff and Board members using the District's e-mail system shall acknowledge their review of, and intent to comply with, the District's policy on acceptable use and safety by signing and submitting Form 7540.04 F1 annually.

Furthermore, staff and Board members using the District's e-mail system shall satisfactorily complete training , pursuant to Policy 7540.04, regarding the proper use and retention of e-mail annually.

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Legal

Last Modified by Melanie Oppor on July 11, 2018



Book	Policy Manual
Section	Special Release - Tech Update - Phase III
Title	Special Release - Tech Update - Phase III New DISTRICT-ISSUED STUDENT E-MAIL ACCOUNT
Number	po7540.07
Status	First Reading

7540.07 - **DISTRICT-ISSUED STUDENT E-MAIL ACCOUNT**

Students assigned a school e-mail account are required to utilize it for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

This policy and any corresponding guidelines serve to establish a framework for student’s proper use of e-mail as an educational tool.

Personal e-mail accounts on providers other than the District's e-mail system

may be blocked at any time

~~shall be blocked~~

if concerns for network security, SPAM, or virus protection arise. Students are expected to exercise reasonable judgment and prudence and take appropriate precautions to prevent viruses from entering the District's network when opening or forwarding any e-mails or attachments to e-mails that originate from unknown sources.

Students shall not send or forward mass e-mails, even if educationally-related, without prior approval of their classroom teacher or the

~~Technology Director.~~

~~site administrator.~~

Building Principal _____ (other).

Students may join listservs or other e-mail services (e.g. RSS feeds) that pertain to academic work, provided the emails received from the listservs or other e-mail services do not become excessive ~~exceed the students' individual e-mail storage allotment. If a student is unsure whether s/he has adequate storage or should subscribe to a listservs or RSS feed, s/he should discuss the issue with his/her classroom teacher, the building principal or the District's Technology Director IT staff.~~ The

Technology Director

~~site administrator~~

~~_____ (other)~~

is authorized to block e-mail from list-servs or e-mail services, ~~if the e-mails received by the student becomes excessive regularly exceed _____ megabytes.~~

Students are encouraged to keep their inbox and folders organized by regularly reviewing e-mail messages and purging e-mails once they are read and no longer needed for school.

Unauthorized E-mail

The Board does not authorize the use of its Technology Resources, including its computer network ("network"), to accept, transmit, or distribute unsolicited bulk e-mail sent through the Internet to network e-mail accounts. In addition, Internet e-mail sent, or caused to be sent, to or through the network that makes use of or contains invalid or forged headers, invalid or non-existent domain names, or other means of deceptive addressing will be deemed to be counterfeit. Any attempt to send or cause such counterfeit e-mail to be sent to or

through the network is unauthorized. Similarly, e-mail that is relayed from any third party's e-mail servers without the permission of that third party, or which employs similar techniques to hide or obscure the source of the e-mail, is also an unauthorized use of the network. The Board does not authorize the harvesting or collection of network e-mail addresses for the purposes of sending unsolicited e-mail. The Board reserves the right to take all legal and technical steps available to prevent unsolicited bulk e-mail or other unauthorized e-mail from entering, utilizing, or remaining within the network. Nothing in this policy is intended to grant any right to transmit or send e-mail to, or through, the network. The Board's failure to enforce this policy in every instance in which it might have application does not amount to a waiver of its rights.

Unauthorized use of the network in connection with the transmission of unsolicited bulk e-mail, including the transmission of counterfeit e-mail, may result in civil and criminal penalties against the sender and/or possible disciplinary action.

Authorized Use and Training

Pursuant to Policy 7540.03, students using the District's e-mail system shall acknowledge their review of, and intent to comply with, the District's policy on acceptable use and safety by signing and submitting the Acceptable Use and Safety form ~~Form 7540.03-F1~~ ~~(-)~~ annually.

Furthermore, students using the District's e-mail system shall receive ~~satisfactorily complete~~ training **(X)**, pursuant to Policy 7540.03, regarding the proper use of e-mail **(X)** annually.

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Book	AG 1st Draft Clean
Section	4000 Support Staff
Title	OUTSIDE ACTIVITIES
Number	ag4231
Status	First Reading

4231 - **OUTSIDE ACTIVITIES**

So that staff members may avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District, the following guidelines are provided:

- A. Refrain from making public utterances about private associations if such remarks are likely to violate community standards of propriety.
- B. Avoid conduct and associations outside the school, which, if known, could have an adverse or harmful effect upon the school community.
- C. Do not give job time to outside activities when there is no valid reason to be excused from assigned duties.
- D. Do not use school property or school time to solicit or accept customers for private enterprises, without written administrative permission.
- E. Refrain from expressions that would disrupt harmony among co-workers or interfere with the maintenance of discipline by school officials.
- F. Do not engage in political activities during assigned hours of employment.
- G. Do not conduct unapproved solicitations on school property.
- H. Do not reveal confidential information ~~to which you were privy at school.~~

Last Modified by Melanie Oppor on June 14, 2018



Support Staff Handbook

Approved by the Manawa Board of Education on ~~March 20, 2017~~July 2018

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

Phone: 920-596-2525

www.manawaschools.org

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INTRODUCTION

WELCOME

We are pleased to have you as a member of the staff of the School District of Manawa (SDM). The skills and commitment each employee brings to his/her job makes an important contribution to our goal of providing excellence in education to the students and families of the SDM. It is the District's responsibility to provide for the public education of students from 4-year-old preschool (4-K) through twelfth grade. The school system is governed by a seven-member Board of Education elected by area for 3-year terms by the residents of the District. The District Administrator is responsible for overall administration of the schools and implementation of Board policies. A SDM employee can expect a fair and equitable salary, competitive benefits, and the opportunity to be a part of the best that public education has to offer. We are pleased to have you as a member of our team and hope that you find that the satisfaction gained from doing your job matches the effort you put into your work.

It is each employee's responsibility to read and become familiar with this information and to comply with the policies adopted by the Board and the administrative guidelines available electronically on the District website, as well as the rules and regulations contained herein. Any section in the handbook that is governed by a Board policy will provide the policy number in italics/parenthesis for easy access.

This *Support Staff Handbook* has been written to provide information and guidance to support staff members. Given the reality of a complex, ever-evolving organization, the information in this handbook is not all-inclusive. We recognize that employees are bound to have many questions relating to their specific position or responsibilities. You are encouraged to direct any specific inquiries you may have to the District Administrator or your immediate supervisor.

A. DISCLAIMER

This *Support Staff Handbook* has been prepared for informational purposes only. None of the statements, policies, procedures, rules or regulations contained herein constitute a guarantee of employment, a guarantee of any other right or benefit, or an appointment of employment, expressed or implied. All District employees are employed "at will" and employment is not for any definite period, unless otherwise set forth in writing by appointment or statute. The School District of Manawa Board of Education reserves the right to add, delete or otherwise modify any or all of the below terms and conditions of employment, in whole or in part, for the good of the School District of Manawa, at any time with or without notice. The School District of Manawa Board of Education recognizes the District's employees are an integral part of the development of terms and conditions of employment found within this Handbook. The Board of Education and/or its representatives will inform district employees prior to making any modifications found within this Handbook.

Violations of the terms of the *Support Staff Handbook*, policies, regulations or guidelines may result in disciplinary action, up to and including, termination of employment.

This *Support Staff Handbook* supersedes any and all previous handbooks, statements, policies and administrative guidelines, rules, or regulations given to employees, whether verbal or written.

This Handbook is not all-inclusive of the information for which staff members are responsible. It is intended to provide employees with information regarding Board policies and administrative guidelines (available online), procedures, ethics, expectations, and standards of the District. Additional publications that staff members should follow include, but are not limited to, the support staff evaluation document, building bulletins and handbooks, Federal laws and regulations, and Wisconsin state law.

School District of Manawa

Students Choosing to Excel, Realizing their Strengths

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.

Guiding Principles Grouped by Core Values:

1. **Student Success – the District focuses on addressing the needs of all students by creating a student-centered learning environment conducive to all learners.**
2. **Highly Effective Staff – The District demonstrates accountability to the students and community it serves by promoting high standards for:**
 - *Creating academically rigorous curriculum and instruction for ALL.*
 - *Closing the achievement gaps between sub-groups of students and their peers.*
 - *Engaging in regular professional development on research-based best practices.*
 - *Supporting and rewarding innovative and progressive initiatives.*
 - *Fostering a positive attitude toward change.*
 - *Expecting the highest degree of professionalism.*
 - *Creating a culture of competent and passionate employees.*
3. **Innovative Leadership – The District demonstrates accountability to the students and community it serves by holding high leadership standards for:**
 - *Developing proactive planning procedures for curriculum, instruction, assessment, and record-keeping.*
 - *Budgeting with the needs of all learners as the first priority.*
 - *Recruiting and retaining highly effective educators.*
 - *Creating balanced programming options for remediation and enrichment.*
4. **Parent-Community Engagement – The District is a center of community life and enhances the community's quality of life to the extent that it promotes and supports:**
 - *Collaborating with all stakeholders involved in issues prior to decision-making.*
 - *Being transparent in communications.*
 - *Maintaining an open-door policy.*
 - *Creating a culture that develops and sustains school/district pride.*
 - *Offering academic and social programs for families and the community.*
5. **Learning Environment – Successful teaching and learning are nurtured in an institutional climate characterized by:**
 - *Maintaining the facilities to ensure they are safe, clean, welcoming, inspirational and reliable work spaces for all.*
 - *Nurturing a learning community that provides stability and a sense of satisfaction and fulfillment for all students and personnel.*
 - *Supplying and maintaining contemporary technology.*

EMPLOYMENT POLICIES

DEFINITION OF SUPPORT STAFF EMPLOYEES

~~Full-time12-Month~~ Employees: A ~~Full-time12-Month~~ Employee (~~FT~~) is hereby defined as a person who works forty (40) or more hours per week and two hundred-sixty (260) or more workdays per year, including paid leaves.

~~Part-time9-Month~~ Employees: A ~~Part-time9-Month~~ Employee (~~PT~~) is hereby defined as a person who works less than forty (40) hours per week and/or less than two-hundred-sixty (260) workdays per year. ~~Part-time employees are further delineated as:~~

PT 1	Employee is regularly scheduled to work 30 hours per week or more
PT 2	Employee is regularly scheduled to work 20 and up to 30 hours per week
PT 3	Employee is regularly scheduled to work less than 20 hours per week

~~up to an average of twenty-eight and three quarters (28 ¾) or more hours per week, and less than two-hundred (200) workdays per year, including paid leaves.~~

~~Part Time Employee: A Part Time Employee is hereby defined as a person who works an average of less than twenty (20) hours per week and less than 200 workdays per year, including paid leaves.~~

~~Temporary/Seasonal Employee: A Temporary/Seasonal Employee is hereby defined as an employee hired for a specific time or project and who will be separated from the payroll within ninety (90) calendar days.~~

ANTI-HARASSMENT POLICY

The School District of Manawa is committed to maintaining and ensuring a working environment that is free of harassment or intimidation. The District will not tolerate any form of harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it.

Harassment refers to physical or verbal conduct, or psychological abuse, by any person who disrupts or interferes with a person's work performance, or which creates an intimidating, hostile, or offensive work environment. Harassment may be student to staff, staff to student, staff to staff, male to female, female to male, female to female, or male to male. Harassment may include, but is not limited to the following:

1. Verbal harassment, including epithets, kidding, derogatory comments, slurs, or ethnic jokes.
2. Physical interference with movement, activities, or work.
3. Visual harassment, including derogatory cartoons, drawings, or posters.
4. Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's work performance. Sexual harassment can take the form of any unwanted sexual attention ranging from leering, pinching, patting, verbal

comments, display of graphic or written sexual material, and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, unsatisfactory work evaluations, different treatment, sarcasm, or unwarranted comments to or by peers.

Any individual who believes he/she has been subjected to harassment by any other person should report that incident to a building principal or to the District Administrator. If an employee is not comfortable making a complaint to their building principal or the District Administrator, the complaint may be made to the District Compliance Coordinators. It is the intent of the District to establish an atmosphere where complaints are timely investigated and the harassment is appropriately addressed. The Board designates the following individuals to serve as the District's Compliance Officers:

Dan Wolfgram, Secondary Principal
515 E. Fourth St.
Manawa, WI 54949

Carmen O'Brien, Business Manager
~~515 E. Fourth Street~~ 800 Beech Street
Manawa, WI 54949

920-596-~~2524~~ 5800
dwolfgram@manawaschools.org

920-596-~~2524~~ 2525
cobrien@manawaschools.org

The District forbids retaliation against anyone who has reported harassment or cooperates in a harassment investigation.

REPORTING PROCEDURE/INTERNAL INVESTIGATION – EMPLOYEES

The District expects employees to immediately report incidents of harassment to the appropriate supervisor.

Anyone who engages in harassment in the school setting may be subject to disciplinary action, up to and including dismissal. Any employee who permits harassment of students, other employees or volunteers may be subject to disciplinary action up to and including termination.

Any employee who receives a complaint of harassment from a student, other employee or volunteer and who does not act promptly to forward that complaint to the Supervisor and/or District Anti-Harassment officer designated to receive notice of all harassment complaints, shall be disciplined appropriately up to and including termination.

The School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of harassment or an appeal will not reflect negatively on the employee or volunteer who initiates the complaint or an appeal, and will not affect any part of the employee's or volunteer's standing rights or privileges.

[Complaint f](#)Forms are located on the District website under District Forms. ~~(Policy 3362, 4362)~~

Drug-Free Workplace

The School District of Manawa is committed to maintaining an alcohol and other drug-free workplace. Therefore, the Board of Education prohibits school employee use, possession, distribution, dispensing, or manufacturing of alcohol and other illegal drugs on school premises, in school vehicles and at school-sponsored activities while in a student supervisory role.

The District will not condone the involvement of any employee with illicit drugs, even when the employee is not on District premises.

All school employees shall cooperate with law enforcement agencies in investigation concerning any violation of this provision.

Tobacco Policy

Employee use of tobacco on District property, in District owned vehicles or at any District affiliated event is prohibited. Tobacco products may not be stored on District property. *(Policy 3215, 4215)*

Equal Employment Opportunity

The School District of Manawa shall not discriminate against an employee or applicant for employment on the basis of sex, race, color, religion, national origin, ancestry, creed, sexual orientation, pregnancy, marital or parental status, physical, mental, emotional or learning disability/handicap, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, or any other characteristic protected by law in its employment practices. (as defined in §111.32, Wis. Stats.). *(Policy 3122, 4122)*

Conflict of Interest and Ethical Standards

It is imperative that our professional organization not create the perception of favoritism or special privilege. Employees are not permitted to gain monetarily by their position within the district. Employees are prohibited by Wis. Stat. § 118.12 from receiving anything of value for their own benefit that results from selling, soliciting or promoting the sale of any goods or services to any public school pupil while on school property or at school-sponsored events.

Employees are expected to avoid situations in which their personal interests, activities and associations may conflict with the interest of the District.

Communications and Suggestions

The School District of Manawa welcomes the comments and problem-solving suggestions of its employees. All comments and suggestions should follow the communication protocol (Addendum A).

Outside Employment

Employment with the School District of Manawa must be considered pre-eminent. Outside employment must not interfere with the employee's performance or work schedule. Employees may not perform any duties for an outside employer during regularly scheduled working hours or during additional hours required for professional responsibilities.

Personnel Files

An employee shall have the right to review certain personnel documents upon request and consistent with the timelines and content limitations specified in Wis. Stat. § 103.13, at least 2 times per calendar year.

Personal Data Changes

All changes in personal information, including changes of name, address, telephone numbers, education, marital status, dependent status, etc., should be updated with the District Office in a timely manner.

Political Activities of Staff

Because political activities may be disruptive, divisive and distracting to a positive learning environment, such activities are not appropriate within the school setting. The Board prohibits political activities on all

District owned and used property, within all school buildings and at all school-sponsored activities unless part of a Board-approved teaching unit.

Work Stoppage

Staff will not instigate, promote, encourage, sponsor, engage in or condone any strike, picketing, slowdown, considered work stoppage or any other intentional interruption of work involving the District.

Acceptable Use

All employees are required to read and adhere to the Acceptable Use Policy.

Health Examination

As a requirement for employment, employees will (may?) be required to furnish evidence of a physical examination, drug test, and skin tuberculin test.

The physical examination must be performed by ThedaCare at Work and the result recorded on a standard form furnished by the Board of Education. The form must be submitted to the District Administrator before the effective date of employment. Upon receipt of the form, the Board of Education shall pay for the physical examination.

~~A skin tuberculin test taken within twelve (12) months immediately preceding the effective date of the original hire of the employee and first appointment date will be accepted for meeting this requirement.~~

~~A physical or mental examination may be requested by the District's Administration whenever an employee demonstrates any physical or mental disorder that may impact his/her performance. The employee shall be notified of the reason(s) for the examination and such examination shall be arranged and paid for by the Board of Education.~~

~~The Wisconsin Tuberculosis (TB) Risk Assessment Questionnaire Screen must be filled out following the hire of the employee. If a skin tuberculin test is recommended, the test must be completed prior to the first day of work. The physician conducting the physical examination shall prepare a report of the examination on a form prepared by the Department of Public Instruction (DPI) and available on the DPI website. The physician shall use the report form to certify to the District that the person is free from tuberculosis in a communicable form. Subsequent physical examinations will be required at intervals determined by the School Board, consistent with state and federal laws, and any applicable collective bargaining agreement provisions. TB testing will be required every three (3) years.~~

~~A physical or mental examination may be requested by the District's Administration whenever an employee demonstrates any physical or mental disorder that may impact his/her performance. The employee shall be notified of the reason(s) for the examination and such examination shall be arranged and paid for by the Board of Education.~~

An employee may request an exemption from the physical examination requirement for religious reasons by filing an affidavit with the Board stating that the employee depends exclusively upon prayer or spiritual means for healing in accordance with the teachings of a bona fide religious sect, denomination or organization and that the employee is to the best of the employee's knowledge and belief in good health and that the employee claims exemption from health examination on these grounds. If there is reasonable cause to believe that an employee who has requested an exemption is suffering from an illness detrimental to the health of the pupils, the School Board may require a health examination sufficient to determine whether the employee is suffering from such an illness. The School Board shall not discriminate against any employee for filing an affidavit seeking an exemption from the physical requirement.

The District shall maintain all physical examination records and other medical records in a file separate from all other personnel records, and shall treat such records as confidential medical records, in accordance with state and federal laws and regulations.

~~The School Board shall comply with the requirements of Wis. § 121.52(3)(a) by including in any contract with an owner or lessee of any privately owned motor vehicle transporting pupils. Physical examinations for all school bus drivers will follow the requirements as prescribed by Wis. Stat. § 121.52(3)(a).~~

Family and Medical Leave Act (FMLA)

The District complies with family and medical leave as required by the state and federal Family and Medical Leave Acts. State leave calculations are based on a calendar year. Federal leave calculations are based on a July 1 through June 30 year. **See [Policy 4430.01](#) on the District website for an explanation of rights and responsibilities under FMLA.**

Military Leave

Pursuant to federal and state law, the District shall provide eligible employees with leaves of absence with or without pay for purposes of federal service in the uniformed services or active state service. Eligible employees should notify the District of the need for a leave of absence as far in advance as possible and should notify the District of the commencement date of the military leave and its expected duration. Eligible employees should also provide the District with a copy of any relevant military orders.

All rights and privileges regarding salary, benefits, status, and seniority shall be reserved to such employees as required by law.

An employee on leave shall notify the District of his/her intent to return to work in a timely manner following his/her period of military service. Failure to notify the employer of his/her intention to return within a reasonable period may subject the employee to disciplinary action up to and including termination for unexcused absence. An employee's reemployment rights and benefits at completion of federal service in the uniformed services or active state service shall be governed by any applicable federal and/or state laws.

EMPLOYMENT PRACTICES AND EXPECTATIONS

General Practices

Attendance

Employees are expected to make every effort to be present for work and adhere to their assigned schedule. Employees who are unable to report to work shall follow their building procedures for reporting and recording absences by contacting the substitute caller.

~~On days when school is cancelled due to inclement weather, Part-time staff does not report and will either use PTO/Sick time or will not be paid as noted on timecards. Full-time staff will notify their supervisor and together will decide if they will report or if adjustments will be made to the regular schedule. Supervisors may authorize the use of Vacation, PTO/Sick time, or Compensatory Time as noted on timecards. Leave Without Pay for Full-time staff shall be authorized by the District Administrator.~~

~~On days when school is cancelled due to inclement weather, most staff does not report. Custodial and Secretarial staff should make reasonable efforts to attend. If, however, they cannot, these groups may utilize Leave Without pay (with written authorization) or a vacation day. Accommodations must be made through the immediate supervisor and, in the event of Leave Without Pay, the District Administrator.~~

For times when school is delayed, staff is to report according to the delay. Support Staff should plan to adjust their arrival to the student schedule as per the direction of the Supervisor. In the event of an early dismissal due to inclement weather, the staff member would leave after all students are safely out of the

building or at the conclusion of their normal working hours, ~~which~~ whichever comes sooner. Food Service staff must arrive as close to their scheduled start time as possible. All adjustments must be noted on time cards.

Although the District performs better when all employees are in attendance, the District recognizes the occasional need to be away from work for illness, illness of a family member, funerals or urgent personal matters. For this reason, the District provides paid time away from work (leave). The District reserves the right to request verification for any time used.

Leave is allocated at the beginning of each fiscal/school year and is to be used as a protection from loss of income. All leave must be requested and approved by a Supervisor. All attempts should be made to make appointments outside of regularly assigned hours.

Good attendance is an essential element of employment. Poor attendance can lead to disciplinary action.

Work Days / Hours of Work

~~The District Administrator or his/her designee will publish a schedule of work, including one half hour unpaid lunch period for any Support Staff employee working up to thirty (30) or more hours per week.~~

~~All Support Staff employees working more than thirty (30) hours per week shall receive two (2) fifteen (15) minute paid break periods per day. Those working less than thirty (30) hours a week shall receive one (1) fifteen (15) minute paid break per day.~~

~~Overtime (time and one half) shall be paid for all hours worked over forty (40) hours per week. Support Staff employees must secure advanced written approval from their Supervisor prior to working overtime.~~

The District Administrator or his/her designee will publish a schedule of work for all Support Staff employees. The following shall be used as a guide in establishing schedules:

<u>Hours worked per day</u>	<u>Number of paid 15-minute breaks</u>	<u>30-minute unpaid meal break</u>
<u>Less than 4 hours</u>	<u>0</u>	<u>0</u>
<u>4 hours to 6 hours</u>	<u>1</u>	<u>1</u>
<u>Over 6 hours to 8 hours</u>	<u>2</u>	<u>1</u>

Overtime shall only be paid if Support Staff employees have secured advanced written approval from their Supervisor. Time worked over forty (40) hours per week will be paid at the rate of one and one-half times the employee’s regular rate of pay or used as compensatory time as approved by their Supervisor. (Will compensatory time be at 1.5 times the rate? Ex. If 1 extra hour is worked, they earn 1.5 hours of comp time?)

Calendar

The school calendar shall be determined by the Board. The determination of the structure of the days (instructional, work days, etc.) shall be at the discretion of Administration.

Professional Development/Training Programs (In-service)

As a learning and teaching institution, the District expects all employees to model continuous learning to develop professional skills and personal growth. The District provides periodic in-service and training opportunities that are required for staff depending on assignment and role. Paid leave will not be approved on professional development or in-service days designed for Support Staff participation. Extenuating circumstances (i.e. bereavement, once-in-a-lifetime opportunity, etc.) may be approved by administration with appropriate documentation.

Meetings

Each Supervisor will determine the times and frequencies of Support Staff meetings. Efforts will be made to share the schedule in a timely manner. Employees must attend all meetings as called by administration or supervisors. In general, absences will be excused for emergencies or extenuating circumstances and must be granted by the administrator/supervisor calling the meeting.

The District Administrator may, from time-to-time, call all-staff meetings when need is determined. Support Staff will be compensated at their usual hourly rate for the length of the meeting.

Injuries to Employees

Employees who are injured at work must complete an Injury Report form within twenty-four (24) hours of the injury whenever feasible. This form is located online under the District Forms tab. Completed forms should be electronically submitted. Additionally, all incidents must be verbally reported immediately to building administration or immediate supervisor.

Injuries to Students

All student injuries should be reported to the building principal/direct supervisor immediately. Attention should be given to all injuries, however minor. An Injury Report form must be filled out for all injuries and submitted electronically. Forms are located online under the District Forms tab.

Legal Actions Involving Employees

Every employee shall notify his/her supervisor as soon as possible, but not more than three (3) calendar days, after an arrest, indictment, conviction, no contest or guilty pleas, or any adjudication of the employee for any felony or misdemeanor, or any offense involving moral turpitude.

The requirement to report an arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not apply to minor traffic offences. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension must be reported.

Email and Voicemail

Good communication is required for a successful organization. It is the District's expectation that voicemail and email accounts be checked at least once per work day. It is the responsibility of the employee overseeing the paraprofessional to ensure that a device and a scheduled work time is accessible to the staff member for checking emails and/or voicemails. Email and voicemail are tools to increase efficiency utilized by the District and should be used solely for professional purposes, and in accordance with the District's Acceptable Use Policy.

It is important to note that there should be no expectation of privacy for online/network activity.

Personal Communications

Personal communications should be kept to a minimum and cannot interfere with employment expectations. Personal cell phone use, text messaging, other personal communication, or other

recreational uses by district staff must be kept to scheduled breaks, duty-free lunch and outside of the school day.

Emergency exceptions can be made with an employee's direct supervisor.

Licensure/Certification

It is the responsibility of the employee to obtain and maintain all required licenses and certifications for his/her position. Employees are required to maintain the licenses/certifications that are in effect upon hire, unless otherwise allowed by the District Administrator at his or her discretion.

Determination of Assignments

The District will determine employment assignments based on the needs of the District. Employees will be assigned by the District Administrator or his/her designee. Employees may express in writing to the District Administrator or his/her designee their preference of school, grade level or subject.

The District, at its discretion, may involuntarily transfer an employee to a vacant or new position in the District. If an employee wishes to be transferred to another position which is open, application for a transfer should be made in writing to the District Administrator or his/her designee. An employee who applies for a vacant position may be granted an interview for the position. The District retains the right to select the most qualified individual (internal or external candidate) for any position.

All current employees in the District may apply for summer school positions.

Reduction in Staff

Reductions in staff will be determined by the Board and based on the needs of the District.

Layoff

The Board reserves the right to reduce the number of positions (full layoff) or the number of hours in any particular position (partial layoff). In deciding which positions to reduce or eliminate as well as the individuals affected, the Board shall act in the best interest of the District.

Operation of District Vehicles

Any employee who drives a District vehicle must provide proof of a valid driver's license and must submit a copy of a valid driver's license to the District Office. All traffic violations must be reported to Administration within three days of receiving the violation. The District expects employees to be safe and adhere to the rules of the road. Citations received while driving a District vehicle are the responsibility of the driver and may result in disciplinary action. The District does complete background checks on all employees which does include the employee's driving record. A staff member may have restrictions on transporting students or may be restricted from driving a district vehicle based on the information contained in the driving record.

Operation of Personal Vehicles

The Board of Education will pay the IRS rate for approved out-of-District travel as well as travel between buildings when employees are required to travel as part of their assignment. Employees must submit a request for travel reimbursement. Employee personal insurance shall serve as the first level of coverage.

Transportation of Students

It is the District's position that transporting students in personal vehicles should be avoided. It puts the driver/owner at considerable risk for litigation and increased liability. However, in the rare circumstances when student transportation cannot be avoided, proof of valid license, vehicle inspection report, and insurance must be shared with the District Office. [The vehicle inspection report will be valid for a period](#)

of (6-months or 1 year) from the time of the inspection and will be kept on file in the District Office. ~~and~~ prior written administrative and parent permission is required ~~and the d.~~ The owner of the vehicle has primary liability for any incident.

Confidentiality

Employees are responsible for protecting the confidentiality of all information concerning employees, students, clients, donors and organizations with which the District does business.

Student education records are treated as confidential under the Family Education Rights and Privacy Act of 1974 and Wisconsin state statutes.

When there is separation of employment, individuals must return all paper and/or electronic documents (including storage devices) containing any confidential or proprietary information.

Professional Appearance

Employees are expected to dress in a professional manner appropriate to their working conditions and type of work performed. Certain departments, such as Food Service and Custodial may require special attire for work. Employees should consult their principal regarding dress code requirements. For most Instructional and Secretarial staff, business casual is most appropriate. Casual dress is appropriate for certain field trips, shop experiences, lab experiments or times when clothing could become soiled. All employees are District representatives at co-curricular activities and conferences and should appear as such.

Copyright

The District expects all employees to model legal and ethical behavior. Therefore, all copyright, video, web publishing and internet laws and guidelines must be followed by all District employees.

Community/Co-curricular Involvement

Learning in our school goes beyond the classroom. Employees are encouraged to attend co-curricular events.

Food Service Purchases

All staff are welcome to purchase a meal or a la carte items during scheduled meal hours. Meal hours vary by building and level. Purchases are made utilizing a District supplied identification number. An ID number is established to correspond to a personal lunch account. The account is a debit system; therefore, funds must be in the account prior to making a purchase. Cash is not accepted in the lunch line.

General Rules of Conduct

Employees represent the District at all times and in all places. Employees are expected to model positive, effective behavior and to adhere to the highest standards of their profession.

Below are general guidelines for employee conduct. Many of these guidelines appear elsewhere in this Handbook. These guidelines are by no means exhaustive or complete, but simply list examples of conduct that may result in disciplinary action, up to and including termination. The District reserves the right to determine the appropriate discipline based on the circumstances of the individual incident.

Violations of policy include, but are not limited to:

1. Falsification or unauthorized altering, deletion or omissions of records.
2. Unauthorized disclosure of confidential or privileged information.

3. Unauthorized use and/or possession of intoxicating beverages, narcotics or drugs on District premises.
4. Reporting to work under the influence of alcohol, narcotics or drugs.
5. Failure or refusal to report child abuse.
6. Unauthorized use or misuse of electronic resources.
7. Time theft: being late, leaving early, being absent from work without permission/prior notification, fraudulent requests for time off, sleeping while on duty, etc.
8. Stealing or damage/destruction of property belonging to the District, other employees, or students/community members.
9. Gambling on District premises.
10. Violating or ignoring safety and sanitary standards and expectations.
11. Failing to obtain or maintain a current license, certification or other qualifications required by law or the District.
12. Promoting, encouraging, engaging in, or facilitating any illegal strike slowdown, sickout, work stoppage, curtailment of work schedules, or refusal to perform customary and assigned duties.
13. Refusal to follow a directive/carry out assigned duties.
14. Insubordination.
15. Physical assault.
16. Use of obscenities and/or abusive language on District premises or at District events.
17. Threatening, harassing, abusive or bullying behavior.
18. Failing to fully cooperate in any District investigation.
19. Failure to maintain professional or ethical standards.
20. Failure to follow chain of authority.

These rules do not trump or restrict legal rights and activities of employees.

Grievances

The District encourages collaborative problem solving. Employees are encouraged to share any employment related problem with their immediate supervisor informally. This discussion often produces more immediate solutions than a formal process.

The District has adopted a grievance policy ([*Policy 3340, 4340*](#)) that is available online, via the District website or from the Administration Office.

Grievance Procedure

Definitions:

- A. A grievance shall mean a dispute regarding the application of School Board policies regarding an employee's discipline or termination of employment, or a dispute concerning workplace safety. No grievance shall be processed under this policy unless it is in writing and contains all the following:
 1. the name and position of the grievant;
 2. a clear and concise statement of the grievance;
 3. the issue involved;
 4. the relief sought;
 5. the date the incident or alleged violation took place;

6. the specific section of the Policy Manual or workplace safety rule alleged to have been violated; and
 7. the signature of the grievant and the date.
- B. The term "days" means regular business days, Monday through Friday, other than weekends and holidays regardless of whether the employee or his or her classification is scheduled to work. The time within which an act is to be done under this policy shall be computed by excluding the first day and including the last day.
- C. A "grievant" is an employee as defined by state statutes governing this grievance procedure. At the grievant's cost and request they may be represented by a person of their choice.
- D. "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 risk.
- E. "Discipline" means oral reprimands (where a written record of the reprimand is placed in the employee's file), written reprimands, suspension and demotion. Discipline does not include performance reviews, work plans or corrective actions that do not include a reprimand or other adverse employment action.
- F. "Termination" means discharge from employment. Non-renewals and layoffs (reduction in force) are not considered terminations and are not subject to this procedure.

Procedures:

First Step: Within ten (10) days after the facts upon which the grievance is based or should have reasonably become known the employee shall present the written grievance to his/her immediate supervisor. The immediate supervisor shall give a written answer within ten (10) days of receipt of the grievance, with a copy to the District Office.

An employee who has been notified of termination may process the grievance commencing at Step 3.

Second Step: If the grievance is not satisfactorily resolved at Step 1, it may be submitted by the grievant to the District Administrator within five (5) days after having received the answer in the First Step. After receipt of the written grievance by the District Administrator, he/she or the designated representative of the District Administrator will meet with the grievant in an effort to resolve the issue(s) raised by the grievance. Within ten (10) days after the meeting, the District Administrator shall respond to the grievance in writing. The District Administrator shall also determine if the grievance is timely, if the subject matter of the grievance is within the scope of this policy and otherwise properly processed as required by this policy. If the District Administrator is aware of other similar pending grievances, he may consolidate those matters and process them as one grievance.

Third Step: Upon the written request of the grievant in response to an adverse decision, the decision at the second step may be appealed to the District Administrator by a written statement particularly describing the reason for appeal. If the decision at Step 2 is based in whole or in part on the basis of

timeliness, scope of the grievance process or other failure of the Grievant to properly follow the process the matter shall be referred to the Board who shall determine whether the matter should be processed further. If the Second Step decision is on the merits of the grievance only the grievance will be referred to an Impartial Hearing Officer (IHO). The IHO will be designated by the District Administrator. Any costs incurred by the (IHO) will be paid by the School District. The IHO will convene a hearing in the manner the IHO determines necessary. The IHO shall have the authority to administer oaths, issue subpoenas at the request of the parties, and decide if a transcript is necessary. The IHO may require the parties to submit grievance documents and witness lists in advance of the hearing to expedite the hearing. The burden of proof shall be "a preponderance of the evidence". In termination and discipline cases, the District shall have the burden. In workplace safety cases, the employee shall have the burden. The IHO may request oral or written arguments and replies. The IHO shall provide the parties a written decision.

The IHO may only consider the matter presented in the initial grievance filed by the employee. The IHO shall have no power to add to subtract from or modify the terms of the Board policy or rule that forms the basis for the grievance.

Fourth Step: Either party may appeal an adverse determination at step three to the Board of Education, by filing written notice appealing the decision of the IHO in the District Office within ten (10) days of the decision of the IHO. The Board of Education shall within thirty (30) days after submission of the appeal schedule the review of the IHO's decision. The review will be conducted by the Board during a closed session meeting unless an open session is requested by the employee. The Board may make its decision based on the written decision of the IHO or the Board may examine any records, evidence and testimony produced at the hearing before the IHO. A simple majority vote of the Board membership shall decide the appeal within twenty (20) days following the last session scheduled for review. The Board will issue a final written decision which shall be binding on all parties.

Timelines:

Failure to process a grievance by the grievant within the time limit, or agreed upon extensions, shall constitute waiver of the grievance and will be considered resolved on the basis of the District's last answer. Failure of a management representative to meet the time limits shall cause the grievance to move automatically to the next step in the procedure. To encourage that grievances are addressed in a prompt manner the time limits set by this policy are intended to be strictly observed and may not be extended except in extreme circumstances and then only upon the express written consent of the parties.

Exclusive Remedy:

This procedure constitutes the exclusive process for the redress of any employee grievances as defined 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 which has final authority, subject to any applicable Board policy or directive, to resolve the matter.

Identification Badge

In order to maintain a safe, secure environment, all employees are required to have their photographs taken and wear the District issued identification [ID](#) badge during the work day and at district functions when serving in a work-related role. Staff should sign-in when in a building that is not their home base.

Solicitations

Employees may not use their positions to solicit funds, recruit membership, disseminate personal or political information that in any way interferes or distracts from the District's vision, mission and purpose.

Safety Plans

Safety is the responsibility of all employees. As such, all employees are required to become familiar with the safety plan and participate in all safety drills and practices. Office and classroom areas are required to have Safety Plans and Evacuation/Shelter Maps displayed. Be sure to know where to report in the event of an emergency or drill.

Employees are encouraged to monitor hallways and grounds for unescorted/unfamiliar visitors.

Child Abuse Reporting Requirement

Wisconsin Statutes 48.981 requires all school district employees to report cases of suspected child abuse or neglect. Each Support Staff employed by the District who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means. The employee shall immediately notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect and be responsible for contacting the appropriate authorities (Manawa Police Department and/or Waupaca County Department of Health and Human Services) who will then provide additional steps depending on the situational details and the child's residence address. [The Child Abuse Reporting form can be found on the District website.](#)

A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect. Failure to report cases of suspected child abuse or neglect shall result in discipline, up to and including discharge.

Payroll Information

Salary/Wage

The Board of Education will comply with state statutes as to employee compensation. Employees will receive individual notice as to their salary/[wage](#) prior to the beginning of the school year.

Timecards

[All support staff employees are required to submit a signed timecard for hours worked each week to their supervisor. Any variation from an employee's schedule must be approved by a supervisor before working alternate hours. Time will be recorded to the closest quarter hour.](#)

Residency

The District encourages employees to reside within the school district.

Payroll Payments

Payroll payments for Support Staff will be made on the 15th and final business day of the month. All Support Staff employees will have their paychecks (after all appropriately authorized amounts have been deducted) directly deposited into a designated bank account.

Full-time employees will receive their pay based on their calendar of employment. Annual hours worked will be calculated and spread equally over twenty-four (24) pay periods. Variations to the employment calendar will be paid out each pay period. Upon termination of employment, final wage payments will be calculated.

Part-time employees will receive their pay based on hours worked during a payroll period. Most part-time employees will receive twenty (20) pay periods starting September 15 through June 30. School calendar breaks are unpaid.

Direct Deposit

The District will pay employees through Direct Deposit to an account at a financial institution of the employee's choice. Employees will provide the District Office with information needed to accomplish the Direct Deposit payroll process. Employees must enroll in Direct Deposit within fifteen (15) calendar days of the time of hire or rehire. Employees must participate in the Direct Deposit payroll process as a condition of new or continued employment unless otherwise prohibited by law.

The District utilizes Direct Deposit for all District payments and reimbursable expenses to employees.

Changes to information regarding Direct Deposit shall be received by the District Office at least fifteen (15) calendar days prior to the date of the change. The District will not be responsible for deposits made to a former account where the request for the change has not been timely provided the District Office.

BENEFITS

The Board reserves the right to select the carriers and plans for any insurance benefits provided by the District.

District Provided Benefits

The Board provides a competitive and comprehensive package of benefits to its employees. The Board retains the final authority to establish, modify, rescind, add, or in any way affect employee benefits. Annually, in conjunction with the budget process, the anticipated share cost of all employee benefits, specifying both the employee and employer share, shall be approved through Board action.

Insurance coverage will commence on the first day of the month following the hire date of the eligible employee ~~2's first day of employment~~. Except for cases of misconduct, Support Staff whose employment is terminated at the conclusion of a school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through June 30~~August~~ of the same year in which the employment was terminated. Support Staff whose employment terminates during the school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through the last day of the last month of their employment.

~~The Board reserves the right to select the carriers and plans for any insurance provided by the District.~~

Workers' Compensation

Workers' Compensation is to provide for payment of medical expenses and for partial salary continuation in the event of a work-related accident or illness. The District will provide Workers' Compensation as required by law. The amount of benefits payable and the duration of payment will

depend upon the nature of the injury or illness. Any employee who is injured on the job shall report the injury to his/her principal prior to seeking medical attention, if at all possible. In the event of an emergency, the employee shall notify his/her principal within twenty-four hours after the occurrence of the injury or as soon as practicable. The employee shall complete an accident report form available [on the District website under district forms](#) or in his/her school office [and submit it to the building principal](#).

Some types of injuries suffered while at work may not be covered by worker's compensation insurance. Examples of non-covered injuries suffered at work include, but are not limited to, the following:

- a. Injuries because of a self-inflicted wound;
- b. Injuries sustained because of an employee's horseplay;
- c. Injuries sustained while an employee does an activity of a strictly private nature.

Wisconsin Retirement System (WRS)

The Board will comply with the requirements as to contributions for employees to the Wisconsin Retirement System (WRS) as established by State Statutes and the Department of Employee Trust Funds.

Health, Dental, and Vision Insurance

The District reserves the right to select the carrier(s) and to determine the plan benefits including deductibles, co-pays, and other coverage for health and dental insurances. The District reserves the right to change the structure of the benefit plan, including eligibility, at any time. Specific information concerning the plan may be found in the appropriate Summary Plan Description which governs all conditions of coverage. The plan documents are maintained in the Business Office and provided to employees who enroll in the coverages.

Eligible employees who are covered under fully insured group health, vision, and dental plans are assured the privacy protections required by Federal and State Law.

Eligibility for Health, Dental, and Vision Insurance

[Full-time employees and A-S support staff employees member regularly working more than 30 hours or more per week \(PT 1\) will be eligible for health, dental, and vision insurance. Support staff regularly working less than 40 hours per week will have the District's percentage of contribution pro-rated as a percentage of full-time employment for purposes of group health, ~~and dental, and vision~~ insurance, ~~long term disability and life insurance.~~](#)

Premium Contributions for Health, Dental, and Vision Insurance for Eligible Employees

The District will pay a portion of the premium for group health, [dental, and vision](#) insurance (family, [employee plus one](#), or single) depending on the employee election. Those who choose to participate in the Health Risk Assessment (HRA) are eligible for applicable incentives. [Employees calculated at 1.0 FTE status will have eighty-six percent \(86%\) of the monthly premium rate is paid by the District and fourteen percent \(14%\) will be paid by the employee.](#) The insurance carrier(s), program(s) and coverage(s) will be selected and determined by the Board.

Eligibility & Premium Contributions for Dental and Vision Insurance for Eligible Employees

[The District will pay one hundred percent \(100%\) of the premium for group dental and vision insurance \(family or single\) for employees working twenty \(20\) or more hours per week.](#)

Group Term Life Insurance for Eligible Employees

The District will pay the full amount of the premium for life insurance equal to the annual amount of the

employee's total salary for employees working twenty (20) or more hours per week.

Group Long-Term Disability Insurance for Eligible Employees

The District will pay the full amount towards the premium of a long-term disability insurance plan that provides sixty percent (60%) of the annual wage to employees working twenty (20) or more hours per week.

Liability Insurance

Employees are covered by the District's liability policy while acting within the scope of their defined duties and responsibilities. The District's liability policy shall be in accordance with Wisconsin Statutes.

Voluntary Benefits for Support Staff Working Over 20 Hours per Week

Short-Term Disability

The Board shall make Short-Term Disability Insurance available to eligible employees at the employee's expense. The insurance carrier(s), program(s) and coverage(s) will be selected and determined by the Board.

Tax-Sheltered Annuity (TSA) / 403(b) Retirement Plan

A TSA program is available to employees in accordance with the District's policies governing the 403(b) program. ([Policy 6520](#))

Section 125/Flexible Spending Account

The Section 125© Plan is a pre-tax, payroll deduction account that allows Support Staff employees to set aside up to \$5,000 for dependent, child or adult care and the maximum allowable by law for additional medical, dental or vision expenses not covered by insurance. [The 2018-19 school year will have a shortened benefit year starting October 1, 2018 through June 30, 2019. For all years after beginning July 1, 2019, an annual election is made with an July/October 1 through June/September 30 benefit period.](#) Claims can be made during the benefit year and up to ninety (90) days after for expenses paid by the individual during the previous calendar year. ([Policy 6520](#))

EMPLOYEE SEPARATION

Timeline

Support Staff employees are encouraged to provide at least fourteen (14) days advance notice of resignation. ~~Failure to provide a fourteen (14) day advance notice will not result in a penalty~~

Support Staff wishing to retire are requested to inform the District Administrator, in writing, no later than March 1st.

An employee who fails to report to work for three (3) or more consecutively scheduled workdays unless prior permission is received from the employee's supervisor or unless circumstances beyond the employee's control ~~may result in dismissal.prohibit the employee or his/her designee from requesting such permission.~~

The District will enforce penalties for "breaking" a contract. Penalties are delineated in individual contracts.

Job Vacancies

When the Employer determines to make a promotion within the unit or fill a vacant position, the Employer will consider such factors if relevant, as skill, competence, efficiency, training initiative, leadership qualifications, and ability to work with supervisors. If no employee in the applicable department applies or qualifies, the most qualified applicant in the unit shall receive the job or promotion. If no one in the unit applies or is qualified for the vacancy, the Employer may fill the position from outside the unit.

Overtime

~~Time and one half (1/2) Overtime shall be provided for all hours worked over forty (40) hours per week, Saturdays, Sundays and /or holidays, based on the employee's current regular rate. All overtime must be authorized in writing by the employee's supervisor in advance.~~

Overtime shall only be paid if Support Staff employees have secured advanced written approval from their Supervisor. Time worked over forty (40) hours per week will be paid at the rate of one and one-half times the employees regular rate of pay.

Compensatory Regular Time

~~Time worked over forty (40) hours per week may be used as compensatory time Two options exist: 1) With the advance written approval of the supervisor, an employee may request Compensatory Time shall be logged into Skyward and will be used to be completed preferably within the work week but must should be completed within the given or next pay period. Or 2) Up to sixteen (16) hours of Compensatory Time may be accrued with advanced written approval of the supervisor to be utilized on days when that staff member is not needed on the school site (e.g. no substitute needed, non-student day, early dismissal, etc.) and used in such a way that 40 hours of work time will not be exceeded. These 16 hours must be utilized on or before June 30.~~

Call Time/Call-in Pay

~~Any employee called in to work outside his/her regular schedule shall receive one (1) hour pay at time and one half (1/2) or pay for all hours worked over 40 hours per week, whichever is greater.~~

Call Time/Call-in Pay

Any employee called in to work outside his/her regular schedule shall receive a minimum of one (1) hour pay. Time over forty (40) hours per week will be paid at time and one half.

PAID TIME OFF

Holidays

12 Month Employees

"Regular Full-Time Employees" shall be granted ten (10) paid holidays per year as follows:

1. Independence Day
2. Labor Day
3. Thanksgiving Day
4. Day After Thanksgiving Day
5. Christmas Eve
6. Christmas Day
7. New Year's Eve
8. New Year's Day
9. Good Friday
10. Memorial Day

Eligibility: Holiday pay will be paid only to those employees who have worked their scheduled hours the day before and the day after the holiday, except if they are on an excused leave.

Holiday Pay: Holiday pay shall be computed on the straight time hourly rate received by the employee on the day immediately following the holiday.

Holidays Fall on Weekends: When a holiday falls on Saturday, the preceding Friday shall be observed as the holiday. When a holiday falls on Sunday, the following Monday shall be observed as the holiday. In the event Christmas Eve or New Year's Eve fall on Saturday or Sunday, the preceding Friday shall be observed as the holiday. In the event Christmas Day or New Year's Day fall on Saturday or Sunday, the following Monday shall be observed as the holiday. In the event the day to be observed as a holiday falls on a school day, the parties shall mutually agree upon a non-school day to be observed as the holiday.

Regular Part-time 1 & 2 Employees: shall be granted six (6) paid holidays per year as follows:

1. Labor Day
2. Thanksgiving Day
3. Day after Thanksgiving Day
4. Christmas Day
5. Good Friday
6. Memorial Day

Part-time 3 Employees will not receive any paid holidays.

Vacations

Vacation Accrual: Vacations shall be granted to all ~~regular~~ full-time ~~(12-month)~~ employees, based on their total length of service using the following as a guide:~~in the school district as follows:~~

<u>AFTER Continuous Years of Service</u>	<u>Number of Vacation Days</u>
<u>One (1) year</u>	<u>Five (5) days</u>
<u>Two (2) years</u>	<u>Ten (10) days</u>
<u>Ten (10) years</u>	<u>Fifteen (15) days</u>
<u>Fifteen (15) years or more</u>	<u>Twenty (20) days</u>

Negotiated exceptions will be noted and kept on file in personnel documentation.

<u>After Continuous Years of Service</u>	<u>Length of Vacation</u>
<u>One (1) year of employment</u>	<u>Five (5) days</u>
<u>Two (2) years of employment</u>	<u>Ten (10) days</u>
<u>Ten (10) years of employment</u>	<u>Fifteen (15) days</u>
<u>Fifteen (15) years or more of employment</u>	<u>Twenty (20) days</u>

Selection of Vacation Time: Employees shall normally be granted their vacation requests provided the work schedule permits and the request is made at least two (2) weeks prior to the beginning of the requested vacation. Should a conflict arise between two or more employees' vacation request, such requests shall be granted on an alternating basis, provided at least a two (2) week notice has been given. Vacations for an employee shall not be cumulative from year to year, but no vacation shall be forfeited if vacation could not be taken in a given year because of the Employer's non-approval of a vacation request.

~~Holidays Falling During Vacation: When a paid holiday falls during an employee's vacation period, the employee shall be granted another day off in lieu of the holiday as requested by the employee and approved by the supervisor.~~

~~Vacation Pay Upon Separation/Termination: Upon separation/termination, employees shall receive payment for all unused accrued vacation, including a prorating from anniversary date of hire to termination date for the current year's earnings. For the current year, vacation days earned will be prorated from July 1 to the separation date.~~

Sick Leave

~~Effective 7/1/2012 employees will have Sick Leave (current bank) accumulative to 90 days. An employee's annual allotted time off (sick/personal leave) is as follows:~~

~~Support staff employees will earn sick/personal leave as follows:~~

- ~~• 9 Month Employees will have 10 new days annually – two (2) for personal business and eight (8) for sick leave use.~~
- ~~• 12 Month Full-time Employees will have 13 new days annually – three (3) for personal business and ten (10) for sick leave use.~~
- ~~• Part-time 1 Employees will have 10 new days annually – three (3) for personal business and seven (7) for sick leave use.~~
- ~~• Part-time 2 Employees will have 10 new days annually - two (2) for personal business and eight (8) for sick leave use.~~
- ~~• Part-time 3 Employees will not earn paid sick/personal leave.~~
- ~~• All unused PTO will roll to Sick Leave at the end of the school year (June 30).~~

~~For all employees eligible to earn sick/personal leave, leave will accumulate up to ninety (90) days. Employees that have accumulated the maximum of ninety (90) days of unused sick leave will receive 50% of the daily substitute teacher pay (\$50) for every day over ninety (90) remaining on June 30. This is in lieu of “losing” unused sick days and will be paid on the July 15 payroll.~~

Incentive to Unused Sick Leave

~~Starting 7/1/2012 eligible employees over the maximum of 90 days of unused Sick leave on 6/30 (annually) will receive 50% of the daily substitute teacher pay \$50) for every day over 90 days of unused Sick Leave. This is in lieu of losing unused sick days.~~

Bereavement Leave

Support Staff shall be granted up to (4) days of Bereavement Leave in the event of a death in the family or close relationship. It is the employee's responsibility to submit the appropriate time-off Employee Portal information in Skyward and email ~~notice to~~ his/her principal in advance of taking such leave. Support Staff who access Bereavement Leave consisting of multiple days for the same death shall confer with his/her principal in advance for the purpose of maintaining smooth school operations in his/her absence. The District may require proof of the death, the relationship, travel itineraries, or other documentation from the employee whenever the District deems such verification appropriate.

Emergency Leave

In the event of an emergency not covered by illness in the family as indicated in the Paid Time Off section or death as indicated in the Bereavement Leave section, the employee may apply for Emergency Leave to be granted by the District Administrator. Emergency Leave shall be deducted from Sick Leave and will be granted only if sufficient evidence is submitted to satisfy there is a compelling reason for absence. Usually this leave will be granted only under extraordinary and uncontrollable circumstances. These circumstances will usually fall under the classification of "an act of God" and will be of such a nature that they could not possibly be foreseen by the employee, such as damages to the employee's residence or vehicle caused by fire, flood, tornado, or other unforeseen emergency.

Jury Duty and Witness Duty

Any employee who is not able to report for work because of jury duty or acting as a witness in a matter in which the employee is not a party, will be paid for the time missed. The employee shall provide the District with any payment received from serving on the jury. Employees must notify their immediate supervisor as soon as notice of jury duty is received and as soon as jury duty terminates.

Support Staff shall report to work if released from jury duty or the witness stand when at least a half-day remains in the scheduled work day. Support Staff are required to submit proof to verify the amount of the payment and/or their requirement/request to appear [to be placed in the employee file](#).

National Guard Duty

Where an employee is absent due to required service in the National Guard or Reserve, the employee will be paid his/her full salary for a period of up to five days for such absence, barring any overriding provision by the state or federal government. This leave will be granted without any deduction from the employee's PTO account, provided that the employee must endorse to the District all payments by the military for the days covered by paid leave from the District.

Military Leave for Active Duty

Support Staff will be granted a military leave of absence for absences from work due to serving in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Support Staff must give their principal advance notice of upcoming military service, unless military necessity prevents advance notice or it is otherwise impossible or unreasonable.

Support Staff will not be paid for military leave. However, Support Staff may use any available accrued paid time off to help pay for the leave. Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable places for which the employee is otherwise eligible.

An employee who is on military leave for up to 30 days must return to work on the first regularly scheduled work period after the service ends (allowing for reasonable travel time). An employee who is on military leave for more than 30 days must apply for reinstatement in accordance with USERRA and applicable state laws.

Support Staff who return from military leave (depending on the length of military service in accordance with USERRA) will be placed either in the position the employee would have attained if he/she had stayed continuously employed or in a comparable position. For the purpose of determining benefits that are based on length of service, the employee will be treated as if he/she had been continuously employed.

Administratively-Approved Leave

An employee may request Administratively-Approved Leave (with or without pay) for absences not covered under PTO, Bereavement Leave, or Emergency Leave provisions. Typically, such leave is for “once-in-a-lifetime” events over which the employee has no control of the date. Paid Administratively-Approved Leave shall access the employee’s PTO/Sick Leave account. Unpaid Administratively-Approved Leave shall result in a pro-rated daily deduction of the employee’s next payroll. This leave and the conditions thereof, including compensation, shall be at the discretion of the District Administrator whose decision shall be final and without appeal.

Written rRequests for Administratively-Approved Leave shall be made with the appropriate form at least three days prior to the absence to the District Administrator -if advance notice is available. In the event that three days’ advance notice is not available, the employee shall be responsible for submitting the appropriate form as soon as the information is available.

Administratively-Approved Leave, either paid or unpaid, shall not be granted for participating in Association business or to engage in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District.

Family and Medical Leave Act (FMLA)

Support Staff have access to absences covered by the federal Family Medical Leave Act (FMLA) and the Wisconsin Family Medical Leave Act (WFMLA) in accordance with provisions and procedures specified in *Policy 3430.01, AG 3430.01A, and AG 3430.01B*. Questions regarding FMLA leave should be directed to the District’s Business Office.

LEAVES OF ABSENCE

Unpaid Leave of Absence

Employees must submit a written request for an unpaid leave of absence to the Board. The Board 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 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.

An employee must work a minimum of one hundred twenty (120) paid work days in a school year to be eligible for a year of service for early retirement purposes. A teacher teaching less than full time (1.0 FTE) will have their percentage of teaching pro-rated as a percentage of full-time employment for early retirement purposes (e.g., a teacher teaching 0.5 FTE will receive a half year experience for retirement purposes).

Child-Rearing and Adoption Leave (Extended Beyond FMLA/WFMLA)

Employees with a minimum of three years of continuous local experience may apply for unpaid Child-Rearing/Adoption Leave. Such leave is subject to Board approval and may be taken for no longer than two semesters. The Board reserves the right to limit approved leaves to no more than two employees per school year and is subject to hiring a qualified replacement for the leave period. This leave provision is

not available to employees who have used this leave provision within the previous three years. Application should be made in writing at least three months prior to the requested start of the leave. If conditions are such that three months' advance notice is not reasonable, then application should be made as soon as practicable with an explanation as to the cause of the reduced advance notice.

Failure to Return after Expiration of Leave: In the event the employee does not return to work following the expiration of the leave, and subject to applicable legal restrictions, he/she will be deemed to have resigned his/her position with the District and waived any and all rights to further employment by the District.

Interaction with Family and Medical Leave Provisions: Unpaid medical leave, the term of such leave, and participation in insurance programs under this section as provided for above shall run concurrent with any leave(s) provided for under the Wisconsin Family and Medical Leave Act and/or under the federal Family and Medical Leave Act.

Evaluations

Support Staff will be evaluated annually by their immediate supervisor. Evaluations will be a key determining factor in whether the employee will be considered for continued employment. In addition, the employee's salary advancement will also be dependent on the recommendation of the supervisor based on the evaluation report.

Fobs and Keys

Employee identification badges, parking permit, keys and the key fob for building entry will be issued to employees after initial hire.

Work Orders

Employees are asked to submit Work Orders within 24 hours of becoming aware that something is not in good working order. The Work Order form can be found online under the District Forms tab.

Organizational System

SDM Staff	Student Concerns	Special Education	Guidance	Transportation	Athletics	
Level I	Teacher	Homeroom or SPED teacher	Teacher or Counselor	Kobussen Busing, LTD Bus Driver	Coach	
Level II	Principal	Principal	Principal	Transportation Coordinator/Principal	Athletic Director	
Level III	District Administrator	Special Education Director	District Administrator	District Administrator/Principal	WIAA or Conference Commissioner	
Level IV	Board of Education	District Administrator	Board of Education	Board of Education/District Administrator	Principal	
Level V	Department of Public Instruction	Family Engagement Coordinator/Board of Ed.		Board of Education	District Administrator	
Level VI		DPI/Board of Education			Board of Education	
	Curriculum/ Instruction	Facilities/ Building and Grounds	Finance	Technology	Policy/ Human Resources	Food Service
Level I	Instructional Coach or Principal	Custodian/Maintenance	Administrative Assistant	IT Director	Principal	Business Manager/Food Service Manager
Level II	Principal	Principal	Principal	Principal/Curriculum Coordinator	District Administrator	District Administrator/Business Manager
Level III	Curriculum Director/Coordinator	Business Manager	Business Manager	Business Manager	Policy & HR Committee	Board of Education/District Administrator
Level IV	District Administrator	District Administrator	District Administrator	District Administrator	Board of Education	Board of Education
Level V	Curriculum Committee	Building/Grounds Committee	Finance Committee	Board of Education	Department of Public Instruction	

Level VI	Board of Education	Board of Education	Board of Education			
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At each level, individuals presented with a challenge have up to 48 hours to answer. Both parties must try to resolve the issue before accessing the next level unless the next level is the person with whom the party is experiencing a challenge. This organizational chart works in both directions – top to bottom or bottom to top.

SCHOOL DISTRICT OF MANAWA
ACKNOWLEDGEMENT OF RECEIPT OF
EMPLOYEE POLICIES AND HANDBOOK

I acknowledge that I have received and reviewed a copy of the School District of Manawa Policies and Support Staff Handbook (Handbook). I understand that it is my responsibility to read it thoroughly. If there are any policies or provisions provided to me that I do not understand, I will seek clarification from my immediate supervisor. I understand that this Handbook states the School District of Manawa’s policies and procedures are in effect on the date of publication. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time, with or without prior notice.

I further understand that nothing contained in the Handbook may be construed as creating a guarantee of future employment, future benefits or a binding contract with the School District of Manawa for employment or benefits or for any other purpose. I understand that nothing contained in the Handbook may be construed as changing my employment status. I understand that except as may be provided by the School Board, or a policy contained herein, my employment is at will and my employment may be terminated at any time for any reason, with or without cause and with or without notice, at the option of the District or at my option.

I understand that I must sign and date a copy of this receipt and return it to the District Office and failure to do so may result in my immediate termination.

Employee Signature: _____

Print Employee Name: _____

Date: _____

FUNDRAISER INFORMATION

2018-19 Budget Year (Last Revised 06-14-2018)

Name of Fundraiser (K-6)	Class or Club	Purpose	Dates
Box Top for Education	All Grades	To purchase unbudgeted teacher itmes.	All Year
PTO Wolf Walk	PTO	To fund PTO activities to support school functions.	Fall
PTO Penny War	PTO	To offset unbudgeted expenses and support positive school climate activities at MES.	March 6-10, 2017
Hansen's Food	All Grades	To fund field trips and other class activities.	All Year
Valentine's Day Cookies	Student Council	To fund Student Council activities.	All Year
Book Fair/BOGO Fair	Librarian	To fund books for library, book room, and/or classrooms.	November & May
Java Fridays	Special Education	Self-sustaining work experience for students.	All Year
Community Service Project (Eliminate)	Music Teacher (Mrs. Baranczyk)	split between families in Phillipines who made braclets and the school	Winter
Name of Fundraiser (7-12)	Class or Club	Purpose	Dates
Seroogy's	Art Club/Art Team	Art Team T-Shirts	All Year
Concessions	Student Council	To pay for projects.	Football season, volleyball season, girls basketball season, boys basketball season, track season, and a portion of the wrestling season
Vandewalls Chocolate	7th and 8th Grades	To fund 2017 Washington D.C. trip.	All Year
Shirt Sales	Student Council	To pay for projects.	September
Fruit Sales (Russ Davis - wholesale)	Choir/Band	To fund various fees for solo ensemble.	October/November
Sale of Shakes	Student Council	To pay for projects.	February & March
Flower Sales	Student Council	To pay for projects.	February & March
TBA	Student Council	To assist with hosting State Student Council Convention	

FFA Dessert Auction (At Banquet)	FFA	To pay for leadership development/chapter expenses.	March or April
Donors Choose Drum Project	Vocal Music	African Drum acquisition for General Music	Fall 2018
To Be Determined	Cross Country	Awards, end of year banquet.	September
Chef's Choice Pizza	Band/Choir	S/E fees, transportation costs.	Sept. & January
Bake Sale	Band	S/E fees, transportation costs.	May
Rose & Concession Sale	Band	Host school for S/E.	March
Cookie Dough (Great American Opportunities)	Band	Fund Trip	January
Concert on the Triangle - Pie Sale	Band	Transportation costs.	Summer
50-50 Raffle Tickets Football Games	Girls Basketball	Uniforms/other activities.	September/October
50-50 Raffle Tickets Basketball Games	Junior Class	Prom.	Winter
Muffin Project - including Muffin Thursdays, Rootbeer Float Fridays, Freezer Pop Sale, and Staff Thanksgiving Dinner	Special Education	Self-sustaining work experience for students. To fund community outings.	All Year
Lollipop Sale	FOR Club	Activities and projects.	Sept. - Nov.
Various Projects	Think Pink	Raising money to donate to the American Cancer Society.	All Year
Bottled Water Vending Machine	FFA	Various projects and activities.	All Year
Football Jersey Sale	Football	Fund the replacement of jerseys so all match.	Spring/Summer 2016
Name of Fundraiser (Districtwide)	Class or Club	Purpose	Dates
Project Backpack	Manawa Project Backpack Club	To support the ongoing food and supply costs for student program participants.	Solicitation of donation letter
Color Run	Secondary Special Education	District technology or academic enhancements.	May - Every Other Year - 2018; 2020; 2022; etc.
The Frostbite Club	Wellness Committee	Incentive prizes like t-shirts, water bottles, etc. for children	December/January
Mr. Manawa and Bake Sale	Junior Class	Prom fundraiser	25-Mar
Finals Munchies and Beverages	NHS	Laude Stoles / Fund Activities	January/June

RED = eliminated fundraisers

YELLOW = updated/revised fundraisers



Book	AG 1st Draft Clean
Section	5000 Students
Title	STUDENT HANDBOOKS
Number	ag5110
Status	First Reading

5110 - **STUDENT HANDBOOKS**

The guidelines and procedures by which students are to function while attending school in the District are to be contained in one (1) or more student handbooks. The principals at the elementary and secondary levels, working with each other are to develop appropriate handbooks which are consistent in content with relevant Board of Education policies and with these guidelines. Each is to provide the following types of information and aids:

A. An initial section containing:

1. the purpose of the handbook;
2. the description of how the handbook is to be used;
3. name and phone number of person to be contacted regarding questions about the handbook;
4. a listing of resource people and/or documents which students can use to obtain answers to questions or concerns.

B. One (1) or more sections containing essential rules, procedures, and/or guidelines needed for students to function properly in the school environment so as to better accomplish their educational goals and the goals of the school. Such sections should include the following areas:

1. attendance
2. academics

For each section, there should be an explanation indicating how the rules, procedures, and/or guidelines contribute to the effective operation of the school.

C. A section describing, in detail, the Positive Behavioral Intervention System (PBIS). This section should describe the behaviors, including dress and grooming, expected of the students on a day-to-day basis. It should also provide an explanation as to why those behaviors are important to the proper development of the student, the productive interactions among the people in the school, and the effective operation of the school.

This section should also describe those behaviors that will not be tolerated and why they are unacceptable. Such behaviors shall include but not be limited to:

1. use, possession, or distribution of drug items defined in Board Policy 5530 and any paraphernalia associated with them;
2. any illegal activity such as theft, gambling, forgery, extortion, possession of dangerous weapons, etc.;
3. unethical actions such as lying or cheating;
4. any form of violence, threatening behavior, or harassment;
5. any action that disrupts the school operation or environment;
6. any action that defaces, damages, or destroys personal or public property;

7. any form of littering or damage to the school environment;

8. any violation of Board policies, District guidelines, or school rules.

The section should also provide a description of the consequences and disciplinary actions up to and including expulsion for noncompliance with school rules and for unacceptable behavior. Included in this description must be a complete and accurate statement of the student's rights to due- process.

D. A section describing the services that are available to students and their parents to help them accomplish their goals and function effectively in the school environment.

E. One (1) or more references including a Table of Contents, an Index, if needed and feasible, and appendices when appropriate. Section or chapter headings should be clearly labeled.

The information contained in each handbook should be clear and logically organized, accurate, and sufficient enough so that, when students and their parents refer to it, they can meet the intent of what has been stated.

Each handbook is to be a model of proper use of the English language both substantively and grammatically.

Prior to the final publication and distribution of a handbook, the copy and proposed format are to be submitted to the District Administrator for review and annual final approval by the Board of Education.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	HOMELESS STUDENTS
Number	ag5111.01
Status	First Reading

5111.01 - HOMELESS STUDENTS

The District Administrator will appoint a Homeless Liaison whose general duty will be to safeguard the educational rights of children, youth, and unaccompanied youth who are homeless to attend school in this District. The Liaison must be notified immediately upon the enrollment or assignment of a child or youth who is without permanent housing. The Liaison will coordinate District operations and services so that:

- A. children, youth, and unaccompanied youth who are homeless are identified, with special attention given to the locating and enrolling of homeless children and youth who are not currently attending school;
- B. children and youth without a permanent residence have a full and fair opportunity to succeed in school;
- C. families, children and youth who are homeless receive all educational services for which they are eligible, including any District preschool programs, before and or after school programs, vocational and technical programs, programs for gifted and talented, school nutrition, transportation, and referrals to community health care services, dental services, mental health services, and other appropriate services;
- D. parents or guardians of students who are homeless are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- E. public notice of the educational rights of children and youth who are homeless is disseminated at locations where such homeless families, children receive services, such as schools, family shelters, transitional housing programs, soup kitchens, public aid offices, county social services, city hall, food pantries, public libraries, court houses, and police stations;
- F. enrollment/assignment disputes are mediated/handled as expeditiously as possible after receiving notice of the dispute in accordance with Board policy, District guidelines, and applicable laws;
- G. the parents or guardians of any child and any unaccompanied homeless minor who are homeless are fully informed of transportation services including transportation to the school of origin and are assisted in accessing transportation to the school that is appropriately selected.

The Homeless Liaison has additional responsibilities to represent the educational interests of unaccompanied youth who are homeless.

Upon enrollment of a child or youth who is homeless, the Liaison will coordinate with appropriate administrative staff to assure that the school last attended by a homeless student is immediately contacted to provide relevant academic or other relevant records. If upon enrollment the student does not have any immunization required for enrollment by State law or any other medical records, the Liaison will assist the family or student in obtaining the immunizations or necessary medical records.

The Liaison will require that the student receives free school meals, school supplies, and any support materials necessary for the full participation of the student in the school.

The Liaison will also contact the Transportation Coordinator to assure transportation of the student who is homeless is provided in accordance with the Board's transportation policy and the McKinney Vento Act requirements.

Any disputes regarding the enrollment or assignment of a homeless student will be referred to the Liaison for expeditious resolution. The Liaison should attempt to resolve disputes. If the District's dispute process is followed as outlined in Policy 9130 – Public Requests, Suggestions, or Complaints, and the dispute cannot be resolved by the Liaison, the dispute may be pursued by the parent through the State Coordinator for the Education of Homeless Children and Youth Office of the State Superintendent at the Department of Public Instruction.

As part of his/her assigned duties, the Liaison will coordinate and collaborate with the State Coordinator for Homeless Children and other community and school personnel responsible for providing education and related services to homeless children including but not limited to:

A. School District services with local social service agencies and other agencies or programs providing services to children and youth who are homeless, their families; and

B. other school districts on inter-district issues, such as transportation or the transfer of school records.

Such coordination should be designed to: (1) facilitate children and youth who are homeless having access and reasonable proximity to available education and related support services; and (2) raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness.

As part of his/her assigned duties, the Homeless Liaison will inform school personnel, community services providers, and advocates working with families and unaccompanied youth, who are considered homeless under the McKinney-Vento Act, the educational rights of the parents and students, the responsibilities of the district, and about his/her duties.

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Section 5000 Students
Title EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN
Number ag5111.02
Status First Reading

5111.02 - EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN

In accordance with the Interstate Compact on Educational Opportunities for Military Children ("Compact") the following procedures will be followed when such children are students within the District.

APPLICABILITY

These guidelines apply to the children of:

- A. active duty members of the uniformed services as defined in the Compact, including members of the National Guard and Reserve on active duty orders;
- B. members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
- C. members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

These guidelines do not apply to the children of:

- A. inactive members of the National Guard and military reserves;
- B. members of the uniformed services now retired, except as provided above;
- C. veterans of the uniformed services, except as provided above; or
- D. other United States Department of Defense personnel and other Federal agency civilian and contract employees not defined as active duty member of the uniformed services.

EDUCATIONAL RECORDS AND ENROLLMENT

- A. **Unofficial or "Hand-Carried" Education Records** - In the event that official education records cannot be released to the parents for the purpose of transfer, the building administrator shall prepare and furnish to the parent of an eligible student a complete set of unofficial educational records containing uniform information as determined by the Interstate Commission.

Upon receipt of the unofficial education records for an eligible student, the District shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

- B. **Official Education Records/Transcripts** - Simultaneously with the enrollment and conditional placement of the student, the District shall request the student's official education record from the sending school. Upon receipt of such a request from a receiving school, the District will process and furnish the official education records to the school within ten (10) days or within such time as is established by the Interstate Commission.
- C. **Immunizations** - Eligible students have thirty (30) days from the date of enrollment or within such time as promulgated by the Interstate Commission, to obtain or provide proof of State required immunization(s). For a series of immunizations, initial vaccinations must be obtained within thirty (30) days or within such time promulgated by the Interstate Commission.
- D. **Grade Level Placement** - Eligible students shall be enrolled at the grade level in the District commensurate with their grade level (including Kindergarten) from the school in the sending state at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level in their prior school shall be eligible for enrollment in the next highest grade level

in the District, regardless of age. A student transferring after the start of the school year shall enter the school in the receiving state on the grade level validated by an accredited school in the sending state.

PLACEMENT AND ATTENDANCE

- A. Course Placement** - When an eligible student transfers before or during the school year, the receiving district will initially honor placement of the student in educational courses based on the student's enrollment in the sending state school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes but is not limited to Honors, International Baccalaureate, Advanced Placement, Vocational, Technical and Career Pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. The District may perform subsequent evaluations to verify appropriate placement and continued enrollment of the student in the course(s).
- B. Educational Program Placement** - The District will initially honor placement of the student in educational programs based on current educational assessments conducted at the sending school or the student's participation/placement in like programs at the sending school. Such programs include, but are not limited to: 1) gifted and talented programs; and 2) English language (EL). The District may perform subsequent evaluations to verify appropriate placement of the student.
- C. Special Education Services** - In compliance with the Federal requirements of the Individuals with Disabilities Education Improvement Act (IDEIA), 20 U.S.C. Section 1400 et seq., the District will initially provide comparable services to a student with disabilities based on his/her current Individualized Education Program (IEP).
- In compliance with the requirements of Section 504 of the Rehabilitation Act, 29 U.S.C. Section 794 (as amended) and with Title II of the Americans with Disabilities Act, 42 U.S.C. Sections 12131-12165 (as amended), the District will make reasonable accommodations and modifications to address the needs of incoming students with disabilities subject to an existing 504 or Title II Plan, to provide the student with equal access to education. The District may perform subsequent evaluations to verify appropriate placement of the student.
- D. Placement Flexibility** - The District may, when determined appropriate, waive course/program prerequisites, or other preconditions for placement in courses/programs offered by the District to allow eligible students to participate.
- E. Absence Related to Deployment Activities** - A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the District Administrator to visit with his/her parent or legal guardian relative to such leave or deployment of the parent or guardian.

ELIGIBILITY

A. Eligibility for Enrollment

1. Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.
2. The District will not charge tuition to a transitioning military child placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a district or jurisdiction other than that of the custodial parent.
3. A transitioning military child, placed in the care of a non-custodial parent or other person standing in loco parentis who lives in a district or jurisdiction other than that of the custodial parent, may continue to attend the school in which s/he was enrolled while residing with the custodial parent.

- B. Eligibility for Extra-Curricular Participation** - The District will facilitate the opportunity for transitioning military children's inclusion in extracurricular and/or curricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

GRADUATION

To facilitate the on-time graduation of children of military families the District will adhere to the following procedures:

- A. Waiver Requirements** - The District will waive specific courses required for graduation if similar coursework has been satisfactorily completed in another district or provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from his/her sending school, the District will provide an alternative means of acquiring required coursework so that graduation may occur on time.
- B. Exit Exams** - The District will accept: 1) exit or end-of-course exams required for graduation from the sending state; or 2) national norm-referenced achievement tests; or 3) alternative testing, in lieu of testing requirements for graduation in Wisconsin. In the event the above alternatives cannot be accommodated by Wisconsin for a student transferring in his/her Senior year, then the provisions of Section C below shall apply.
- C. Transfers During Senior Year** - Should a military student transferring at the beginning or during his/her Senior year be ineligible to graduate from the District after all alternatives have been considered, the District and the sending district shall ensure the receipt of a diploma from the sending district if the student meets the graduation requirements of the sending district. In the event that the



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Status First Reading

5111 - ADMISSION TO THE DISTRICT

Students who qualify for admission to District schools, in accordance with Board of Education Policy 5111, shall be accepted when the following documents have been submitted:

- A. a birth certificate or other appropriate documentary evidence
- B. court orders or placement papers, if applicable
- C. proof of residency consisting of a deed, building permit, rental agreement, or tax statement, ~~or completion of Form 5111-F2~~

If a birth certificate is not available, the parent is to ~~complete Form 5111-F1 and~~ submit the documentary evidence ~~called for therein~~. If custody has been established by the courts, a copy of the court order must be submitted. If such verification is not received within thirty (30) days or the document appears to be inaccurate or suspicious, the principal shall notify local law enforcement.

The sending school shall be contacted within twenty-four (24) hours of the student's entry into the school and requested to send all appropriate records.

Immunization requirements are to be in accordance with AG 5320. The staff member enrolling the student is to check the immunization record the parent submits against the requirements listed in AG 5320 to determine if there are any discrepancies or missing inoculations. If so, the parent is to be informed that the needed inoculations must be completed within the next two calendar weeks or as soon thereafter as the schedule for the missing inoculations permits. The principal is to be provided the names of all children who have not met the immunization requirements and the dates by which missing inoculations are to be completed.

A student shall be considered homeless under Federal law (42 U.S.C. 11431 et seq) if s/he is an individual who:

- A. lacks a fixed, regular, and adequate nighttime residence;
- B. has a primary nighttime residence that is:
 - 1. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, or transitional housing for the mentally ill);
 - 2. an institution that provides temporary residence for individuals intended to be institutionalized;
 - 3. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

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Section 5000 Students
Title ADMISSION TO KINDERGARTEN
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5112A - ADMISSION TO KINDERGARTEN

Kindergarten Registration

The following guidelines shall be followed for the registration of all kindergarten students.

- A. Children must be five (5) years old on or before September 1st.
- B. Children must be registered by their parent(s) or guardian(s). Guardians must present proper certification of legal guardianship and, when applicable, a parent is to provide a copy of any custody arrangements.

If a birth certificate is not provided, the parent is to ~~complete Form 5111-F1 and~~ submit ~~with the~~ documentary evidence ~~that is provided~~. If custody has been established by the courts, a copy of the court order must be provided.

- C. Children transferring from another public or private kindergarten who do not meet the age requirements ~~(shall) (may) (shall not)~~ be admitted.
- D. All registrants shall receive a kindergarten screening as determined by the principal.
- E. Individual classroom assignments will be made by the building principal.

Early Entrance Criteria

A. Rationale

The District shall provide for early admission to kindergarten and first grade for qualified students.

B. Application

Referrals are made by school principals or directly by parent request at the time of kindergarten screening but no later than May 15th.

The evaluation shall be made prior to the enrollment date.

C. Early Entrance to Kindergarten

The parent or guardian of a child who will not be five (5) years of age by September 1st in the school year the child proposes to enter kindergarten, may apply to have their child admitted to kindergarten at the onset of the upcoming school year.

The following procedures shall be followed:

1. A referral for evaluation shall be completed by the parent/guardian and submitted to the ~~Director of~~ Special Education Director. Completion of this document shall include rationale for early entrance, summary of the child's strengths/weaknesses and serve as the application for early admission. The completed referral shall be discussed with parent/guardian by the ~~Director of~~ Special Education Director and/or other pupil services personnel. The intent is to review Board Policy on early entrance, ensure all appropriate information has been obtained and explain rationale for the ensuing school psychological evaluation.
2. At the discretion of the ~~Director of~~ Special Education Director, it is possible that other District personnel may be asked to complete an evaluation. ~~However, the primary responsibility to conduct this evaluation shall be with the school psychologist.~~

3. A written report summarizing results and recommendation for or against early entrance to kindergarten shall be provided to and discussed with parent/guardian.
4. The child must participate in the District's kindergarten screening if the child has not been a participant in the District's 4K program, ~~which is held during the spring for students who will enter kindergarten in the fall. Should the child miss spring screening, an appointment must be made for the child to be screened.~~
5. Screening must be completed and results explained to parents/guardian prior to parents requesting an early entrance to kindergarten evaluation.
6. An evaluation of the child's potential to benefit from early admission to kindergarten shall be the focus of the school psychological evaluation and, ultimately, central to the decision for early admission. This evaluation will be conducted by Manawa School District of Manawa personnel. The evaluation shall address the child's emotional stability, social/emotional/mental maturity, physical health and pre-academic readiness skills (i.e., cognitive, motor, language, letter/number concepts), all of which must be exceedingly well established. ~~The child's performance across standardized measures of pre-academic readiness shall approximate the top three percent (3%).~~
7. This evaluation shall be at no cost to the parent/guardian.
8. Subsequent to the evaluation being completed, a conference shall be held with parent/guardian to review results and consider the appropriateness of early entrance into kindergarten. Participants shall include the Building Administrator, ~~Director of~~ Special Education Director and where appropriate, other District personnel may participate. If the conclusion is to allow early entrance to kindergarten, a written recommendation will be made to the District Administrator and Board of Education.
9. If the conclusion is to not allow early entrance to kindergarten, the parent/guardian may provide a written appeal to the Board of Education. The Board of Education has the final authority for deciding whether or not the child is to be admitted for early entrance to kindergarten. The Building Administrator will provide the parent/guardian a written summary of the Board of Education's conclusion.
10. Early admission to kindergarten may be granted if the child has started a certified kindergarten program. This will generally apply to transfer students from states with a later entrance date than Wisconsin's. The same will apply to children who request early admission to first grade.

D. Early Entrance to First Grade

The parent or guardian of a child who will not be six (6) years of age by September 1st in the school year the child proposes to enter first grade, may apply to the Board of Education to have their child admitted to first grade at the onset of the upcoming school year.

The following procedures shall be followed:

1. The child who has been approved for early admission to kindergarten and successfully completed kindergarten, started first grade in another school or completed a program the District deems equivalent to kindergarten may be approved for early admission to first grade. Given the latter scenario, the parent/guardian will have responsibility to provide the Building Administrator with all necessary documentation pertaining to the curriculum provided the child. Subsequently, a conference shall be held with the parent/guardian and District Personnel to review information provided and consider the appropriateness of early entrance to first grade.
2. The child who has not met the aforementioned conditions but who has, nevertheless, met standards outlined in other sections of this guideline and whose educational welfare would best be served by placement in first grade may be considered for early admission to first grade. Procedures in the Early Entrance to Kindergarten of this guideline shall then be followed.

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Section	5000 Students
Title	ADMISSION OF STUDENTS PARTICIPATING UNDER OPEN ENROLLMENT
Number	ag5113
Status	First Reading

5113 - **ADMISSION OF STUDENTS PARTICIPATING UNDER OPEN ENROLLMENT**

The School District will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time. More specifically, the District, in administering its participation will:

- A. harmonize to the extent possible Sections 118.145(4), 118.51, 118.52;
- B. give priority to its resident students regarding intra-District open enrollment opportunities;
- C. take account, as appropriate, of individual rights under the Wisconsin and United States Constitution.

Full-Time Open Enrollment

A. Application Procedures for Nonresident Students

Applications from nonresidents for full-time open enrollment into a District school must:

1. be submitted on the form provided by the Department of Public Instruction ("DPI"); **and**
2. be received between the first Monday in February and the last weekday in April, unless otherwise provided by the DPI or as described in Section K, below - Alternative Application Procedures.

If a student submits applications to more than three (3) nonresident school districts, all applications submitted are invalid.

Untimely applications will not be processed nor will the review process be delayed by failure to submit supporting documentation. Copies of all nonresident student applications will be sent to the resident school district of each nonresident student and the DPI no later than the first weekday after the last weekday in April unless otherwise provided by the DPI.

The District shall provide to any nonresident district to which a resident student with a disability has applied for open enrollment a copy of the student's Individualized Education Program no later than the first Friday following the first Monday in May.

B. Timetable for Decisions on Applications

District decisions on full-time open enrollment applications will be made after April 30th and no later than the Friday following the first Monday in June, unless otherwise provided by the DPI and/or (waiting list provisions of this guideline).

C. Procedure for Processing of Open Enrollment Applications

If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first priority will be given to nonresident students already attending District schools and their siblings.

If the District determines that space is not otherwise available for open enrollment students in the grade or program to which an individual has applied, the District may nevertheless accept an applicant, who is already attending school in the District.

The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection. The District may approve attendance by non-resident students on the waiting list up to the third Thursday in September, provided that the student will be in attendance in the District by the third Friday in September.

D. Decisional Criteria for Nonresident Applications

Decisions on nonresident open enrollment applications will be based only on the following criteria:

1. The availability of space in the schools, programs, classes, or grades within the District. In determining the amount of space available, the District will count resident students, students attending the District for whom tuition is paid under 121.78(1)(a), Wis. Stats. and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) or (3m)(a) and are already attending public school in the District. Other factors the District Administrator may consider include:
 - a. District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.
 - b. District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
 - c. Enrollment projections for the schools of the District which include, but are not limited to, the following factors: the likely short and long-term economic development in the community, projected student transfers in and out of the District, preference requirements for siblings of nonresident open enrollment students, the required length of K-12 attendance opportunities for ~~an~~ open enrollment students and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated daycare program resides in a district which offers the program for which application is made.
3. Whether the nonresident student has been expelled from any school district within the current school year or the two (2) preceding school years, or has any pending disciplinary proceeding, based on any of the following activities:
 - a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by means of explosives.
 - b. Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.
 - c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
 - d. Possessing a dangerous weapon (as defined in Section 939.22(10), Wis. Stats.) while on school property or under school supervision.

(Note 1: Notwithstanding the Board's acceptance of a nonresident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the nonresident student will attend a school in the District, s/he is determined to fall under paragraph D. 3.)

(Note 2: The Board may request a copy of a nonresident student's disciplinary records from the resident School Board).

4. Whether the special education program or related services described in the nonresident student's individualized education program ("IEP") are available in the District.
5. Whether there is space available in the District to provide the special education or related services identified in the nonresident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to his or her resident school board under Wis. Stat. § 115.777(1) or identified by his or her resident school board under Wis. Stat. 115.77(1m) (a), but not yet evaluated by an individualized education program team.

(Note: If a nonresident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident school board. If such notice is provided, the nonresident may be transferred to his/her resident school district.)

7. If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year.

E. Notice of Decisions

Written notice of acceptance or denial of nonresident applications must be sent to all applicants on or before the first Friday following the first Monday in June. Nonresident students whose applications are accepted shall be notified of the specific school or program that the student may attend the following school year.

The District shall notify any resident student and the nonresident school district if the Board denies enrollment in the nonresident district in writing by the second Friday following the first Monday in June.

Notices of denial will include a reason for the determination. Notice of denial for nonresident students will also include notice as to the student's specific place on the waiting list.

1. Additional Notices When a Nonresident Student is Accepted

If the Board approves an open enrollment application of a nonresident student it will also send the following notices:

- a. written notice to the applicant no later than the first Friday following the first Monday in June of the specific school or program that the applicant may attend during the following school year; **and**
- b. notice to the resident School Board no later than July 7th stating the name of the student.

The parents or guardians of an accepted nonresident student must notify the Board no later than the last Friday in June of the student's intent to attend school in the District during the following school year.

- c. If an accepted nonresident student has not attended school in the district by the third Friday in September, the open enrollment is terminated.

2. Additional Notice When a Nonresident Student is Not Accepted but Placed on the Established Waiting List

If space becomes available, the student on the waiting list will be notified in the order in which s/he appears on the list. The student will be sent notice that space is now available and the school to which the student will be placed. The notice will also state that the applicant has ten (10) days to accept the offer of open enrollment from the postmarked date on the notice.

When a selected applicant notifies the District that the open enrollment position is being rejected or fails to respond within ten (10) days, the offer will be rescinded and the space will be offered to the next applicant on the waiting list. The District will continue to notify students on the waiting list of available spaces up to the third Thursday in September of the school year for which the waiting list applies, provided that the student will begin attendance no later than the third Friday in September. A non-resident student accepted for enrollment once the school year has begun may attend the District even if the student has already attended school in the resident school district, but not if the student has enrolled in the current term in another non-resident school district.

Disciplinary Records

The District shall provide the disciplinary records of any resident student that applies for enrollment in a non-resident school district. Such disciplinary records should include but are not limited to: A copy of any expulsion findings and orders pertaining to the student; a copy of any records of any pending disciplinary proceedings and the length of term of the expulsion; or the possible outcomes of the pending disciplinary proceedings. Such records shall be provided no later than the first Friday following the first Monday in May or within ten (10) days of an application under the Alternative Application Procedures (Section K below).

F. Reapplication Procedures

The Board does not require accepted nonresident students to reapply under the open enrollment policy when the nonresident student enters middle school, junior high school, or high school. A nonresident student may be required to reapply only once.

G. Transportation

The parents or guardians of a student attending a nonresident school district will be solely responsible for providing transportation to and from the school site or if space is available, or to a scheduled in-District bus stop, unless the nonresident student is a special education student and transportation is required by his/her IEP.

H. Tuition Waivers

Students are eligible for tuition waivers as follows:

1. Current Year Permissive

When the student was:

- a. a resident of the School District on July 1st;
- b. enrolled in the School District on July 1st of the current school year; and
- c. after July 1st changes residence by moving to a new school district.

The District may permit the student to complete the school year. The school district of attendance (the nonresident school district) counts the student in membership.

2. **Current Year Mandatory**

When the student:

- a. was a resident of the School District and enrolled on either the third Friday in September or the second Friday in January of the current school year;
- b. was enrolled in the School District for at least twenty (20) school days during the current school year; and
- c. changes residence by moving to a new school district.

The District must permit the student to complete the school year. The school district of attendance (the nonresident school district) counts the student in membership.

3. **"Additional Year" Mandatory**

When the student:

- a. was a resident of the School District on the second Friday in January of the previous school year;
- b. was enrolled in the School District continuously from the second Friday in January of the previous school year to the end of the school term of the previous school year;
- c. ceased to be a resident of the School District after the first Monday in February of the previous school year; and
- d. continues to be a resident of Wisconsin.

The District must permit the student to attend the school year following the year in which the criteria are met. The resident district counts the student in membership and DPI transfers the open enrollment amount to the nonresident district.

I. **Rights and Privileges of Nonresident Students**

Nonresident students attending school in the District on a full-time basis will have all of the rights and privileges of resident students and will be subject to the same rules and regulations as resident students.

J. **Alternative Application Procedures**

1. Basis for Open Enrollment Outside Regular Deadlines:

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under this alternative application procedure if the student satisfies at least one of the following criteria and has not applied to more than three (3) non-resident school districts:

- a. The resident school board determines that the non- resident student has been the victim of a violent criminal offense, as defined by the Department of Public Instruction. An application is not valid unless the District receives the application within thirty (30) days after the determination of the resident school board.
- b. The student is or has been a homeless student in the current or immediately preceding school year. In this subdivision, "homeless student" means an individual who is included in the category of homeless children and youths, as defined in Policy 5111.01 – Homeless Students.
- c. The non-resident student has been the victim of repeated bullying or harassment and all of the following apply:
 1. The student’s parent has reported the bullying or harassment to the resident school board.
 2. Despite action taken by the parents and/or the resident school district the repeated bullying and harassment continues.

- d. The place of residence of the student's parent or guardian and of the student has changed as a result of military orders. An application is not valid unless the District receives the application no later than thirty (30) days after the date on which the military orders changing the place of residence were issued.
- e. The student moved into the state, but resides in another District. An application made on the basis is not valid unless the District receives the application no later than thirty (30) days after moving into this state.
- f. The place of residence of the student has changed as a result of a court order or custody agreement or because the student was placed in a foster home or with a person other than the student's parent, or removed from a foster home or from the home of a person other than the student's parent. An application is not valid unless the District receives the application no later than thirty (30) days after the student's change in residence.
- g. The parent of the non-resident student, the resident school board, and the Board agree that attending school in the District is in the best interests of the student.
- h. The parent of a non-resident student and the Board agree, upon application by the parent, that attending school in the District is in the best interests of the student. The District shall immediately forward a copy of the application to the student's resident district and shall inform the parent of its decision regarding the student's best interests within twenty (20) days of receipt of the application. If approved, the written decision shall include a designation of which school and/or program the student may enroll in.

2. Decisions Regarding Resident Students Seeking Enrollment out of the District under the Alternative Procedure.

The Board shall review all applications received for Open Enrollment out of the District under this section upon receipt. The District shall allow such student's enrollment in a non-resident district unless the District determines that the criteria relied on by the applicant to qualify for the alternative application procedure does not apply to the student.

3. Appeal Procedures

If the District rejects the application of a resident student despite agreement by the parent and a nonresident school district that the interests of the student are best served by enrollment in the non-resident school district, the parent may appeal the decision to the State Department of Public Instruction. The decision of the State Superintendent will be final.

If the District rejects the application because a special education or a related service is not available, the student's parent(s) may appeal the decision to the State Department of Public Instruction within thirty days after the receipt of the notice.

- 4. If a non-resident student is notified that the Board has approved his or her application to enroll in the District because it is in the best interests of the student, the student may immediately begin attending the school or program in the nonresident school district and shall begin attending the school or program no later than the 15th day following receipt by the parent or the student of the notice of acceptance from the District. If the nonresident student has not enrolled in or attended school in the District by then, the District may notify the student's parent in writing, that the student is no longer authorized to attend the school or program in the District.

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Legal Secs. 118.145(4), 118.51, 118.52, Wis. Stats.
 Subchapter VI of Chapter 121, Wis. Stats.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	OPEN ENROLLMENT FOR STUDENTS WITH DISABILITIES
Number	ag5113B
Status	First Reading

5113B - OPEN ENROLLMENT FOR STUDENTS WITH DISABILITIES

The resident school district is responsible for the screening of a child to determine if there is reasonable cause to believe that the child has a disability and should be referred for a special education evaluation. This should be done prior to the open enrollment of a student to another school district. The resident school district will inform the nonresident district of the student's need for special education.

When a child who is attending the District under open enrollment is referred for evaluation, the evaluation must be consistent with the requirements under the Individuals with Disabilities Education Act (IDEA) and State law. An IEP team is required to consult with appropriate personnel designated by the student's resident school district, in conjunction with the non-resident school district the student is attending.

When a child who is attending the District under the open enrollment program is subject to an annual IEP review, the review must be performed by staff appointed by the District in collaboration with staff designated by the student's resident school district.

The District will provide an appropriate educational program to implement the IEP of a child attending school under the full-time open enrollment program unless the IEP requires a special education program or services that are not available or in which no space is available. In those circumstances, the nonresident district may notify the student's resident district that the program or services are not available in the nonresident district. If the student's resident district is notified that the nonresident district does not have the required special education program or services or that there is no space available, then the resident district is responsible for providing an appropriate educational placement for the student.

The Department of Public Instruction will make aid transfer payments for all open enrolled students with disabilities in accordance with State law.

Procedural Safeguards

Once a student has transferred to the District under the Open Enrollment program, the District is responsible for the following:

- A. Receiving referrals for students who are suspected of having a disability (A referral may be made to either the nonresident or resident school district. Whichever school district receives the referral must notify the other school district).
- B. Appointment of an IEP Team (the resident school district must appoint a representative to the IEP team).
- C. Conducting initial evaluations and re-evaluations.
- D. Development and revisions to the IEP.
- E. Notification and provision of procedural safeguards and due process.
- F. Providing a placement.

The nonresident district must not change the placement of the child who is the subject of a hearing or court proceeding during the pendency of the hearing or court proceeding except where the parents' consent or the health and safety of the child or other person is endangered by delaying the change.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	NONIMMIGRANT STUDENTS AND EXCHANGE VISITOR PROGRAMS
Number	ag5114
Status	First Reading

5114 - NONIMMIGRANT STUDENTS AND EXCHANGE VISITOR PROGRAMS

Exchange Visitor Program (EVP) for Nonimmigrant Students with J-1 Visas

Sponsoring Exchange Organizations

The Board of Education will recognize non-profit organizations that are designated as sponsoring exchange organizations by the U.S. Department of State (USDOS) as sponsors of exchange visitor students. Documentation of the non-profit organization's status as a current USDOS-designated sponsoring exchange organization should be submitted annually, but will be required in any year when the organization seeks to place an exchange visitor student in the District's high school.

Pursuant to Federal law, a sponsoring exchange organization may not have more than five (5) students enrolled in the District's high school, unless the school itself has requested, in writing, the placement of more than five (5) students from the sponsor.

Selection, Acceptance, and Enrollment of Exchange Visitor Students

Pursuant to Federal law, the sponsoring agency shall select a foreign national to participate in the exchange visitor program (EVP) when it has been determined that the program is suitable to the exchange visitor student's background, needs, and experience and that the exchange visitor student possesses sufficient proficiency in the English language to participate in the program.

The sponsoring exchange organization must contact the Principal of the high school in which the student would enroll to request acceptance of the prospective exchange visitor student. The sponsor shall provide written assurance that the prospective exchange visitor student meets all criteria for eligibility for the program set forth in Federal law. The Principal shall inform the District Administrator whether or not s/he supports the enrollment of the prospective exchange visitor student. If the Principal supports the enrollment of the prospective student, the District Administrator shall provide the sponsoring agency with written acceptance of the student's enrollment. A copy of the Student Handbook will be provided with the written acceptance.

Following receipt of written acceptance of enrollment, the sponsoring organization shall be responsible for issuing certificates of eligibility to participants for use in securing their U.S. non-immigrant J-1 Visa.

Following receipt of written acceptance of enrollment, the sponsoring organization shall also be responsible for the selection of a host family for the exchange visitor student. Following the selection of the host family by the sponsoring agency, the District shall be notified of the host family's name and contact information.

Pursuant to Federal law, an agreement between the sponsoring organization, the student's parents, and the student must clearly delineate the sponsoring organization's rules, as well as costs and refund policies. A copy of the Student Handbook shall be a part of this agreement.

The sponsoring organization shall submit the following at the time of the exchange visitor student's enrollment:

- A. A copy of the agreement between the sponsoring organization, the student's parents, and the student.
- B. Documentation that the exchange visitor student has had the required immunization(s).
- C. Evidence of medical insurance coverage for the exchange visitor student.

Following the enrollment of the exchange visitor student, the Principal will designate a member of the faculty or school administration as the student's advisor during his/her stay at the school. The advisor shall serve as liaison between the school and host family, the school and the sponsoring organization's local coordinator, the exchange visitor student and the student body, school faculty, and the community.

The Principal will provide the local coordinator with any data related to school attendance and performance that the sponsoring agency is required to report to the USDOS via the Student and Exchange Visitor Information System (SEVIS).

Student and Exchange Visitor Program (SEVP) for Nonimmigrant Students with F-1 Visas

The District shall use the following procedures established for the Student and Exchange Visitor Program (SEVP) by the United States Department of State (DOS) and the Department of Homeland Security (DHS) when selecting and enrolling Foreign National students with an F-1 Visa who have citizenship in a country other than the United States as Exchange Visitor Students.

The District Administrator is responsible for petitioning the U.S. Immigration and Customs Enforcement (ICE) for certification of the school as a SEVP-certified school.

The District Administrator is responsible for submitting the information requested by the U.S. Immigration and Customs Enforcement (ICE), the principal investigative arm of the DHS, so that the District's status as a SEVP-certified school can be maintained. This required information will be submitted via the Student and Exchange Visitor Information System (SEVIS), which is maintained by ICE.

Upon authorization through resolution by the Board, the District Administrator is responsible for filing Form I-17 with ICE to secure recertification for the school every two (2) years.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	ATTENDANCE
Number	ag5200
Status	First Reading

5200 - ATTENDANCE

The Board of Education requires all students enrolled in the schools of this District to attend school regularly in accordance with the laws of the State. The District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

Compulsory Student Attendance

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 they fall under an exception outlined in this Administrative Guideline. 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.

Notification of Absence

A parent or guardian shall notify the District of any student absence and the time period of the absence. This notification should be provided in advance of the absence if possible. The District reserves the right to verify statements and investigate absences from school.

Excused Absences

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. If the absence exceeds five (5) days, the inability of the student to attend school due to a physical or mental condition must be certified in writing by a licensed physician, dentist, chiropractor, optometrist or psychologist or religious practitioner living and residing in Wisconsin, who by belief is exempt. The time period for which the certification is valid may not exceed thirty (30) days.

B. Obtaining Religious Instruction

The student wishes to obtain religious instruction outside the school during the required school period. The time period or periods of absence shall be determined by the building principal. Such absences must be at least sixty (60) minutes but not more than 180 minutes per week. Requests for absence under this paragraph shall be denied if the student fails to attend religious instruction after requesting to be absent from his/her regular school. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction. See Policy 5223 - Absences for Religious Instruction for further details.

C. Permission of Parent or Guardian

The student has been excused by his/her parent or guardian before the absence for any or no reason. A student may not be excused for more than ten (10) days 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 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

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

G. High School Equivalency - Secured Facilities

The School Board has excused a student from regular school attendance to participate in a program leading to high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secured detention facility, or a juvenile portion of a county jail, and the student and his/her parent 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.

School Attendance Officer

The building principal shall be the School Attendance Officer. The School Attendance Officer shall be responsible for dealing with matters relating to school attendance and truancy. 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 and whether the absence is excused.
- B. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Student Records Policy (see Board Policy 8330).
- C. Performing the duties and responsibilities assigned to him/her under this Administrative Guideline.

Truancy

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

When a student is truant, the School Attendance Officer shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

Unexcused Absences

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The principal, or an individual designated by the principal, will determine on a case-by-case basis the appropriate methods to deal with unexcused absences. The following methods may be considered:

- A. counseling the student
- B. requiring the student to make-up lost time
- C. requiring the student to make-up course work and/or examinations, as permitted under this guideline

D. conferring with the student's parents

E. referring the student to an appropriate agency for assistance

Administrative action to address unexcused absences shall be in accord with due process, as defined in Policy 5611, the Student Code of Conduct, and other applicable Board policies.

Habitual Truancy

A student is considered a habitual truant if s/he 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.

When a student initially becomes a habitual truant, the School Attendance Officer shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

Students with Special Needs

School administrators and teachers shall 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.

Encouraging Attendance

Promoting and fostering desired student attendance habits requires a commitment from the administration, faculty, and parents. No single individual or group can - in and of itself - successfully accomplish this task.

Professional Staff Member

A professional staff member's responsibility must include, but not be limited to:

- A. providing meaningful learning experiences **every day** such that a student absent from any given class period would miss a significant component of the course;
- B. speaking frequently of the importance of students being in class, on time, ready to participate;
- C. keeping accurate attendance records (excused vs. unexcused) as directed by the School Attendance Officer, or his/her designee;
- D. requiring an admit slip from a student when s/he returns from a tardy ~~absence~~;
- E. incorporating defined, daily participation as part of the teaching/learning process and each grading period, as per the course syllabus;
- F. requiring students to make up missed quizzes, tests, and other pertinent assignments before or after the regular school day.

Parent/Guardian Responsibilities

It is the responsibility of the student's parent or guardian to ensure that their child attends school regularly. Parents are expected to provide an excuse for all absences as required under this Guideline.

Student Responsibilities

Students are required to attend all classes and other school activities on their daily schedule, unless they have been excused from school as set forth in this Guideline.

Students Leaving School During School Day

- A. As a general rule, no staff member shall permit or cause any student to leave the school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of the student's parents.
- B. No student will be released to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the building principal.

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 coursework and examinations missed during the absence when they return to school. It is the student's responsibility to contact his/her teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examination. Teachers shall also have the discretion to specify where and when examinations and coursework 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.

Unexcused Absences

Credit in a course or subject shall not be denied solely because of a student's unexcused absence from school.

A student with an unexcused absence shall be permitted to make-up coursework and quarterly, semester or grading period examinations missed during the absence ~~if the student is at risk of receiving no credit in a course or subject if the work is not made up.~~

Subject to the immediately preceding two paragraphs, credit ~~may, but~~ is ~~not~~ required to be given for the completion of make-up work. ~~Further, credit for make-up work may be given only after the school has satisfied consequences imposed for unexcused absences. The extent to which make-up credit is given shall be determined on a case-by-case basis by the principal and the respective teachers.~~

~~If make-up work is allowed,~~ It is the mutual responsibility of the teacher and student's ~~responsibility to contact his/her teachers~~ to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examinations. ~~Teachers shall also have the discretion to specify where and when examinations and coursework 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.

A student's grade in any course shall be 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.

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Legal 118.15, 118.153, 118.16, 118.162, Wis. Stats.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	MISSING CHILDREN
Number	ag5215
Status	First Reading

5215 - **MISSING CHILDREN**

Each school should make a concerted effort to assist in identifying missing children using the following guidelines.

A. Student Absence:

A parent must notify the school by 9:00 a.m. on the day a student is to be absent unless previous notification has been given in accordance with school procedure for reporting absences. If such notification is not received, the principal should notify by telephone or in writing the student's parents, guardian, or legal custodian of a child's absence. The parent is responsible for providing the school with **current** ~~home and/or work~~ telephone numbers and to notify the school of any change in the above information.

B. Missing Child Investigations:

School personnel are required by law to provide law enforcement officials access to a student's record when conducting a missing child investigation, ~~providing they have the permission of the parent.~~

C. Pictures For Identification:

District personnel, authorized to enter into contracts for the taking of student pictures, will request the photographer to provide, free of cost to the school, a photograph of each student for identification purposes.

D. Enrollment Of New Students:

A student seeking entry into a District school must comply with admission requirements specified in AG 5111.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	EARLY DISMISSAL
Number	ag5230
Status	First Reading

5230 - **EARLY DISMISSAL**

Board of Education policy requires that the following guidelines be followed for early dismissal of any student.

- A. Only principals may release a student from school before the end of the school day.
- B. Principals may release students before the end of a school day only upon presentation of a written or face-to-face request from the child's parent or for emergency reasons.
- C. Requests for early dismissal should be submitted to the principal as early in the school day as possible.
- D. Students may be released only to a parent, or emergency contact as identified on the student information system.
- E. A student may be released "on his/her own" only with verified parental permission (needed only if written or face-to-face request is not required).
- F. Whenever a student travels from his/her school to another school for lessons or to clinics, etc., during school hours signed permission must be obtained from the parent before such trips are approved by the principal.

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Book AG 1st Draft Clean
Section 5000 Students
Title IMMUNIZATION OF STUDENTS IN SCHOOL
Number ag5320
Status First Reading

5320 - IMMUNIZATION OF STUDENTS IN SCHOOL

Principals are to use the following guidelines in addition to those provided in AG 5111.

Immunizations Which are Medically Contraindicated

- A. A written statement from any licensed physician that an immunization is medically contraindicated for a specified period of time and the reasons for the medical contraindications will exempt a student from the specific immunization requirements for the period of time specified in the physician's statement.
- B. The physician's statement shall be maintained by the school as part of the immunization record of the student.

Specific annual immunization requirements are available from the Wisconsin Department of Health Services and are published and made available to each school district annually. The standards are also available at the Department of Health Services website at - <https://www.dhs.wisconsin.gov/immunization/index.htm>.

If the District conducts a preschool or day-care program, all children must be immunized in accordance with the regulations provided by the Wisconsin Health Services Department.

Admission to School

Before a student can be admitted to school, the parents must present documentation that their child has received all required doses of vaccines or that their child has received at least one (1) dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Exemptions: Parent Objections

- A. A student shall be exempted from mandatory immunization if the parent objects in a written signed statement upon the grounds that the proposed immunization interferes with the free exercise of the student's religious rights.
- B. This statement will be kept by the school as part of the student's immunization record.

Documents Accepted as Evidence of Immunization

The following documents will be accepted as evidence of a student's immunization history provided they comply with State requirements and contain the date when each immunization was administered.

- A. an official school record from any school
- B. a record from any public health department or the Wisconsin Immunization Registry (WIR)
- C. a certificate signed by a licensed physician

If a parent cannot provide any of the above documentation, their child is not to be admitted until such documentation is provided or until the child has received at least one (1) dose of each required vaccine. Such vaccinations, if not covered by medical insurance may be available from the Waupaca County Health Department free of charge. The child may then come to school for a period of two (2) months, after which time either the documentation of previous vaccinations shall have been submitted or the child shall have received the second required dose. The child is then eligible to attend school for another two (2) months. If, at the end of that two (2) month period, documentation still has not been received, the child must receive the third required dose in order to remain in school.

Required Records

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

If a student transfers to another school, this record or a copy thereof shall be sent to the new school.

Report to be Sent to Local Health Department

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

Records Available for Inspection

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

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Legal 252.04, Wis. Stats.
 DHS 144 and 146, Wis. Adm. Code

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Book AG 1st Draft Clean
Section 5000 Students
Title ADMINISTRATION OF MEDICATIONS
Number ag5330
Status First Reading

5330 - ADMINISTRATION OF MEDICATIONS

For purposes of this guideline:

- A. "Practitioner" shall include any physician, dentist, podiatrist, optometrist, physician assistant, and advanced practice nurse prescriber who is licensed in any State.
- B. "Medication" shall include all drugs including those prescribed by a practitioner and any nonprescription drug products.
- C. "Administer" means the direct application of a nonprescription drug product or prescription drug, whether by injection, ingestion, or other means, to the human body.
- D. "Nonprescription drug product" means any non-narcotic drug product which may be sold without a prescription order and which is repackaged for use by consumers and labeled in accordance with the requirements of State and Federal law.

Nonprescription drug products include cough drops that contain active ingredients. These cough drops must be handled in the same manner as aspirin, Advil and Tylenol. If a cough drop contains only sugar, water, and some menthol, the procedures for handling nonprescription drug products are not required.

Prescribed Medications

In those circumstances where a student must take prescribed medication during the school day, the following guidelines are to be observed:

- A. Parents should determine with their practitioner's counsel whether the medication schedule can be adjusted to avoid administering medication during school hours.
- B. The Medication Request and Authorization Form ~~5330-F1~~ must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours. This written and signed request form is to be submitted on an annual basis, or more often if changes in dosage occur, and will include:
 - 1. student's name and date of birth;
 - 2. medication and dosage or procedure required;
 - 3. times required;
 - 4. special instructions including storage and sterility requirements;
 - 5. date prescribed medication will be started;
 - 6. date prescribed medication will no longer be needed;
 - 7. practitioner's name, address, and telephone number;
 - 8. authorization for school personnel to administer the prescribed medication, if necessary, but only in the presence of an authorized staff member or parent;
 - 9. agreement to notify the school in writing if the medication, dosage, schedule, or procedure is changed or eliminated. A new request form must be submitted each school year or for each new medication.

C. For each prescribed medication, the medication shall be in the original pharmacy-labeled package with the following information in a legible format:

1. student's name
2. practitioner's name
3. date
4. pharmacy name and telephone
5. name of medication
6. prescribed dosage and frequency
7. special handling and storage directions

D. All medications to be administered during school hours must be registered with the Principal's office. Upon receipt of the medication, the health aide shall verify the amount of medication brought to the school and indicate that amount on the student's medication log sheet.

E. Medication that is brought to the office will be properly secured. Medication may be conveyed to school directly by the parent. Two to four (2-4) weeks' supply of medication is recommended.

Nonprescription Drug Products

In those circumstances where a student must take a Nonprescription Drug Product during the school day, the following guidelines are to be observed:

- A. The Nonprescription Drug Product Request and Authorization Form ~~5330-F1a~~ must be filed with the school nurse before the student will be allowed to begin taking any medication during school hours.
- B. For each nonprescription drug product, the container shall be the original manufacturer's package and the package must list in a legible format the ingredients and recommended therapeutic dose.

The parents request to administer a nonprescription drug product shall contain the following information:

1. student's name
2. date
3. name of medication
4. dosage and frequency
5. special handling and storage directions

General Procedures

- A. A Medications Administration Daily Log ~~(Form 5330-F2)~~ recording the administration of each prescribed medication and nonprescription drug product shall be maintained. The log will note the personnel giving the medication, the date, the exact dosage administered, and the time of day. The log will include each error in the administration of the medication and each missed administration of the medication. This log will be maintained along with the practitioner's written request and the parent's written release.
- B. Written documentation of the Department of Public Instruction approved training provided for each person authorized to administer a prescribed medication or treatment will show:
 1. what training was given;
 2. the trainer's name and professional status;
 3. when the training was given;
 4. the duration of the training.
- C. The staff member administering the medication shall make a reasonable effort to see that the student takes the medication properly.

- D. If a student does not take the medication at the proper time, the staff member responsible for administering the medication shall take appropriate steps to locate the student and administer the medication.
- E. A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication within appropriate time frames, in the correct dosage, in accordance with accepted practice, and to the correct student. In the event of a medication error, the school nurse shall notify the parent(s) immediately. If there is a question of potential harm to the student, the nurse shall also notify the student's practitioner.

The school nurse shall document medication errors on the Medications Log [Form 5330-F2](#). The school nurse shall review reports of medication errors and provide consultation to ensure appropriate medication administration in the future.

- F. If a student is exhibiting behavior which causes the teacher to be concerned about his/her medical status, this behavior must be reported to the building Principal. A designated person may then contact the parent and advise that they seek medical attention for the child.

G. Student with Severe Asthmatic Symptoms

Use of Metered Dose or Dry Powder Inhalers

Asthmatic students may, while in school, at a school-sponsored activity, or under the supervision of a school authority, possess and use a metered dose inhaler or dry powder inhaler when the following three (3) conditions are met.

1. The student is required to carry an inhaler for use prior to physical activity to prevent the onset of asthmatic symptoms or for use to alleviate asthmatic symptoms, and
2. the completed Parent Consent form for a minor student has been submitted to the Principal, and
3. the practitioner's order for medication administration has been submitted to the Principal authorizing the student to possess and use an inhaler.

Asthmatic students who are not required to carry an inhaler shall follow the guidelines which apply to all other prescription medications and their administration.

H. Students with Severe Allergic Reactions

Use of Epi-pen

Students who may suffer from severe allergic reactions may, while in school, at a school-sponsored activity, or under the supervision of a school authority, possess and use an epi-pen when three (3) conditions are met.

1. The student is required to carry the epi-pen for use to prevent the onset of an allergic reaction, and
2. the completed Parent Consent form for a minor student has been submitted to the Principal, and
3. the practitioner's order for medication administration has been submitted to the Principal authorizing the student to possess and use the epi-pen.

Students who may suffer from severe allergic reactions but are not required to carry an epi-pen shall follow the guidelines which apply to all other prescription medications and their administration.

- I. School personnel are not required to administer a nonprescription drug product or prescription drug by means other than ingestion. However, personnel designated to administer medications may indicate a willingness to provide medications, in an emergency or special situation, by means other than ingestion. This is done only under the direction and delegation of the school nurse. The school nurse shall provide instruction and written protocols, as well as documentation that both were provided.
- J. Dispensing of nonauthorized, nonprescription drug products by District employees to students served by the District is prohibited. Where investigation confirms such conduct, prompt corrective action shall be taken, up to and including dismissal.
- K. To minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply or recommend the use of any drug, medication, or food supplement for performance-enhancing purposes.

School personnel trained to administer medications shall keep a copy of the Administration of Medication Policy and Guidelines in an accessible spot for quick reference and have the right to refuse to administer medication to students when the required authorization forms and signatures have not been completed.



Book	AG 1st Draft Clean
Section	5000 Students
Title	DRUGS ADMINISTERED ON AN EMERGENCY BASIS
Number	ag5330A
Status	First Reading

5330A - **DRUGS ADMINISTERED ON AN EMERGENCY BASIS**

Board Policy 5330 and the procedures on the administration of medication in AG 5330 must be observed at all times.

- A. School personnel should administer only practitioner prescribed kits, or equivalent.
- B. Schools are to be notified, in writing, of a student who may need [a] drug(s) administered on an emergency basis by his/her parents or practitioner. In all cases, this information should be conveyed to the school nurse who will be responsible for ensuring that selected staff members receive appropriate instruction in the administration of such medication.
- C. In addition, a notation should be made on the student's emergency medical authorization for use on field trips. The medication should be available to the trip leader who should be trained in its proper application.
- D. The transportation department should also be notified so that the appropriate bus driver can be made aware of the student who may need a drug administered on an emergency basis. Bus drivers transporting such students should have the drug available and be trained in its proper application.
- E. The student's parent will be responsible for providing the drug[s] and is to be informed that the school may call emergency medical services when his/her child receives the drug.
- F. If a serious situation does occur requiring the administration of drugs administered on an emergency basis, the principal is to contact 911 and request that Emergency Medical Services be dispatched to the school to deal with complications that may arise. The parents should be contacted after the call to emergency services.
- G. Parents are responsible for providing the school with the proper drugs with an adequate expiration date at the beginning of each school year.
- H. These procedures should be reviewed with appropriate staff at the beginning of school each year.

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Book AG 1st Draft Clean
Section 5000 Students
Title STUDENT ACCIDENT/ILLNESS/CONCUSSION
Number ag5340A
Status First Reading

5340A - **STUDENT ACCIDENT/ILLNESS/CONCUSSION**

In the event of a student accident or illness, staff members shall:

- A. if properly trained, **administer first aid;**
- B. report the accident to the appropriate administrator;
- C. summon professional medical assistance, if needed;
- D. notify the parents as soon as possible by telephone or written report;
- E. contact parents immediately if the accident indicates professional medical care is required;
- F. record on the Student Accident Form, as soon as possible, all pertinent facts concerning the accident and submit it to the Business office.

School personnel shall not diagnose illness or administer medication of any kind except in accordance with AG 5330.

Records are to be kept on all injuries requiring medical attention that occur while students are on school property, in school buildings, on the way to or from school, or at school-sponsored activities.

A copy of the Student Accident Report Form is to be filed with the carrier of the District's liability insurance when requested.

Each principal shall prepare in-building procedures for dealing with illness at school which ensure prompt attention to the child and proper communication with the parents.


Concussions

A concussion is a type of traumatic brain injury. Concussions occur when there is a forceful blow to the head or body that results in rapid movement of the head and causes any change in behavior, thinking, or physical functioning. Concussions are not limited to situations involving loss of consciousness. Some symptoms of a concussion include headache, nausea, confusion, memory difficulties, dizziness, blurred vision, anxiety, difficulty concentrating, and difficulty sleeping.

Each school year students/parents shall be provided with an information sheet regarding concussion and head injury. If a student is going to participate in an activity where a concussive event may occur, the appropriate release must be signed at least once per school year.

Parents who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

If a concussion is suspected by a teacher or coach, the student will be removed from the class, practice, activity, or game. The student will not be permitted to return to full participation until s/he is evaluated by a healthcare professional experienced in concussion management and receives written clearance for full participation from that professional. Limited physical activity in the physical education context may eventually be permitted, depending on the recommendation of the healthcare professional.

Teachers or coaches who suspect a student has been concussed shall record on the Student Accident Form, as soon as possible, all pertinent facts concerning the incident and submit it to the Business  office.

Parents shall be notified about the possible concussion and given information on concussions and the need for medical attention.

Prior to the beginning of each season and pre-season training, coaches shall notify parents and student-athletes of the fact that written clearance for full participation will be required from a healthcare professional when a concussion is suspected or diagnosed. Information about this guideline will be included in the student handbook.

Coaches and physical education staff will be trained in concussion recognition and response. Specifically, training will include information on how to recognize the signs and symptoms of a concussion, how to obtain proper medical treatment in cases of suspected concussions, and return-to-play standards.

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Section 5000 Students
Title HEALTH EMERGENCIES AND FIRST AID CARE
Number ag5340B
Status First Reading

5340B - HEALTH EMERGENCIES AND FIRST AID CARE

Emergency Procedure

If a student or staff member requires immediate attention for an accident or illness, call 911 and request a Emergency Medical Services.

When the call is made, be sure to indicate:

- A. where the emergency situation is located (include cross streets, if applicable);
- B. telephone number where calling from;
- C. brief description of what happened;
- D. how many persons need help;
- E. what has been or is being done for the victim(s).

Be sure to hang up last!

The person in charge is to give clear, precise directions to those who need to be involved in the emergency and to clear the area of all unnecessary persons.

First Aid Procedures

Any staff member qualified to do so may administer first aid. After initial first aid treatment, the legal responsibility for subsequent care rests with the victim or the parents of a student victim.

Internal medication cannot be administered even in emergencies to any student by school personnel other than a physician. Any treatment beyond first aid of any condition, is prohibited.

In any case involving bodily fluids, the District's Blood-Borne Pathogens Policy 8453 and Policy 8453.01 and AG 8453 and AG 8453.01 must be followed.

A. Abrasions, minor cuts, scratches

Cleanse area with soap and water and apply a band-aid.

B. Fainting

Loosen clothing, place child flat on back with head lower than body. Do not give any fluids.

C. Headache

If student has a fever or appears ill, send student home; otherwise allow him/her to rest for a while.

D. Stomach ache

If pain is severe, or student is feverish or appears ill, send student home.

E. Seizures

If you know the person has epilepsy, it is usually not necessary to call EMS unless:

1. the seizure lasts longer than a few minutes;
2. another seizure begins soon after the first;
3. s/he does not regain consciousness after the jerking movements have stopped.

However, you should call EMS when someone having a seizure also:

1. is pregnant;
2. carries identification as a diabetic;
3. appears to be injured;
4. is in the water and has swallowed large amounts of water.

A person having a seizure cannot control it. As someone trained in first aid, you can prevent injuries to him/her by removing anything nearby that might get in the way, such as furniture or equipment. You can also prevent injuries by not interfering: **Do not** try to put anything between the teeth. Also, do not hold or restrain the person. Loosen clothing. If the victim vomits, roll him/her on one side.

Following a seizure, the muscles relax. Check airway, breathing, and circulation (ABCs). A person recovering from a seizure is likely to be drowsy and disoriented. S/He needs rest and reassurance. Stay with the person until s/he is fully conscious and aware of surroundings once again.

F. Diabetic

In a diabetic emergency, it is possible to confuse the signs and symptoms of insulin shock and diabetic coma. Since insulin shock is a true emergency that needs quick response, give any fully conscious person in a diabetic emergency sugar--candy, fruit, juice, or a soft drink containing sugar. This will quickly get sugar into the blood to help someone in insulin shock. If instead of insulin shock, s/he is in diabetic coma, the sugar will not cause further harm.

If the person is unconscious, check ABCs and call EMS.

A victim of diabetic coma also needs immediate transport to the hospital. Again, check ABCs and call EMS.

G. Poison

Quickly take any containers to the phone; then call EMS and the local Poison Control Center and follow their instructions. Care for shock and check breathing frequently. Do not give anything by mouth until you have been advised by medical professionals.

Be sure to save any containers and vomit for EMS. These will help them identify the poison and give the appropriate treatment.

H. Fractures, Dislocations, Sprains, and Strains

Sometimes it is difficult to tell whether an injury is a fracture, dislocation, sprain, or strain. Since you cannot be sure which of these a victim might have, always care for it as a fracture. If EMS is on the way, do not move the victim. Control any bleeding first. Care for shock, and monitor ABCs. If you are going to transport the victim to a medical facility, follow this general rule: "When in doubt, splint."

Splinting is a process of immobilizing a suspected fracture. Materials that can immobilize a fractured bone and the joints above and below it can be used to splint. (Examples are rolled-up newspapers and magazines and pieces of wood.) Commercial splints are also available.

The purpose of splinting is to:

1. immobilize a possibly fractured part of the body;
2. lessen pain;
3. prevent further damage to soft tissues;
4. reduce the risk of serious bleeding;

5. reduce the possibility of loss of circulation in the injured part;
6. prevent closed fractures from becoming open fractures.

The basic principles of splinting are:

1. splint only if you can do it without causing more pain and discomfort to the victim;
2. splint an injury in the position you find it;
3. apply the splint so that it immobilizes the fractured bone and the joints above and below the fracture;
4. check circulation before and after splinting.

If there are no splinting supplies available, splint the broken part of the body to another part. For example, a broken arm can be splinted to the chest. A fractured leg can be splinted to the other, uninjured leg.

If the injury is a closed fracture, dislocation, sprain, or strain, apply a cold pack. Do not apply a cold pack to an open fracture because doing so would require you to put pressure on the open fracture site and may cause discomfort to the victim.

For all of these injuries, care for shock and monitor ABCs.

Injury of the head, neck, and back (spinal injury) is serious and difficult to care for. Think about these injuries as possibilities when caring for a victim who has suffered **traumatic injury**. Examples of situations in which traumatic injury may occur are falls, motor-vehicle accidents, and diving or other sports-related accidents.

If the victim has an obvious head injury, suspect the possibility of spinal cord injury also. If the victim is unconscious and your survey of the scene suggests traumatic injury to the head, care for him/her as if there is a spinal injury.

If you do suspect a spinal injury, stabilize the victim's head and neck as you found them by placing your hands along both sides of the head. This keeps the head in line with the spine and prevents movement.

If you must move the victim, do it carefully, using the clothes drag rescue method.

Stay with the victim and continue to stabilize the head and neck until EMS arrives. Monitor ABCs.

I. Insect Bites and Stings

If the victim was stung and the stinger remains embedded, try to remove it. Do not squeeze the stinger, since that will release more venom into the blood. Instead use tweezers to remove the stinger, or scrape it away with something like a credit card. Wash well with soap and water. Put a cold pack on the area that has been stung to reduce swelling and pain. Place a clean cloth between the skin and the ice, to protect the skin. Place the stung area below the level of the heart to slow circulation of the venom.

If you see signs and symptoms of allergic reaction, call EMS quickly. While waiting for EMS to arrive, care for shock, and monitor ABCs.

J. Nose Injuries and Nose Bleed

If you suspect that the victim has a possible head, neck or back injury, do not try to control a nosebleed. Stopping the blood flow would increase pressure on injured soft tissues. Instead, leave the victim as you found him/her, and stabilize the head and neck. If the victim is conscious, tell him or her not to move.

If you do not suspect a head, neck, or back injury, try to control the bleeding. Have the victim sit down and lean forward, chin toward chest. Then pinch the nose shut.

Encourage the victim to rest quietly, since walking, talking, laughing, and blowing the nose can disturb blood clots and make the bleeding start again.

K. Bites

Dangerous infection can develop even from a minor bite. To help prevent infection, either wear latex gloves or wash your hands if possible before caring for someone with open wounds. If there is not heavy bleeding, wash wounds well with soap and water; then cover them with a clean dressing, bandage them, and seek medical help. Do not try to clean a wound that is bleeding heavily. Control the bleeding. Once it stops, cleaning might make it start again. Leave the dressing in place. A serious wound should be cleaned only by trained medical personnel.

L. Eye Injuries

Be extremely careful when touching the eyes. Wash your hands when possible before caring for an eye injury. Be gentle. If you cannot get a floating object off the surface of the eye or eyelid by the method outlined in the action guide, either loosely wrap a bandage around both eyes or tape dressings over them. You need to wrap both eyes, since the movement of one eye affects the other. Reassure the victim, since having one's eyes bandaged is frightening. Get medical help.

An object that has become embedded in or has penetrated the eyeball should not be removed by anyone but a doctor. First aid care for such an injury is to place an inverted paper cup over the injured eye. This prevents further damage by keeping the object in place without pressure. Then wrap a bandage around both eyes.

If the victim is unconscious, close the eyelids to keep the eyeballs from drying out.

For chemical burns, wash the eye with lots of running water, flushing from the nose outward, for fifteen (15) to thirty (30) minutes. Then wrap a bandage loosely around both eyes and reassure the victim. Monitor ABCs.

M. Burns

HEAT BURNS

Call EMS and then care for the burns. The major cause of shock in burn victims is heavy loss of body fluids through the burned area. Have the victim lie down. Elevate the burned part if doing so does not cause further pain. As always for shock, maintain normal body temperature.

In general, care for heat burns as follows:

1. For first-degree burns and second-degree burns with no open blisters, flush with lots of cool running water. Apply moist dressings, and bandage loosely.
2. For second-degree burns with open blisters and third-degree burns, apply dry dressings and bandage loosely. Do not use water, as it increases the risk of shock.

ACID BURNS

Remove all contaminated clothing, jewelry, etc. Wash contaminated skin with plain water for fifteen (15) - thirty (30) minutes. For burns to eyes, wash with plain water at least thirty (30) minutes - beginning with the nose and washing out. **DO NOT WASH FROM ONE EYE TO THE OTHER CROSSING OVER THE NOSE.** Do not use a reactor. Call 911 or emergency squad as soon as possible.

N. External Bleeding

The purpose of first aid for external bleeding is to:

1. stop the bleeding;
2. prevent infection;
3. prevent shock.

Severe bleeding is arterial bleeding--bleeding that spurts from a wound with every beat of the heart. It is life-threatening and needs to be controlled immediately.

Keep in mind that a relatively small amount of bleeding can look dramatic. Do not get so concerned at the sight of blood that you overlook other injuries. Bleeding can also frighten the victim, so remember to reassure him/her.

Infection can develop within hours or days of an injury. The signs and symptoms of infection are pain or tenderness at the wound; redness, heat, or swelling at the wound; pus beneath the skin or in the wound; red streaks leading from the wound; and swollen lymph glands closest to the wound (in the groin for a leg infection, in the armpit for an arm infection, and in the neck for a head or neck infection). An infection can also cause a person to feel ill. If any of these signs or symptoms develop, the victim should get medical help.

To reduce your threat of infection, wear latex gloves or wash your hands if possible before caring for a wound. Use clean dressings and bandages. Wash minor wounds that are not bleeding severely with soap and water before applying the dressing. Do not try to clean major wounds that are bleeding severely, since that might cause more bleeding.

To control bleeding:

1. apply direct pressure on the wound with a dressing. (Use your hand alone if no dressing is available.) A dressing is a clean covering placed over the wound that protects it and helps control the bleeding by absorbing the blood and

allowing it to clot. Once you put a dressing on a wound, do not remove it. If bleeding continues, add new dressings on top of the one already soaked with blood. The less a bleeding wound is disturbed, the better your chances of stopping the bleeding.

2. if bleeding continues and you do not suspect a fracture, elevate the wound above the level of the heart and continue to apply direct pressure.
3. if the bleeding does not stop, the next step is to apply pressure at a pressure point. Continue to do steps 1 and 2.
4. the final step to control bleeding is to apply a pressure bandage. A bandage is used to hold a dressing in place, restrain movement, and help stop bleeding. Apply pressure while wrapping the bandage over the dressing to keep pressure on the wound and slow the bleeding. Take the pulse and examine the fingertips in the injured limb after wrapping the bandage to make sure the bandage is not so tight that it slows or stops circulation. If it is too tight, the pulse rate may be slowed or absent and the fingertips or toes may look bluish.

O. Dental Emergencies

What to do for:

1. a knocked out tooth:
 - a. replace tooth into socket
 - b. apply ice, wrapped in cloth, to face
 - c. if you cannot put tooth into socket, place in a glass of cold water or milk until you can see your dentist
2. injured tissues:
 - a. apply ice, wrapped in a cloth, to face
 - b. apply gauze firmly to site for one-half (1/2) hour
 - c. phone dentist
3. fractured bones:
 - a. immobilize; use cloth such as towels or scarves tied around injured area
 - b. have patient sit still and upright
 - c. GO TO HOSPITAL AS SOON AS POSSIBLE
4. swelling and gumboil:
 - a. rinse with warm salt water four (4) times a day (one-half (1/2) tsp of salt in one (1) cup of warm water)
 - b. have the patient see a dentist as soon as possible
 - c. low heat on outside of face

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Section	5000 Students
Title	TRANSPORTATION FOR ILL OR INJURED STUDENTS
Number	ag5340d
Status	First Reading

5340D - **TRANSPORTATION FOR ILL OR INJURED STUDENTS**

- A. When a student becomes ill or injured at school, it may be necessary for the student to be taken home, to a doctor, or to a hospital. This responsibility should be assumed by the parent, except in an emergency when it is apparent that an ambulance or emergency medical service should be called immediately.
- B. Ambulance and emergency medical service cost is the parent's responsibility but should never be a deterrent in providing this emergency service.

Emergency Situations

For critically injured or ill students who may warrant an ambulance or emergency medical service, the following procedures should be taken:

- A. Call ambulance or emergency medical service.
- B. Administer necessary first aid, if trained or if prudence requires.
- C. Contact the principal.
- D. Call parent. If parent cannot be located, call designated emergency number.
- E. Complete an accident report form.

Nonemergency Situations

There are those situations when the injury or illness of the student is not considered an emergency. In such situations, the procedure to follow is:

- A. Notify parent (emergency number provided) to pick up the student. Provide whatever information is available to help the parent decide whether or not the student should receive medical care.
- B. If the parent has no available transportation, discuss other possible alternatives they might have (neighbor, relative, ~~taxi~~, etc.).
- C. In the event the parent cannot provide any alternative suggestions for transportation and it is inappropriate for the student to ride the bus, the principal may arrange for staff members (two (2) if possible) to transport the student home or to the location designated by the parent if the staff member's vehicle has a clear vehicle inspection report and the driver has a clean driving record on file with the District Office.
- D. There may be situations in which the principal may designate staff members to transport the student to the doctor or the emergency room, after the parent has been notified, with the plan that the parent will meet school personnel with the student on arrival. This may be a situation when time is a factor, but emergency medical service or an ambulance is not warranted.

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Section 5000 Students
Title SUICIDE INTERVENTION PROCESS
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5350 - **SUICIDE INTERVENTION PROCESS**

In compliance with Board of Education Policy 5350, any time a staff member encounters a situation in which a student appears to be contemplating suicide, the following process should be followed carefully.

Step One - Stabilize the Situation

- A. Under no circumstances is a suicidal student to be left alone.
- B. Converse with the student immediately to determine if s/he has any dangerous instrumentalities (weapon, substance, or other material capable of inflicting a mortal wound) on or nearby his/her person.
- C. If the student will allow, immediately remove any dangerous instrumentalities from the student and the student's environment.
- D. If the student will agree, accompany him/her to a prearranged, nonthreatening place away from other students and other people but where there is another adult and a telephone close by. If the principal can be notified without leaving the student, do so as quickly as possible. If the student will not agree, stay calm and remain with him/her until someone comes.

Either the principal (if available) or the staff member should proceed to Step Two without delay.

Step Two - Assess the Risk

- A. Stay relaxed and talk calmly to the student to assess the risk of the student harming himself/herself. Listen intently to what the student is saying and avoid giving advice. Keep questions nonjudgmental.
- B. If the student will not relinquish a dangerous instrumentality, use EXTREME RISK PROCEDURE (Step Three A).
- C. If the student is in imminent danger of harming himself/herself, use SEVERE RISK PROCEDURE (Step Three B).
- D. If the student is not in imminent danger of harming himself/herself, use MODERATE RISK PROCEDURE (Step Three C).

Step Three - Take Appropriate Action

A. EXTREME RISK PROCEDURE

1. Contact the law enforcement or Waupaca County Health and Human Services.
2. Keep the student engaged in conversation as well as reassuring him/her until the police arrive.
3. After the police arrive, and if good rapport has been established with the student, remain present to provide continuity and support as the police attempt to get the student to relinquish the dangerous instrumentality.
4. Contact the student's parents and inform them of what has transpired and of the actions being taken.

B. SEVERE RISK PROCEDURE

1. Determine if the student's distress is the result of parental abuse, neglect, or exploitation. If so, notify Protective Services immediately, give them the facts, request them to intervene, and follow their instructions. If not, call the Waupaca County Health and Human Services immediately, give them the facts, request them to intervene, and follow their instructions.

2. If neither agency will intervene before the end of the school day, contact Emergency Medical Services.
3. Make sure the student's parents have been contacted.

C. MODERATE RISK PROCEDURE

1. Try to determine the reason(s) for the student's distress. Contact the parents, give them the facts, and ask them to come to the school right away.
2. Assist the parents in making contact with an agency or resource person who can provide appropriate intervention.

Step Four - Communicate

- A. Inform the appropriate members of the District staff such as the student's teachers and counselors of the facts and the actions being taken. Alert them that they need to observe the District's confidentiality requirements (AG 2411), although the occurrence was not something that developed during counseling.
- B. **If the parents request**, inform the student's close friends of the facts and the actions being taken.

Step Five - Follow-Up

- A. Determine the extent to which emergency or short-term procedures were completed properly.
- B. Find out if arrangements have been made for long-term clinical and/or support services.
- C. If neither short-term procedures nor long-term services were properly conducted or pursued, consult with the District Administrator to determine appropriate action.
- D. Maintain continuing contact with the student to communicate interest in his/her welfare and support of the long-term services being provided.
- E. Remain alert to the possibility of "copy-cat" suicide attempts by other students.
- F. Evaluate Steps A - E.

RE-ENTRY

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional and the Principal will request to meet with the student's parent, and, if appropriate, meet with the student to discuss re-entry and appropriate next steps to assess the student's readiness for and facilitate his/her return to school.

- A. A school-employed mental health professional or other designee will be identified to coordinate with the student, their parent, and any outside mental health care providers.
- B. The parent will be asked to provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.

SUICIDE POST-VENTION PROCESS

If, in spite of all intervention efforts, a suicide should occur, implement the District's Crisis Intervention Plan.

If additional guidance is needed, contact the American Association of Suicidology, 5221 Wisconsin Avenue N.W. 2nd Floor, Washington, D.C. 20015. (202) 237-2280.

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Section	5000 Students
Title	RECESS GUIDELINE FOR HARSH WEATHER
Number	ag5360
Status	First Reading

5360 - RECESS GUIDELINE FOR HARSH WEATHER

Each principal, in collaboration with staff, the District Medical Advisor, is to establish the criteria (weather conditions) for determining, on a day-by-day basis, when recess will be held. The decision may vary from grade to grade.

Conditions that should be considered are:

- A. temperature
- B. wind chill (see next page)
- C. humidity
- D. age
- E. length of time outdoors
- F. adequacy of clothing of the children
- G. condition of the playground

Exercise outdoors is healthy and is strongly encouraged. If conditions preclude the full recess time, even a five (5) minute break can revitalize children and prepare them for more sitting and academic learning.

All staff members who have recess duty need to be familiar with the recess guidelines.

IMPORTANT - Children with special health conditions, in particular, asthmatic children, may need special accommodation of their needs during cold weather or periods of high pollen or inversion. The parents of these children are to be consulted in creating a workable system for determining when other arrangements are necessary and for the child's supervision.

Cold Weather Guidelines

WIND CHILL TEMPERATURES

How cold it feels on a winter day is a complex function of several factors, of which the most important are air temperature and wind speed. The wind moving past the skin during cold weather increases heat loss from the body. As the heat is lost, the body continues to pump new, warm blood to the outer extremities in an attempt to maintain the proper body temperature. If the air temperature is quite low and the wind strong, the body, in some cases cannot keep up with the heat loss and, therefore, the skin temperature decreases. The freezing of exposed portions of the body can result. However, the usual effect of the wind chill is plain old discomfort. Feeling colder than it really is, so to speak.

A chart which gives the wind chill temperatures may be found at www.weather.gov/om/windchill/index.shtml.

Recess may be indoors if the ambient temperature is zero (0) degrees or below or the wind chill factor makes it feel like zero (0) degrees or below.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	REPORTING STUDENT PROGRESS
Number	ag5420a
Status	First Reading

5420A - **REPORTING STUDENT PROGRESS**

Reporting student progress serves many purposes, the most important of which is helping students and their parents understand how well the student is achieving program objectives and accomplishing the educational goals of the District.

To comply with Board of Education Policy 5420, each principal, in cooperation with the school's professional staff, is to prepare for the District Administrator's approval a plan for progress reporting that includes how:

- A. report cards will be prepared, reviewed, and then delivered to parents;
- B. parent conferences will be conducted both in terms of logistics and methods for involving the parent in any problem-solving and decision-making that may be needed;
- C. follow-up will occur whenever a parent conference produces a plan of action for helping a student improve or maintain current performance.

Included in the plan should be a mechanism for ensuring that any written communication to the parents is concise, accurate, understandable, in proper grammatical form, and correctly spelled.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	PARENT-TEACHER CONFERENCES
Number	ag5420b
Status	First Reading

5420B - **PARENT-TEACHER CONFERENCES**

The parent-teacher conference can play a significant role in the education of our students in three (3) important ways:

- A. providing the teacher with vital information from parents that will strengthen the plans and strategies the teacher uses with a student
- B. helping parents understand more clearly what the school and the teacher are trying to accomplish with a student, what is required for students to accomplish such results, and what the parent can do to facilitate the process
- C. building a strong home-school partnership that has implications for support of school programs beyond particular classroom or grade

Each principal, in collaboration with the school staff should incorporate a parent-teacher conference plan as part of the educational plan that each building is to design and implement each year. Among the strategies contained in such a conference plan should be:

- A. creating an environment in which the interaction with parents is based on a partnership mind-set;
- B. it is encouraged that staff beginning an open-house or initial conference with a clear, concise description for each academic area of:
 - 1. what the desired learning outcomes are for the year;
 - 2. why it is important that the student both acquires and then applies those learnings;
 - 3. what learning processes and strategies the student will need to be able to use to achieve such outcomes;
 - 4. what techniques, strategies, and other actions the teacher will be using to help the student achieve the outcomes;
- C. providing opportunities for parents to ask questions regarding both the ends and the means and to suggest additions and modifications to both;

The plan should also provide for communication to staff and parents regarding the time schedule which includes the approximate length of the conferences and time of day (or night) conferences will be held.

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Book AG 1st Draft Clean
 Section 5000 Students
 Title GRADING
 Number ag5421a
 Status First Reading

NEED DISTRICT SPECIFIC INFORMATION SO THIS CAN BE COMPLETED!

5421A - GRADING

Since grades play such a significant role in the life of a student, it is imperative that the Board of Education's grading policy be implemented with as much professional expertise as can be applied. In determining grades at the various levels, staff should observe the following administrative guidelines.

4K

Reporting at this grade level consists of a progress report to parents regarding their child's development of early learning attributes. The

<u>3.0</u>	<u>Demonstrates concept or skill independently</u>	<u>marking code is:</u>
<u>2.0</u>	<u>Demonstrates concept or skill with assistance</u>	
<u>1.0</u>	<u>Rarely or does not demonstrates concept or skill</u>	

Grades K- 6

Reporting in these grades will consist of a report card with descriptive marks and a narration. Descriptive marks will be:

<u>Proficiency Scale #</u>	<u>Proficiency Level</u>	<u>Description</u>
<u>4.0</u>	<u>Advanced</u>	<u>Student has in-depth understanding and can make applications that go beyond what was taught.</u>
<u>3.0</u>	<u>Proficient</u>	<u>Student has met expectations based on what was taught.</u>
<u>2.0</u>	<u>Needs Improvement</u>	<u>Student needs improvement in meeting expectations and has some errors or incomplete understandings based on what was taught.</u>
<u>1.0</u>	<u>Unsatisfactory</u>	<u>Student is making unsatisfactory progress toward meeting expectations and may need additional support to learn what was taught.</u>

The principal in collaboration with all teachers at a particular grade or of a particular course shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded advanced, proficient, needs improvement, or unsatisfactory.

To ensure consistency, all teachers at the grade or course level shall use the same criteria/standards in grading their students.

Definition of "passing" and "failing":

Grades K-6: A rubric score of "1 or less" is defined as failing. A rubric score of 2, 3, or 4 is considered passing.

Grades _____

Reporting in these grades will consist of a report card with descriptive marks and a narration. Descriptive marks will be:

- _____ = Outstanding
- _____ = Satisfactory
- _____ = Unsatisfactory

Principals, teachers, and other professional staff associated with these grades are to prepare a description of each of these words which will explain the following two (2) characteristics of learning:

- A. The quality and, when appropriate, the quantity of what the student has accomplished and can apply that makes their learning **outstanding, satisfactory, or unsatisfactory**. This description is not to be based on comparisons with other students. The current level of current effort and, social interaction, and emotional, physical, and social control over self that qualifies a student as **outstanding, satisfactory, or unsatisfactory**. **are graded as follows: Consistently demonstrates skill/behavior. Inconsistently demonstrates skill/behavior.**

Grades 7-12

Reporting in these grades will be by report card using the following marking system:

A 95-100

A- 92-94

B+ 89-91

B 86-88

B- 83-85

C+ 80-82

C 77-79

C- 74-76

D+ 71-73

D 68-70

D- 65-67

F 0-64

Marking System:

(A) Excellent

(B) Good

(C) Average

(D) Below Average

(F) Failure

(I) Incomplete

(W) Withdrew

If a student receives an "F" in a required subject, he/she must repeat and pass that subject to fulfill graduation requirements. Ordinarily, a student who receives an "F" in a course, which is part of a sequence, must repeat and pass that course to continue in the sequence. (I) Incomplete: When a student's work is not completed by the end of the quarter due to the student's absence from school, he/she receives an "I". This work, in most cases, must be made up within two weeks after the end of the quarter. Exceptions to the two-week period must be cleared through the principal. If work is not made up in the allowed time, the "I" becomes an "F". (W) Withdrew: A student receives this grade when he/she drops a course with administrative approval.

Grades _____

Reporting in these grades will be by report card using the following marking system:

- A - _____ - 100 Excellent Achievement
- B - _____ - _____ Good Achievement
- C - _____ - _____ Satisfactory Achievement
- D - _____ - _____ Minimum Acceptable Achievement
- F - Below Passing -
- P - Passing
- I - Incomplete

The principal in collaboration with all teachers at a particular grade or of a particular course, shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded excellent, good, satisfactory, minimum, or failing.

NOTE: A student withdrawing from a course after the fifth week of the semester will do so with an F unless granted administrative exception. The principal in collaboration with all teachers at a grade or of a particular course, shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded excellent, good, average, below average, or failing.

The explanation ~~(may)~~ **(may not)** make use of normative (bell-curve) standards.

General Considerations

Students will receive one grade per subject at the end of each grading cycle.

~~The explanation shall include among others, three (3) types of criteria:~~

- ~~A. **Current Accomplishment**—what the student can consistently **apply** from what s/he has learned~~
- ~~B. **Current Performances**—what the student is learning as demonstrated by assignments and classroom activities~~
- ~~C. **Current Attitude**—what behaviors the student demonstrates on a regular basis that reflect his/her willingness to learn and to function as a responsible student~~

~~In addition to a description of what each of the three (3) criteria (and any other the staff selects) consists of, the explanation should describe the quality (how well) of the accomplishment, performance, and attitude to differentiate outstanding from good, good from satisfactory, etc.~~

~~The teachers should also weight these criteria in terms of relative importance in determining the grade. Staff members need to agree on such issues as, for example:~~

- ~~A. () Should a student receive an A or B if ratings on attitude are below satisfactory quality?~~
- ~~B. () Should accomplishment, performance, and attitude ratings be of equal importance?~~
- ~~C. () Should a student who does well in daily performance but has trouble making proper applications of the learning have his/her grade reduced? If so, by how much?~~
- ~~D. () Should a student's grade be reduced if his/her application meets standards but daily performance doesn't? If so, by how much?~~

These grading criteria and standards shall be approved by the District Administrator prior to the start of the school year.

To ensure consistency, all teachers at the grade or course level shall use the same criteria/standards in grading their students.

Each principal shall send a copy of these grading criteria/standards to all parents of children in these grades (or courses) prior to the first day of school and shall ensure that they are the basis for discussion and decision making at all parent conferences.

General Considerations

~~Students will receive one grade per subject at the end of each grading cycle.~~

~~No grade using + or - may be used on report cards.~~

~~The final grading system to be used will be:~~

- ~~A. () The final grade for each student for each of his/her subjects will be computed with the use of the _____ marking period grades plus the grade on a final exam, if given. Each grade has a set number of quality points in the total of the _____ marking period grades which will be divided by _____ (represents the marking periods).~~
- ~~B. () The scale to be used in computing final grades:~~
 - ~~A—4 quality points (3.51 to 4.00)~~
 - ~~B—3 quality points (2.51 to 3.50)~~
 - ~~C—2 quality points (1.51 to 2.50)~~
 - ~~D—1 quality point (-.51 to 1.50)~~

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Book	AG 1st Draft Clean
Section	5000 Students
Title	LAUDE SYSTEM
Number	ag5430
Status	First Reading

5430 - LAUDE SYSTEM

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

To qualify for Cum Laude or Higher: The student must minimally have a 3.4 cumulative grade point average and have earned a minimum of twenty (20) Laude points.

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

- A. Cum Laude (with honor/distinction), ~~4 - 17.49~~20-34.99 honor points
- B. Magna Cum Laude (With great honor/distinction) ~~17.5 - 28.79~~35-49.99 honor points
- C. Summa Cum Laude (With highest honor/distinction), ~~28.8~~50 honor points or more.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	RECOGNITION OF STUDENT ACHIEVEMENT
Number	ag5451a
Status	First Reading

5451A - **RECOGNITION OF STUDENT ACHIEVEMENT**

Honor Rolls

The Junior and Senior high school shall establish an honor roll to publicly recognize high academic achievement. Standards for selection to the honor roll and procedures for computation of averages are the responsibility of the building principal and should be developed so the same criteria and standards are used throughout the District.

The honor roll lists are to be published in school and community newspapers when possible.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	ATHLETIC AWARD REQUIREMENTS
Number	ag5451b
Status	First Reading

5451B - **ATHLETIC AWARD REQUIREMENTS**

The requirements for Athletic Awards are to be developed by each head coach and submitted to the Athletic Director for review and approval.

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Book AG 1st Draft Clean
 Section 5000 Students
 Title GRADUATION REQUIREMENTS
 Number ag5460
 Status First Reading

5460 - GRADUATION REQUIREMENTS

In order for a student to qualify for a diploma in this District, s/he must have enrolled in a class or participated in an activity approved by the Board during each class period of each school day. Additionally, s/he must have satisfactorily completed the following courses and earned at least four (4) credits of English, including writing composition, three (3) credits of social studies including State and local government, ~~three~~ two (2) credits of mathematics, ~~three~~ two (2) credits of science, one and one-half (1.5) credits of physical education and one-half (.5) credit of health education, and nine (9) elective credits.

~~A Beginning with the 2016-2017 school year, a~~ student must successfully complete a civics assessment in order to be granted a high school diploma.

~~A high school diploma granted to a student effective with the 2016-2017 school year requires three (3) credits of both mathematics and science.~~ A computer science class may count as a mathematics credit and an agricultural sciences course may count as a science credit.

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

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

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

[] The Board () ~~does not~~ permit students to earn credit by demonstrating competency or creating a learning portfolio. A student shall not earn more than half (1/2) of the required credits through this process. ~~Such credit shall be listed on the student's high school transcript if they meet the following criteria:~~

- A. () _____

- B. () _____

- C. () _____

- D. () _____

Further, a student shall not earn more than half (1/2) of the credits required for high school graduation through this process. ~~[This should only be used if the Board adopted a resolution and selected that option in Policy 5460]~~

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

~~The District () does () does not require students to participate in community service activities to receive a high school diploma.~~

The District may grant a high school diploma to a student who has not satisfied the requirements under this policy if the student was enrolled in an alternative education program and the District determines that the student has demonstrated a level of proficiency in the subjects required under this policy. An alternative education program is defined as an instructional program, approved by the School Board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms, or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school or a home-based private educational program.

Graduation must be earned by passing all mandated subjects and earning total units required for the specific diploma sought. ~~() An alternative high school diploma may be awarded to any student that meets the minimum State law requirements for graduation but has not fulfilled one or more additional requirements for graduation from the district. Such a diploma may be awarded with the approval of () the student's guidance counselor and principal () the District Administrator. () The diploma issued under this section shall indicate in some fashion that the diploma is awarded under an alternative diploma program. [Note — this should only be selected if the Board adopts graduation requirements in excess of the state law minimum requirements.]~~

~~In addition to credit requirements, academic performance and teacher recommendations will be considered in determining whether a student will receive a diploma.~~

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

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

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Book AG 1st Draft Clean
Section 5000 Students
Title STUDENT TRANSFER FROM NONACCREDITED SCHOOLS
Number ag5463
Status First Reading

5463 - **STUDENT TRANSFER FROM NONACCREDITED SCHOOLS**

Whenever a student seeks to transfer into the District from a non-accredited school such as a homeschool the following procedures should be used to determine the student's proper grade placement or credits toward graduation.

- A. Identify the grade level that the student's age would indicate is the likely grade placement.
- B. Review the student's performance (if available) on tests and/or other means of assessment that were used to assess the student's learning while participating in the nonaccredited school.
- C. If no prior assessment data is available, identify which tests (standardized or District-made) as well as other means of assessment (research project, term paper, and the like) could be used to assess the student's achievement.
- D. If the assessment so indicates, assign the student to the grade or course level suggested at the first step (with or without special assistance).
- E. Make arrangements for any form of special assistance that will be needed for the student to succeed at that level.
- F. If the assessment indicates that another grade or course level is more appropriate, register the student in that grade or course level and make whatever arrangements are necessary to provide for any needed assistance indicated by the assessment.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	STUDENT CODE OF CLASSROOM CONDUCT
Number	ag5500
Status	First Reading

5500 - **STUDENT CODE OF CLASSROOM CONDUCT**

Introduction

The District is committed to maintaining an orderly and safe academic atmosphere. Teachers are expected to create a positive learning environment and to maintain proper order in the classroom. Students are expected to behave in the classroom in such a manner that allows teachers to effectively carry out their lessons and allows students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the Board, the administration, and their classroom teachers.

To ensure adherence to these expectations and principles, the Board of Education has adopted this Student Code of Classroom Conduct, which applies to all students. The Code of Classroom Conduct was developed in consultation with a committee of School District residents consisting of parents, students, members of the Board, school administrators, teachers, pupil services professionals, and other residents of the District appointed to the committee by the Board.

The Code of Classroom Conduct will be reviewed annually by the Board.

Grounds for Removal of a Student From Class

Generally, standards for student conduct throughout the schools of the District should be the same. However, each school is expected to specify particular rules and procedures suited to the specific needs of the school.

Disturbances that interrupt the learning process cannot be permitted by any teacher. A rule of reason, restraint, and understanding applied to any difficult situation will go furthest in resolving such matters. However, there may be circumstances that are most effectively addressed by removing a student from class. Removal may serve many purposes. Removing a student from class may eliminate disruption and give the student time to consider the wisdom of his/her actions. Addressing inappropriate behavior by removing a student from class may also avoid imposing more substantial disciplinary measures such as suspension or expulsion.

A teacher may temporarily remove a student from the teacher's class if the student violates the Code of Classroom Conduct. Additionally, the student may be removed from the class for a longer period of time within the discretion of the building Principal. A student removed from class may also be placed in an alternative education setting.

Removal of a student from class for violating the Code of Classroom Conduct or placement of the student in an alternative educational setting does not prohibit the District from further disciplining the student for the conduct that caused removal or placement including, but not limited to, suspending or expelling the student.

It is neither possible nor necessary to specify every type of improper or inappropriate behavior for which a teacher may remove a student from class. Provided below, however, are examples of reasons a student may be removed from class. A teacher may remove a student from class for conduct or behavior that:

- A. would result in suspension or expulsion under the Board's policies and procedures;
- B. violates the behavioral rules and expectations in the Student Handbook;
- C. is dangerous, disruptive or unruly;

Such behavior includes, but is not limited to the following:

1. Possession or use of a weapon or look-alike or other item that might cause bodily harm to persons in the classroom.

2. Being under the influence of alcohol or controlled substances or otherwise violating the District alcohol and drug policy.
3. Behavior that interferes with a person's work or school performance or creates an intimidating, hostile, harassing, or offensive classroom environment.
4. Arguing, taunting, baiting, inciting or encouraging an argument or disruption or group posturing to provoke altercations or confrontations.
5. Disruption or intimidation caused by gang or group symbols or gestures, or gang or group posturing to provoke altercations or confrontations.
6. Pushing, striking, or other inappropriate physical contact with a student or staff member.
7. Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means.
8. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder.
9. Restricting another person's freedom to properly utilize classroom facilities or equipment.
10. Repeated classroom interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions.
11. Throwing objects in the classroom.
12. Repeated disruptions or violations of classroom rules, or excessive or disruptive talking.
13. Behavior that causes the teacher or other students fear of physical or psychological harm.
14. Willful damage to or theft of school property or the property of others.
15. Repeated use of profanity.

D. interferes with the ability of the teacher to teach effectively;

Such conduct includes, but is not limited to, the following:

1. Repeatedly reporting to class without bringing necessary materials to participate in class activities.
2. Possession of personal property prohibited by school rules or otherwise disruptive to the teaching and learning of others.

E. shows disrespect or defiance of the teacher, exhibited in words, gestures or other behavior;

F. is inconsistent with class decorum and the ability of others to learn.

Such behavior includes, but is not limited to, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

Procedure For Student Removal From Class

When a student is removed from class, the teacher shall send or escort the student to the Principal (or his/her designee) and inform the Principal of the reason for the student's removal from class. The teacher shall provide the Principal with a written explanation of the reasons for removal of the student within twenty-four (24) hours of the student's removal from class.

The Principal should give the student an opportunity to briefly explain the situation. The Principal shall then determine the appropriate educational placement for the student.

Student Placement

The Principal shall place the student, who has been removed from a class by a teacher, in one (1) of the following alternative educational settings:

- A. an alternative education program approved by the Board under State law;
- B. another instructional setting, time-out, in-school suspension or out-of-school suspension; or
- C. the class from which the student was removed if, after weighing the interests of the student, the other students in the class, and the teacher, the Principal determines that readmission to the class is the best or only alternative.

When making the placement decision, the Principal should consider all relevant factors including, but not limited to, the following:

- A. the reason the student was removed from class;
- B. the severity of the offense;
- C. the type of placement options available;
- D. the estimated length of the placement;
- E. the student's individual needs and interests;
- F. the student's previous behavior in class (repeat offenders); and
- G. the relationship of the placement to other disciplinary actions such as suspension or expulsion.

The Principal may consult with other school personnel and the student's parents as deemed necessary when making or evaluating the placement decision. All placement decisions shall be made consistent with Board policies and procedures.

Parent Notification Procedures

The Principal shall provide the parent of a student removed from class with written notice of the removal and the reason(s) for the removal. The notification shall be made as soon as practicable, but no later than two (2) school days after the student's removal from class. The notice shall also include the reasons for the student's removal and the placement made by the Principal. If the removal from class and change of educational placement involves a student with a disability, the parent notification shall be made consistent with State and Federal laws and regulations applicable to disabled students.

If the student removed from a class is subject to disciplinary action up to and including suspension or expulsion, for the particular classroom conduct and/or other disciplinary incidents, the parent shall also be notified of the disciplinary action in accordance with legal and policy requirements.

Recordkeeping

A record of a student's misconduct as well as disciplinary actions, suspensions and expulsions are to be made a part of the student's permanent record.

Students With Disabilities

A student with a disability under the Individuals With Disabilities Education Act, Section 504 of the Rehabilitation Act, and Section 115.758, Wis. Stats. may be removed from class and placed in an alternative educational setting only to the extent authorized under law. Where this Administrative Guideline conflicts with State or Federal law, the law shall govern.

Definitions

"Student" means any student enrolled in the District, an exchange student, or a student visitor to the District's schools.

"Teacher" means a person holding a license or permit issued by the State Superintendent whose employment by a school district requires that s/he hold that license or permit.

"Class" or "classroom" means any class, meeting or activity which students attend, or in which they participate while in school under the control or direction of the District. This definition of "class" includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch, or recess. "Class" also includes regularly scheduled District-sponsored extra-curricular activities, either during or outside of school hours. Such activities include, by example and without limitation, District sponsored field trips, after-school clubs, and sporting activities.

Non-Discrimination

The District will not discriminate in standards and rules of behavior, or disciplinary measures, including suspension and expulsion, on the basis of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights law (hereinafter referred to as "Protected Characteristics").

Parental and Student Notification

The District shall provide students and parents with a copy of the Student Code of Classroom Conduct at the beginning of each school year.

Legal

Section 504 of the Rehabilitation Act

Sec. 120.13, Wis. Stats.

Sec. 118.164, Wis. Stats.

Sec. 118.13, Wis. Stats.

The Individuals With Disabilities Education Act

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Book	AG 1st Draft Clean
Section	5000 Students
Title	DRESS AND GROOMING
Number	ag5511
Status	First Reading

5511 - **DRESS AND GROOMING**

Each principal, in consultation with his/her staff, shall develop a dress code which complies with Board of Education Policy 5511. The code should delineate what types of clothing or manner of clothing does not comply with Board policy.

It is essential that any such restriction on students also applies to central office administrators, building administrators, and all professional staff so that District leadership of students is by example.

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Book AG 1st Draft Clean
Section 5000 Students
Title CARE OF PROPERTY
Number ag5513
Status First Reading

5513 - **CARE OF PROPERTY**

The following guidelines shall be followed to ensure proper implementation of Board of Education policy.

A. Furniture and Equipment

1. Furniture or equipment is not to be moved from its assigned location without the permission of the principal. If furniture or equipment is moved, with approval, it must be added to the appropriate room or school inventory.
2. Students shall operate school equipment only when authorized by the principal or supervising staff member and only if the student has been properly trained in both the operating and safety procedures associated with the equipment.

B. The District is not responsible and cannot obtain insurance to cover such property.

C. Textbooks

Teachers shall keep a written account of all textbooks issued to students. The accounting shall include the following:

1. name and number of book
2. condition
3. student's name

When textbooks are returned at the end of the school year, they shall be checked against the record.

Parents and adult students shall be liable for any damages to or loss of school property caused by the student.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	USE OF MOTOR VEHICLES
Number	ag5514.01
Status	First Reading

5514.01 - **USE OF MOTOR VEHICLES**

A detailed description of the rights and responsibilities concerning student use of motor vehicles should be contained in the high school student handbook.

The following guidelines should be followed before a student is allowed to drive and/or park on school grounds:

- A. Students shall complete the Parking Permit Form
- B. Parking on school grounds, if approved, is a privilege. If abused in any way, it may be revoked at any time.
- C. When transportation is provided through the District, participating students shall not drive to school-sponsored activities.
 - 1. unless written permission is granted by their parents and approved by the principal.
 - 2. No other students are allowed to be driven to a school-sponsored activity by the approved student driver.
- D. Parking lot speed limit is 5 mph.
- E. STUDENT Parking Lot Permit: \$10.00 A new car/truck permit is required every year. It must be displayed behind the rear view mirror. Police patrol the parking lot. Students failing to display their parking permit will be fined.

Snowmobile Permit: \$5.00 A new snowmobile permit is required every year. It must be displayed on the side of the snowmobile visible for the police to see. There will be a fine for student not displaying the snowmobile permit.
- F. If a student's permit is suspended, no fees will be refunded. Failure to comply with these administrative guidelines will result in loss of privileges and/or disciplinary actions for the student.

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Title OPERATION OF VEHICLES ON SCHOOL PROPERTY
Number ag5515
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5515 - OPERATION OF VEHICLES ON SCHOOL PROPERTY

The Motor Vehicle Code and the following guidelines apply to anyone who drives a vehicle onto District property.

- A. Vehicles are to be operated on designated roadways and parking lots only. Drivers are prohibited from driving or parking on any natural areas of District property.
- B. The speed limit on District property is 5 mph.
- C. In the event a vehicle is found to be parked or used improperly, the District may take one or more of the following actions:
 - 1. Prohibit the person from driving on District property.
 - 2. Invoke disciplinary procedures as described in a Parent/Student Handbook.
 - 3. Seek the assistance of law enforcement.
- D. The District shall not be responsible for any vehicle or items in a vehicle that are lost, stolen, or damaged as a result of being on District property.

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Section 5000 Students
Title BULLYING
Number ag5517.01
Status First Reading

5517.01 - **BULLYING**

The following procedures shall be used for reporting, investigating and resolving complaints of bullying.

Complaint Procedures

Building principals and assistant principals and the District Administrator have responsibility for conducting investigations concerning claims of bullying. The investigator(s) shall be a neutral party having no direct involvement in incident(s) upon which the complaint is based.

Any employee who has knowledge of conduct in violation of Policy 5517.01 is required to immediately report his/her concerns.

Any student or third party who has knowledge of conduct in violation of Policy 5517.01 believes s/he has been a victim of aggressive behavior in violation of Policy 5517.01 should immediately report his/her concerns.

All complaints will be promptly investigated in accordance with the following procedures.

Step I

Any claims of bullying shall be presented to the building principal or ~~dean of students~~~~assistant principal~~ or the District Administrator. Students may also report their concerns to teachers or counselors who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal shall be filed with the District Administrator. Complaints against the District Administrator shall be filed with the Board President. Information may be initially presented anonymously. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates. If the person filing the complaint is an adult, s/he must sign the charge affirming its veracity. If the person filing the complaint is a minor, s/he may either sign the charge or affirm its veracity before two (2) administrators.

Step II

The administrator/Board official receiving the complaint shall conduct a prompt investigation. Parents will be notified of the nature of any complaint involving their student. The administrator/Board official will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board official conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made. All information provided shall be provided consistent with student record and staff personnel file confidentiality as required by law (See Policy 8330 and Policy 8350).

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, shall be forwarded to the District Administrator.

With regard to complaints received against the District Administrator (or a member of the Board), the investigation shall be referred to the school board attorney who shall conduct a prompt investigation. The school board attorney is authorized to designate an outside third party to conduct the investigation. The school board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The school board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident and the statement of the findings of the investigation, shall be included in the personnel file, consistent with Policy 8320.

If the complaint is affirmed and it is determined that the matter is not only an instance of bullying, but would also be harassment as described in Policy 5517, then the complainant will be advised of his/her right to pursue the matter with the Office of Civil Rights.

Step III

If the complainant is not satisfied with the decision at Step II, s/he may submit a written appeal to the District Administrator or designee. Such appeal must be filed within ten (10) work days after receipt of the Step II decision. The District Administrator or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The District Administrator or designee shall provide a written decision to the complainant's appeal within ten (10) work days of the appeal being filed. The decision of the District Administrator shall be final

If the complainant who has filed a complaint of bullying against the District Administrator or a member of the Board is not satisfied with the decision at Step II, a written appeal may be filed with the Board. Such appeal must be filed within ten (10) work days after receipt of the Step II decision. The Board shall, within twenty (20) work days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. If the complaint is against a member of the Board, that member shall recuse himself/herself from participation in the hearing, as a member of the Board, but may present information to the Board hearing on the matter. The Board shall provide a written decision to the complainant within ten (10) work days following completion of the hearing

Documentation related to the incident, other than any discipline imposed or remedial action taken, will be maintained in a file separate from the student's education records or the employee's personnel file.

Retaliation/False Charges

Retaliation against any person who reports, is believed to have reported, or files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of bullying is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Retaliation and false charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as bullying.

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Legal

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 Title SYMPTOMS OF OVERDOSE WITH DRUGS
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5530 - SYMPTOMS OF OVERDOSE WITH DRUGS

The descriptions listed below may be useful in detecting drug use through observation of student behavior and physical/mental condition.

INHALANTS

Effects

Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates and impair judgment. Amyl and butyl nitrite cause rapid pulse, headaches, and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain hemorrhage.

Deeply inhaling the vapors, or using large amounts over a short period of time, may result in disorientation, violent behavior, unconsciousness, or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops. Long-term use can cause weight loss, fatigue, electrolyte imbalance, and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

Type	Street Names	Appearances	How Used
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerosol spray can Small 8-gram metal cylinder sold with a balloon or pipe (buzz bomb)	Vapors inhaled
Amyl Nitrite	Poppers	Clear yellowish liquid in ampules	Vapors inhaled
Butyl Nitrite	Rush Bolt Locker room Bullet Climax	Packaged in small bottles	Vapors inhaled
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluid	Vapors inhaled
Hydrocarbons	Solvents	Cans of aerosol propellants gasoline, glue, paint thinner	Vapors inhaled

CANNABIS

Effects

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial decrease in the heart rate, bloodshot eyes, dry mouth and throat, and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and coordination such as driving a car. Research also shows that students do not retain knowledge when they are "high". Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.

Long-term users of cannabis may develop psychological dependency and require more of the drug to get the same effect. The drug can become the center of their lives.

Type	Street Name	Appearance	How Used
Marijuana	Pot	Dried Parsley mixed with	Eaten
	Grass	stems that may include seeds	Smoked
	Weed		
	Reefer		
	Dope		
	Mary Jane		
	Sinsemilla		
Tetrahydro-THC cannabinol	Acapulco Gold		
	Thai Sticks		
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked
	Hash Oil	Concentrated syrupy liquid varying in color from clear to black	Smoked-mixed with tobacco

STIMULANT: COCAINE

Effects

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood pressure, heart rate, respiratory rate, and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with unsterile equipment can cause AIDS, hepatitis, and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within ten (10) seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizure.

The use of cocaine can cause death by disrupting the brain's control of the heart and respiration.

Type	Street Name	Appearance	How Used
Cocaine	Coke		
	Snow		
	Flake		
	White	White Crystalline powder, often diluted with other ingredients	Inhaled through nasal passages
	Blow		Injected
	Nose Candy		Smoked
	Big C		
Crack or Cocaine	Snow Birds		
	Lady		
	Crack	Light brown or beige pellets -or crystalline rocks that resemble coagulated soap; often packaged in small vials	Smoked

OTHER STIMULANTS

Effects

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination, and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure.

In addition to the physical effects, users report feeling restless, anxious, and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions, and paranoia. These symptoms usually disappear when drug use ceases.

Type	Street Names	Appearance	How Used
Amphetamines	Speed	Capsules	Taken orally
	Uppers	Pills	Injected
	Ups	Tablets	Inhaled through nasal passages
	Black Beauties		

	Pep Pills		
	Copilots		
	Bumblebees		
	Hearts		
	Benzedrine		
	Dexedrine		
	Footballs		
	Biphetamine		
Methamphet- amines	Crank	White powder	Taken orally
	Crystal Meth	Pills	Injected
	Crystal	A rock which resembles a	Inhaled through
	Methedrine	block of paraffin	nasal passages
	Speed		
Additional Stimulants	Ritalin	Pills	Taken orally
	Cylert	Capsules	Injected
	Preludin	Tablets	
	Didres		
	Pre-State		
	Voranil		
	Tenuate		
	Tepanil		
	Pondimin		
	Sandres		
	Plegine		
	Ionamin		

DEPRESSANTS

Effects

The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait, and altered perception. Very large doses can cause respiratory depression, coma, and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in a tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia, and anxiety to convulsions and death.

Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

Type	Street Name	Appearance	How Used
Barbiturates	Downers	Red, yellow, blue, or red and blue	Taken orally
	Barbs		
	Blue Devils		
	Red Devils		
	Yellow Jackets		
	Yellows		
	Nembutal		
	Seconal		
	Amytal		
	Tuinals		
Methaqualone	Quaaludes	Tablets	Taken Orally
	Ludes		
	Sopors		
Tranquilizers	Valium	Tablets Capsules	Taken orally
	Lubrium		
	Equanil		
	Miltown		
	Serax		
Tranzene			

HALLUCINOGENS

Effects

Phencyclidine (PCP) interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent.

Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last six (6) months to a year following prolonged daily use. Mood disorders - depression anxiety, and violent behavior - also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations. Large doses may produce convulsions and coma, heart and lung failure, or ruptured blood vessels in the brain.

Lysergic acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, mescaline, and psilocybin. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even after use has ceased.

Type	Street Name	Appearance	How Used
Phencyclidine	PCP	Liquid	Taken Orally
	Angel Dust	Capsules	Injected
	Loveboat	White crystalline powder	Smoked-can be
	Lovely	Pills	Sprayed on
	Hog Killer Weed		cigarettes parsley, and marijuana
Lysergic Acid	LSD	Brightly colored tablets	Taken orally
Diethylamide	Acid	Impregnated blotter paper	Licked off paper
		Thin squares of gelatine	Gelatine and
		Dragon White Lightning	Green or Red Clear liquid
Mescaline and Peyote	Mesc Buttons Cactus	Hard brown discs	Discs; chewed,
		Tablets	swallowed, or
		Capsules	smoked Tablets and capsules taken orally

NARCOTICS

Effects

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possibly death.

Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

Type	Street Name	Appearance	How Used
Heroin	Smack	Powder, white to dark brown,	Injected
	Horse	Tar-like substance	Inhaled through
	Brown Sugar		nasal passages
	Junk		
	Mud		
	Big H Black Tar		
Methadone	Dolophine	Solution	Taken orally
	Methadone		Injected
	Amidone		
Codeine	Empirine, Compound	Dark liquid varying in	Taken orally
	with codine	thickness	Injected
	Tylenol with Codeine	Capsules	
	Cough medicines with codeine Codeine		
Morphine	Pectoral Syrup	White crystals	Injected
		Hypodermic tablets	Taken orally
		Injectable solutions	Smoked

Meperidine	Pethidine	White powder	Taken orally
	Demorol Solution	Tablets	Injected
Opium	Mepergan		
	Paregoric	Dark brown chunks	Smoked
	Dover's Powder	Powder	Eaten
Other Narcotics	Parepectolia		
	Percocet	Tablets	Taken orally
	Percodan	Capsules	Injected
	Tussionex	Liquid	
	Fentanyl		
	Darvon Talwin Lomotil		

DESIGNER DRUGS

Effects

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

The narcotics analogs can cause symptoms such as those seen in Parkinson's disease - uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

Type	Street Names	Appearance	How Used			
Analog of Fentanyl (narcotic)	Synthetic Heroin	White powder resembling heroin	Inhaled through nasal passages			
	China White					
Analog of Meperidine (narcotic)	Synthetic Heroin	White Powder	Inhaled through nasal passages			
	MPTP (New Heroin)					
	MPPP					
Analog of Amphetamines and Methamphetamines (hallucinogens)	MDMA (Ecstasy, XTC, Adam, Essence)	White powder Tablets Capsules	Taken orally Injected Inhaled through nasal passages			
	MDM					
	STP					
	PMA					
	2.5-DMA					
	TMA					
	DOM					
	DOB					
	Analog of Phencyclidine (PCP) (hallucinogens)			PCP	White powder	Taken orally Injected Smoked
				PCE		
TCP						

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Section	5000 Students
Title	RELATIONSHIP WITH GOVERNMENTAL AGENCIES
Number	ag5540
Status	First Reading

5540 - **RELATIONSHIP WITH GOVERNMENTAL AGENCIES**

On occasion, principals will need police assistance but should avoid unnecessary and inappropriate police involvement. They are expected to be proactive in calling the police when necessary, and not to leave the decision to the discretion of other staff members, except by delegation in their temporary absence. The situations listed below are examples of situations in which it is appropriate to call the police, and their support should be expected. The District Administrator should be advised of any such situation as soon as feasible.

- A. refusal of a person to leave school property after being requested to do so by the appropriate school authority
- B. willful destruction of school property--particularly if the District is likely to seek restitution
- C. theft--particularly if items are of value and insurance claims will be filed
- D. obvious crime
- E. arson
- F. assaults or serious fighting--if not controlled or if serious injury results
- G. forgery--if assistance is needed in determining whether it is forgery
- H. possession of a dangerous weapon
- I. possession of alcohol or drugs
- J. sale or distribution of controlled substances
- K. blackmail, threatening, or extortion of students or staff members
- L. bona fide threat against a person's life or threats of terrorist acts, bomb scares, etc.
- M. illegal or inappropriate operation of a motor vehicle
- N. child abuse or molestation
- O. mass walkout from or sit-in on school property--if not controlled or if property damage or personal injury result
- P. setting off firecrackers, pulling fire alarms and similar mischief (discretionary, but advised if reoccurring or the situation is getting out of hand)
- Q. a student leaving school property without permission, a missing person situation, or a self-inflicted injury by a student

Interview Procedures

School officials stand **in loco parentis** (in place of the parent) in respect to the child. This will require the administrator to divorce himself/herself from his/her role of enforcer of discipline in the school, a very difficult task, but one that needs to be performed.

- A. All attempts to notify the parents should be diligently documented.
- B. Police and other authorities should investigate alleged law violations off of school property if at all possible. The investigation can take place immediately on school property at the request of the principal if the alleged law violation took place on school property.

- C. When police or other authorities arrive at the school and wish to interview a student or investigate an alleged law violation, they will contact the principal indicating the nature of their investigation and their desire to question a student or students, access will be granted consistent with Policy 5540 or Policy 5540.01.
- D. If the principal concurs that the questioning is appropriate, s/he will send for the student, move him/her to an unoccupied room and, if appropriate and a parent is not present, remain in the room during the questioning. If the situation involves suspected child abuse or an emergency requiring prompt action, notification of parents will be determined by the investigator (see also the investigation procedure in AG 8462 – Student Abuse).
- E. Should a student be taken into custody or removed from the school premises by the police, the principal must make every effort to notify the student's parents at the earliest possible moment of the removal.

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Section	5000 Students
Title	STUDENT DISCIPLINE
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5600A - **STUDENT DISCIPLINE**

Guidelines for District and Building Administrators

The administration shall take a shared role in the establishment and maintenance of appropriate discipline in the school and in the enforcement of appropriate student conduct in accordance with the following guidelines.

Each principal should:

- A. Annually review the behavioral expectations and corresponding consequences;
- B. in concert with teachers, plan and conduct in-service activities on classroom management, discipline procedures, follow-up, and any other strategies which will help the staff use effective discipline;
- C. provide for supervision for all school-sponsored activities;

A copy of the behavioral expectations and consequences should be sent to the District Administrator for review and approval.

Guidelines for Teachers

Teacher effectiveness and purposeful, well-planned activities are prerequisites to good discipline. Most students will exhibit "good" behavior when they perceive the teacher is competent, consistent, fair, and supportive of school policies.

The following guidelines should contribute to effective discipline:

- A. Establish fair, workable, consistent, and educationally-productive procedures by which the classroom and other areas of learning will operate, based on an analysis of the program, the maturity level of the students, and their needs, abilities, and interests.
- B. Plan and conduct learning activities that contribute to accomplishing specified objectives and goals, stimulate and encourage application of thought, and require the active participation of the students. Long and frequent activities of data-gathering through lectures, readings, film, etc., without planned opportunities for students to process and apply the information can lead to boredom and indifference - a seedbed for discipline problems.
- C. Help set the tone for good discipline by modeling the behaviors expected of students.
- D. Inform students of the high expectations regarding discipline and persist in their fulfillment.
- E. Initiate parental contact where appropriate and necessary.
- F. Support District and building administrators in disciplinary matters and avoid undermining the supervisory guidelines.

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Section	5000 Students
Title	DISCIPLINING STUDENTS WITH DISABILITIES
Number	ag5605
Status	First Reading

5605 - **DISCIPLINING STUDENTS WITH DISABILITIES**

When the behavior of a student is eligible under the IDEA is such so as to justify serious disciplinary action, school personnel may consider any unique circumstances, on a case-by-case basis, when determining whether to order a change in placement for a student with a disability who violates a code of student conduct. When a student violates the school's code of conduct, the school must consider whether the disciplinary removal will result in a change in placement. Generally, a student may be subject to in-school or out- of-school suspension for a cumulative total of ten (10) school days in any one (1) school year without resulting in a change of placement and without having to provide services during the suspension. Federal law permits a suspension of ten (10) consecutive school days for one (1) incident. However, Wisconsin law only allows for a five (5) consecutive school day suspension, which may be extended an additional ten (10) school days if a notice of expulsion hearing has been sent to the student and the parents. If the disciplinary removal is for more than ten (10) consecutive school days, or otherwise results in a change of educational placement, the School District must conduct a manifestation review, as discussed below.

Under certain circumstances, the student may be unilaterally placed in an Interim Alternative Education Placement, for possession of a weapon or illegal drugs at school, or for inflicting serious bodily harm on another while at school. The third form of disciplinary action is expulsion from school. Each will be dealt with in the following guidelines.

Short-Term Removals/Suspensions

The Principal may remove a student from his/her current placement for short-term periods not to exceed five (5) consecutive school days, or ten (10) consecutive school days if a notice of expulsion is sent (see "expulsion" below), for one (1) incident during the school year. If the total cumulative school days exceeds ten (10) days during a school year, services must be provided. Such short-term suspensions from a program are not considered a change in educational placement unless they produce a pattern, and generally the procedural safeguards associated with the change of placement are not required. The local educational agency (LEA) representative, however, should stay alert to the possible need to convene a student's IEP Team to review the appropriateness of the current IEP and its implementation and to determine whether or not the behavior and its frequency creates the need for, or review of, a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) (see below). An FBA and BIP should be used proactively to address behavior concerns prior to discipline; this policy addresses the required use of a FBA or BIP in the context of discipline.

Interim Alternative Educational Placement

A student may be placed in an Interim Alternative Educational Setting (IAES) under one of the following conditions:

- A. An IAES has been made a part of the student's IEP.
- B. The student has been found to possess or carry a weapon, or possess or use illegal drugs, or sell or solicit the sale of a controlled substance, or inflict serious bodily injury upon another person while at school, on school premises or at a school function (see below).

The District LEA may unilaterally place a student in an IAES for forty-five (45) school days, regardless of whether the behavior was a manifestation of the student's disability, if the student is found to have engaged in any of the conduct listed in paragraph B, above. For the purposes of paragraph B, the following definition shall apply:

1. The definition of "weapon" is as follows: 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 pocket knife with a blade less than two and one-half (2 1/2) inches long.
2. The definition of "serious bodily injury" is as follows: The term "serious bodily injury" means bodily injury which involves a substantial risk of death; extreme physical pain, protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

3. The definition of "controlled substance" is as follows: The term "controlled substance" means a drug or other substance identified under schedule I, II, III, IV or V in Section 812(c) of Title 21 of the U.S. Code.
4. The definition of illegal drug is as follows: The term "illegal drug" means a controlled substance but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

The IEP Team should determine the IAES and it should be a more restrictive placement in which the IEP goals may be served. On the day a student is placed in an IAES for violation of the weapon or drug provision, the LEA representative shall notify the parents of the decision and provide the parents with a copy of the procedural safeguards to which they are entitled (use the procedural safeguards produced by the Department of Public Instruction).

If the student engages in conduct which will result in a change in placement to an IAES (including a unilateral forty-five (45) school day placement under paragraph B), the student's IEP Team must be convened no later than ten (10) school days after the decision to change the student's placement to conduct a manifestation determination (see below).

If the parents appeal a student's placement in an IAES under this section, the student shall remain in the IAES placement pending the decision of a hearing officer or until the expiration of the forty-five (45) school day placement, whichever occurs first, unless the parents and the LEA agree otherwise.

- C. The student is considered to be dangerous to himself/herself and/or others as determined by an independent hearing officer through an expedited due process hearing. The IEP Team may, however, choose to go directly to circuit court to obtain authority to remove a student to an IAES without involving a hearing officer.

If the LEA believes that maintaining the current placement of a student is substantially likely to result in injury to the student or to others, the LEA may request a hearing to initiate a change in placement. If the hearing officer finds that maintaining the current placement of a student is substantially likely to result in injury to the student or to others, the hearing officer may order a change in placement to an appropriate IAES for forty- five (45) school days.

In requesting an expedited hearing under this section, the LEA representative will provide the hearing officer with sufficient data for him/her to determine that :

1. the school has demonstrated that keeping the student in the current placement would prove substantially likely to result in injury to the student or to others;
2. the current placement is appropriate;
3. the school has made reasonable efforts to minimize the risk of harm in the current placement, including the use of supplementary aids and services;
4. the IAES meets the following requirements:
 - a. it has been designed by the student's IEP Team
 - b. it will enable the student to continue to participate in the general curriculum, although in another setting, and continue to receive the related services and modifications in the student's IEP that are designed to enable him/her to meet the IEP goals
 - c. it includes services and modifications designed to address the behavior which caused the request for the IAES or any other behavior that results in the student being removed from his/her educational placement

The services and modifications must be so designed as to prevent the behavior from recurring.

If the student has been placed in an IAES by a hearing officer because of danger to the student or others, the student is to continue in that placement pending the outcome of any appeal hearing or the expiration of the forty-five (45) school days, whichever happens first. If the forty-five (45) school day placement expires prior to a decision by the hearing officer concerning the causal relationship dispute, the school may ask for an expedited hearing in order to determine whether the student should continue in another forty-five (45) school day interim alternative educational placement. The school cannot unilaterally lengthen a forty-five (45) school day placement.

Should the student's behavior be so serious that the IEP Team believes that the student cannot continue to be educated in a public school setting, and the parents agree, a forty-five (45) school day IAES may be used to determine if other services within the community or in a residential setting could appropriately address his/her needs.

Expulsion

If the District recommends that the student should be expelled from school, the parents and student are to be notified in writing of the request for an expulsion hearing, accompanied by a notice of parental rights, which delineates all of the rights and procedural safeguards to which the parents and students have access in connection with an expulsion. Within ten (10) school days following the decision to seek expulsion, the IEP Team is to convene to conduct a manifestation determination to determine if the misconduct is related to the student's disability (see below).

Manifestation Determination

Whenever the School District contemplates changing the placement of a student with a disability because of a violation of the code of student conduct, the LEA must determine whether the conduct subject to discipline is a manifestation of the student's disability. Within ten (10) school days of any decision to change the placement, the LEA, the parents, and relevant members of the IEP Team (as determined by the parents and the LEA) shall review the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- A. if the conduct or multiple separate incidents of conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- B. if the conduct in question was the direct result of the LEA's failure to implement the IEP.

If the LEA, the parents and the relevant members of the IEP Team determine that either of the above statements are applicable for the student, the conduct shall be determined to be a manifestation of the student's disability. If it is determined that the conduct was a manifestation of the student's disability, then the IEP Team shall:

- A. conduct an FBA and implement a BIP (see below), provided that the LEA has not conducted such an assessment prior to the behavior that resulted in change in placement.
- B. if a BIP has previously been developed, the LEA will review the BIP and modify it as necessary to address the behavior.

The student must be returned to the placement from which the student was removed, unless the student is subject to a forty-five (45) school day placement in an IAES for possession of a weapon, or possession or use of illegal drugs, or sale or solicitation of a controlled substance, or for inflicting serious bodily injury upon another person while at school, on school premises or at a school function.

If the IEP Team determines that the behavior is not a manifestation of the student's disability, the school may apply disciplinary procedures to the same extent that it applies to the student's nondisabled peers. The IEP Team is to ensure that a copy of the student's special education records and disciplinary records are forwarded to the Board of Education for their consideration in the expulsion hearing. If the parents appeal the manifestation determination, placement, pending appeal, is the disciplinary placement as determined by the District.

If the student is expelled, the District has a continuing responsibility for providing alternative educational service to the student. The IEP Team shall consider the nature and extent of educational services to be provided in order to make available a free and appropriate education (FAPE) to the student.

FBA and BIP

If it is determined that the conduct of a student with a disability was a manifestation of the student's disability, then the IEP Team will either conduct an FBA and implement a BIP, or review the existing BIP.

The FBA should include:

- A. the specific behavior(s) of concern, including the intensity, frequency, and duration;
- B. the setting where the behavior usually occurs, e.g., cafeteria, transition periods, bus, regular classroom, etc.;
- C. the circumstances antecedent to the behavior;
- D. the consequences of the behavior;
- E. conditions that may impact the behavior, e.g., medications, diet, schedule, etc.;
- F. the apparent purpose of the behavior;
- G. modifications/interventions attempted to change the behavior; and
- H. behaviors that would serve as functional alternatives to the target behavior.

In addition, a BIP may need to be developed by the IEP Team and made a part of the student's IEP.

The BIP should clearly describe the target behavior(s) and the appropriate behavior that is sought, the positive reinforcements that will be used to modify the target behavior, and the progressive consequence that will be invoked if the target behavior does not change. The plan should address methods such as time-out, safe-haven, and more restrictive placements from the regular classroom when conditions warrant, etc., all of which focus on remediating or improving a student's behavior rather than on disciplining behavior. The plan should also describe

who will be involved in the intervention (classroom teacher, aide, specialists), their respective roles and responsibilities, and how data will be collected to assess the effectiveness of the intervention.

SUSPENSION* OR REMOVAL TO ALTERNATIVE EDUCATIONAL SETTING**

No further discipline contemplated and removal is for ten (10) school days or less (strong encouragement to review and address behavior and the IEP if necessary).

Further discipline contemplated within ten (10) school days of suspension or removal.

In the cases of removal to alternative educational setting for more than ten (10) school days, the LEA, the parents and relevant members of the IEP Team must also consider causal relationship (manifestation determination).^{*} If the LEA, the parents, and relevant members of the IEP Team determine that the conduct subject to discipline was a manifestation of the student's disability, then the LEA must convene an IEP Team to develop/review the functional behavior assessment plan (FBA) and appropriate behavior interventions (BIP).

* Suspensions of ten (10) school days or less, accumulating to no more than ten (10) school days per school year may be unilaterally levied by the school.

** Removal to an alternative educational setting for a maximum of forty-five (45) school days unilaterally if the student brings a weapon to school or to a school function, or knowingly possesses or uses illegal drugs, or sells, or solicits the sale of a controlled substance while at school or at a school function, or inflicts serious bodily harm on another while at school or at a school function.

CAUSAL RELATIONSHIP MANIFESTATION DETERMINATION*

Student violates code of conduct

School decides to request expulsion or change to interim alternative educational placement for more than ten (10) school days

Same day

School notifies parents of decision and procedural safeguards

Within ten (10) school days

The LEA, parents and relevant members of the IEP Team must consider and determine causal relationship between the student's disability and the conduct subject to discipline.

Manifestation determination:

1. review the student's file (including relevant information from parents);
2. observations of the student;
3. student's IEP and placement;
4. whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability;
5. whether the conduct in question was the direct result of the LEA's failure to implement the IEP.

* This determination may be made at the same IEP Team meeting where the functional behavioral assessment and behavior plan are discussed.

Causal Relationship

Causal relationship exists if the IEP Team answers "yes" to #4, or #5. If there is a causal relationship, then the IEP Team must conduct a FBA and BIP (if no FBA/BIP exists), or review the existing BIP and modify it as necessary to address the behavior; and return the student to the placement from which s/he was removed (unless the student is subject to a unilateral forty-five (45) school days placement).

No Causal Relationship

Follow school's expulsion procedures (see AG 5610). Send special education records and disciplinary records to be considered in expulsion hearing.

Parents file request for due process hearing. (If the student has been placed in an interim educational placement for weapons, drugs, or for inflicting serious bodily harm on another, the student remains there unless the forty-five (45) school day period expires.)

Hearing officer reviews the causal relationship decision (according to above criteria).

Change in Placement By Hearing Officer of a Student Who Is Dangerous

Hearing officer may assign student to an appropriate interim alternative educational setting for not more than forty-five (45) school days IF the school can demonstrate by substantial evidence:

- A. current placement is substantially likely to result in injury to self/others;
- B. appropriateness of current placement;
- C. school has made reasonable efforts to minimize risk of harm in current placement, including the use of supplementary aids and services; and
- D. interim alternative educational setting is:
 - 1. determined by the IEP Team;
 - 2. will enable the student to continue to participate in the general curriculum (although in another setting)

and

continue to receive services and modifications to enable student to meet IEP goals;
 - 3. will include services and modifications designed to address behavior so that it does not re-occur.

The hearing is an expedited procedure.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	DISCIPLINING A STUDENT WITH A 504 PLAN
Number	ag5605A
Status	First Reading

5605A - **DISCIPLINING A STUDENT WITH A 504 PLAN**

If a student disabled under Section 504 violates the Code of Conduct and is subject to suspension of more than ten (10) days and has been provided notice of expulsion, a meeting of the student's 504 Team will be convened to determine whether or not there is a causal relationship between the behavior and the disability. A causal relationship exists when the conduct in question is caused by or has a direct and substantial relationship to the child's disability.

When a student with a Section 504 plan is suspended for more than ten (10) non-consecutive days in a school year, the District will determine whether the series of removals is a pattern of removal and, therefore, a significant change of placement requiring a review of the relationship between the conduct and the student's disability. In determining whether a series of suspensions each shorter than ten (10) days has resulted in the aggregate in a pattern of removal (and, therefore, a significant change of placement), the District will consider whether the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in removals, the length of each removal, the proximity in time of the removals to one another, and the total amount of time the child is excluded from school. The District will make this determination on a case-by-case basis, and will notify the parents of their right to challenge the determination through an impartial due process hearing that conforms with the procedural requirements of 34 C.F.R. 104.36.

Prior to such a meeting, the School Counselor shall ensure that a recent evaluation (not more than one (1) year old) is available for use by the Team to help them determine causal relationship. If no recent evaluation is available, then one is to be completed prior to the conference.

If the 504 Team determines that there is no causal relationship between the behavior and the disability, the disabled student may be suspended or expelled using the procedure described in AG 5610 - Suspension/Expulsion of Nondisabled Students.

If the 504 Team establishes a causal relationship between the behavior and the disability, then the student may not be suspended for more than ten (10) days in a school year and may not be expelled.

Emergency removal of a 504 student from his/her current placement may take place through parental agreement to an interim placement or through injunctive relief from a court, when the current placement presents a substantial likelihood of resulting in injury to the student or others.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	IN-SCHOOL DISCIPLINE
Number	ag5610.02
Status	First Reading

5610.02 - **IN-SCHOOL DISCIPLINE**

In-school restriction, in-school suspension, and detention are progressive discipline options that the principal may use to improve attendance and/or to modify student behavior and to monitor the student's behavior during the disciplinary process.

Students who have violated any section of the Code of Conduct may be assigned to in-school restriction, in-school suspension, and detention by the principal.

Detention

Lunch-Time Detention

The principal (or faculty member) may designate an area in which the student must remain during the lunch period. Failure to report to or remain in the area may lead to in-school restriction, Saturday school, or out-of-school suspension.

In-School Restriction

Assignment to in-school restriction means that the student is removed from the classroom but not from the educational program. S/He will report to the assigned location where the student will work on classroom tasks assigned by the teacher(s) all of which are related to a course of study in which the student is currently enrolled. When completed, the assignments are to be turned in to the teacher(s) for review and grading. Thus, the student continues his/her academic program albeit in a different setting and receives full credit for the completed work.

Attendance is to be taken from the attendance sheet and recorded by the supervising personnel. Any discrepancy noted should be promptly reported to the administrative personnel.

Since there has been no denial of rights to an education, due process can be limited to notification of the student's parents (see Form 5610.02 F1) with no right of appeal.

If the student fails to obey the rules established for in-school restriction/Saturday school or to fulfill the assignments properly, s/he may be assigned to out-of-school suspension.

Any assignment to in-school or out-of-school suspension or an alternative program requires that due process (notification, hearing, suspension or assignment notice, appeal) be followed.

In-School Suspension

As a means for keeping a student in school rather than suspending him/her to a probable, unsupervised out-of-school situation, the District has established an in-school suspension program. The student is not only removed from the classroom and assigned to a designated work area, s/he is also denied participation in any school activity for the length of the suspension. The same due process provided for out-of-school suspension shall apply.

The teacher(s) is to assign work related to a course of study for which the student will receive full credit.

The same rules of conduct established for in-school restriction shall apply and any violation of these rules will result in the student's removal from school through out-of-school suspension.



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Section 5000 Students
Title SUSPENSION AND EXPULSION
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5610 - **SUSPENSION AND EXPULSION**

The following administrative guideline deals with suspending and expelling students.

A. Suspension

1. Duration and Grounds for Suspension

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

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

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

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

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

2. Suspension Procedure

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

The principal, within his/her discretion, may also inform the student's parents of the reason for the proposed suspension prior to suspending the student.

3. Notice of Suspension

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

parent however, it must be confirmed in writing.

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

Generally, the student should remain in school on the day of the suspension until school is dismissed for the day. Except as provided below, if the situation requires that the student be removed from the premises before school is dismissed, the principal shall attempt to contact the student's parent to request that s/he pick up the student. If the parent is unable to pick up the student, the student should remain under the school's supervision until school is dismissed, or in the event law enforcement is involved, under law enforcement supervision.

5. **Opportunity to Complete School Work**

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

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

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

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

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

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

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

7. **Co-Curricular or Extra-Curricular**

A student's participation in co-curricular or extra-curricular activities during a suspension shall also be suspended~~be determined on a case-by-case basis.~~

B. Expulsion

1. **Grounds for Expulsion**

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

- a. repeatedly refused or neglected to obey the rules established by the School District;
- b. knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- c. engaged in conduct while at school or while under the supervision of a school authority that endangered the property, health, or safety of others;
- d. engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health, or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or Board member of the School District in which the student is enrolled; or
- e. was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion.

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

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

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

3. Expulsion Hearing

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

a. Notice of the Hearing

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

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

The notice must include the following information:

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

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

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

17. the State statutes related to student expulsion are Secs. 119.25 and 120.13 (1), Wis. Stats.

b. Hearing Procedures

The procedures for the expulsion hearing shall be as follows:

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

c. Expulsion Order

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

d. Post-Hearing Procedures

The following post-hearing procedures shall be followed:

1. If the Board orders the expulsion of the student, the School District clerk shall mail a copy of the order separately to the student and his/her parent(s) if the student is a minor; otherwise just to the student.
2. If the student is expelled by the Board, the expelled student or, if the student is a minor, the student's parent may appeal the Board's decision to the Wisconsin Department of Public Instruction.
3. If the Board's decision is appealed to the Department of Public Instruction, within sixty (60) days after the date on which the Department receives the appeal, the Department shall review the decision and shall, upon review, approve, reverse, or modify the decision.
4. The decision of the Board shall be enforced while the Department of Public Instruction reviews the Board's decision.
5. An appeal from the decision of the Department of Public Instruction may be taken within thirty (30) days to the circuit court for the county in which the school is located.

4. Alternative Expulsion Procedures

a. The School Board may adopt a resolution, which is effective only during the school year in which it is adopted, authorizing any of the following to determine student expulsion from school under Section B(1) above instead of using the procedure described in Section B(3)(a) above:

1. an independent hearing panel appointed by the School Board;
2. an independent hearing officer appointed by the School Board.

b. During any school year in which such a resolution is effective, the independent hearing officer or independent hearing panel appointed by the School Board:

1. may expel a student from school whenever the hearing officer or panel finds that the student engaged in conduct that constitutes grounds for expulsion under Section B(1);
2. shall commence proceedings described in Section B(3)(a) and expel a student from school for not less than one (1) year whenever that hearing officer or panel finds that the student engaged in conduct that constitutes

grounds for expulsion under Section B(2). The School Board may modify this requirement on a case-by-case basis for an individual student.

c. Prior to expelling a student, the hearing officer or panel shall hold a hearing:

1. upon request of the student and, if the student is a minor, the student's parent; the hearing shall be closed;
2. the student and, if the student is a minor, the student's parent may be represented at hearing by counsel;
3. the hearing officer or panel shall keep a full record of the hearing;
4. the hearing officer or panel shall inform each party of the right to complete record of proceeding;
5. upon request, the hearing officer or panel shall direct that a transcript of the record be prepared and that a copy of the transcript be given to student and, if the student is a minor, the student's parent;
6. upon the ordering by the hearing officer or panel of the expulsion of a student, the School District shall mail a copy of the order to the School Board, the student and, if the student is a minor, the student's parent;
7. within thirty (30) days after the date on which the order is issued, the School Board shall review the expulsion order and shall, upon review, approve, reverse or modify the order;
8. the order of the hearing officer or panel shall be enforced while the School Board reviews the order;
9. the expelled student or, if the student is a minor, the student's parent may appeal the School Board's decision to the State Superintendent;
10. if the School Board's decision is appealed to the State Superintendent, within sixty (60) days after the date on which the State Superintendent receives the appeal, the State Superintendent shall review the decision and shall upon review, approve, reverse or modify the decision;
11. the decision of the School Board shall be enforced while the State Superintendent reviews the decision;
12. an appeal from the decision of the State Superintendent may be taken within thirty (30) days to the circuit court of the county in which the school is located.

d. Not less than five (5) days' written notice of the hearing shall be sent to the student and, if the student is a minor, separately to the student's parent. The notice shall state all of the following:

1. the specific grounds and the particulars of the student's alleged conduct upon which the expulsion proceeding is based, pursuant to State Statute
2. the time and place of the hearing
3. that the hearing may result in the student's expulsion
4. that, upon request of the student and, if the student is a minor, the student's parent, the hearing shall be closed
5. that the student and, if the student is a minor, the student's parent may be represented at the hearing by counsel
6. that the hearing officer or panel shall keep a full record of the hearing and, upon request, the hearing officer or panel shall direct that a transcript of the record be prepared and that a copy of the transcript be given to the student and, if the student is a minor, the student's parent
7. that if the hearing officer or panel orders the expulsion of the student, the School District shall mail a copy of the order to the School Board, the student and, if the student is a minor, to the student's parent
8. that within thirty (30) days of the issuance of an expulsion order the School Board shall review the order and shall, upon review, approve, reverse or modify the order
9. that, if the student is expelled by the hearing officer or panel, the order of the hearing officer or panel shall be enforced while the School Board reviews the order
10. that, if the student's expulsion is approved by the School Board, the expelled student or, if the student is a minor, the student's parent may appeal the School Board's decision to the Department of Public Instruction

11. that if the School Board's decision is appealed to the department, within sixty (60) days after the date on which the department receives the appeal, the department shall review the decision and shall, upon review, approve, reverse or modify the decision
12. that the decision of the School Board shall be enforced while the department reviews the School Board's decision
13. that 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
14. that the State Statutes related to student expulsion are Sections 119.25 and 120.13(1)

5. Student Records

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

6. Services During Expulsion

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

7. Conditional Early Reinstatement

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

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

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

- b. Conditional Early Reinstatement Appeal Rights

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

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

- c. Satisfaction of Early Reinstatement Conditions

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

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

- d. Early Reinstatement Revocation

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

Revocation Process

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

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

e. Term of Expulsion Following Revocation

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

f. Revocation Decision Appeal Rights

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

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

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

C. Referral to Criminal Justice or Juvenile Delinquency System

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school to the criminal justice or juvenile delinquency system.

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

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Book AG 1st Draft Clean
Section 5000 Students
Title STUDENTS SUBJECT TO EXPULSION BUT NOT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION
Number ag5610a
Status First Reading

5610A - STUDENTS SUBJECT TO EXPULSION BUT NOT IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION

School requests expulsion.

Student claims disability (not previously identified) and that school had knowledge of said disability.

School deemed to have knowledge if:

- A. parent has expressed concern in writing (unless the parent is illiterate in English or has disability that prevents a written statement) to school personnel that student is in need of special education and related services; or
- B. behavior/performance of student demonstrates need for services; or
- C. parent/student has requested an evaluation; or
- D. student's teacher or other school personnel has expressed concern to ~~director of S~~special Education Director or other personnel regarding student's behavior/performance.

School must evaluate and hold I.E.P. Team prior to proceeding with expulsion.

If request for evaluation is made during expulsion period.

Expedited evaluation is performed while student stays in educational placement determined by school authorities.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	ALTERNATIVES TO CORPORAL PUNISHMENT
Number	ag5630a
Status	First Reading

5630A - **ALTERNATIVES TO CORPORAL PUNISHMENT**

Board of Education policy defines corporal punishment as the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as means of discipline. District personnel shall not threaten to inflict, or cause to be inflicted corporal punishment on any student.

Staff members shall not:

- A. hit, strike, grab, punch, or inflict other bodily pain on a student;
- B. restrict a student's movement by binding or tying him/her, unless specified in an I.E.P.;
- C. deprive a student of meals, snack, rest, or necessary toilet use;
- D. confine a student in an enclosed area such as a closet, locked room, box, or similar cubicle;
- E. cause any of the above to occur.

Staff may, however, provide for a "time-out" area as a disciplinary procedure.

The following alternatives to the use of corporal punishment are recommended. As formerly with corporal punishment, these alternatives should also be viewed as last resort options when well-executed school and classroom management practices have not been effective. The principal has the authority to:

- A. deny participation in special school and/or non-curricular-related activities;
- B. assign to alternative center or program;
- C. assign before or after school detention;
- D. assign in-school restriction or Saturday school;
- E. assign out-of-school suspension;
- F. confer with parents on sanctions which will be established both at school and at home or contractual agreements whereby the student commits to self-controlling behavior;
- G. refer the student to a District counselor;
- H. coordinate District services with social-service agencies such as Public Health, Social Services, Mental Health, etc., and/or with private institutions or agencies offering related appropriate services, providing there is no cost to the District;
- I. arrange for a proper evaluation under Section 504 or IDEA, if there is reason to believe the student's behavior is related to a disability.

It is essential that any of the above alternatives that involve disciplinary actions be conducted in accordance with due process. (See Policy 5611)



Book	AG 1st Draft Clean
Section	5000 Students
Title	SCHOOL-SPONSORED STUDENT PUBLICATIONS AND PRODUCTIONS
Number	ag5722
Status	First Reading

5722 - **SCHOOL-SPONSORED STUDENT PUBLICATIONS AND PRODUCTIONS**

In general, the objectives of school-sponsored student publications and productions are to:

- A. communicate to those who are actively interested in the school – i.e., students, teachers, parents, administration, alumni, and other members of the school community;
- B. provide vehicles for the expression of student thought and action and to act as catalysts for helping students realize goals and objectives;
- C. create a wholesome school spirit and to support the best traditions of the school;
- D. promote and encourage school-sponsored activities;
- E. provide training in useful and purposeful writing, speaking, artwork, photography, and layout;
- F. create a desire for the best forms of journalism or theatrical production, both in and out of school;
- G. record in permanent form the history of the school;
- H. promote cooperation among taxpayers, parents, the school, and its students.

In implementing Board of Education Policy 5722, the following guidelines are applicable:

- A. Under those circumstances when the school-sponsored student media is subject to prior review and restraint, the following school officials are designated to conduct the prior review/restraint:

- 1. Class/Activity Advisor
- 2. Building principal
- 3. District Administrator

Prior review involves the practice of a school official reading or previewing a student publication/production prior to its publication/performance. Prior restraint involves the practice of a school official – after reading or previewing the material – taking action to modify, inhibit, ban or restrain some or all of the style and/or content of the student publication/production prior to its scheduled publication/performance.

The reviewing school official may regulate the style and/or restrict the content of the student publication/production for legitimate pedagogical, school-related reasons. Any such prior review and restraint shall be conducted in a reasonable manner that is neutral as to the viewpoint of the speaker.

If an article/publication/production is published/performed without being reviewed in advance and approved, the students involved in the unauthorized publication/performance may be disciplined.

- B. Students who work on school-sponsored student publications/productions shall:

- 1. endeavor to produce media based upon professional standards of accuracy, objectivity and fairness;

2. review and edit material to improve sentence structure, grammar, spelling and punctuation;
 3. check and verify all facts and verify the accuracy of all quotations;
 4. comply with all State and Federal laws;
 5. determine the content of the student publication/production (if the publication/production has been identified as a limited-purpose public forum);
 6. if the student publication/production has been identified as a limited-purpose public forum, in the case of editorials or letters to the editor concerning controversial issues, determine the need for rebuttal comments and opinions and provide space for such comments and opinions;
 7. perform with intelligence, objectivity, accuracy and fairness as set forth in the Code of Ethics adopted by the Society of Professional Journalists, Sigma Delta Chi.
- C. Excellence in writing and/or speaking will be sought and the ethics of responsible journalism and/or literary merit will determine what will be published/performed. Presentation of facts or ideas is to be based on careful research.
- D. Students shall have the right to express their views and attitudes on all issues provided the speech is not: 1) defamatory, libelous, obscene or harmful to juveniles; 2) reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; 3) an infringement upon the privacy or rights of others; 4) a violation of copyright law; 5) a promotion of activities, products or services unlawful (illegal) as the minors as defined by State or Federal law; or 6) otherwise a violation of school policy and/or State or Federal law.
- E. Language, pictures, music, or symbols that are obscene, libelous or protected by copyright and/or trademark are prohibited.
- F. School publications/productions shall not promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or questions submitted at any election.
- G. Advertisements shall reflect the spirit of these guidelines. Advertisements shall not be accepted that encourage or advocate violence or disregard of the law, promote the sale of any substance the use of which is prohibited by law (such as drugs and alcohol or of any paraphernalia associated with sex or drugs), any item that would be offensive to a significant population of the school community, or items not in keeping with school purposes or that violate State or Federal law.
- H. All school-sponsored student publications and productions are subject to prior review by the class/activity advisor(s) and/or building principal.
- I. The following types of student expression are not protected (i.e. such expression is subject to prior review and restraint, and/or disciplinary action subsequent to its publication/performance):
1. Expression that is obscene, harmful to juveniles and/or considered a sex offense under State or Federal law. "Harmful to juveniles" is defined as material or performance describing or representing nudity, sexual conduct, sexual excitement, or sadomasochistic abuse in any form to which all of the following apply:
 - a. the material or performance, when considered as a whole, appeals to the prurient interest of juveniles in sex;
 - b. the material or performance is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for juveniles; and
 - c. the material or performance, when considered as a whole, lacks serious literary, artistic, political, and scientific value for juveniles.
 2. Expression that is defamatory (i.e., speech that is libelous or slanderous). Libelous statements are provably false and unprivileged statements of fact that demonstrate injury to an individual's or business's reputation in the community. If the allegedly false statement involves a "public figure" or a "public official" the statement must be published "with actual malice" to constitute libel (i.e., the speaker knew the statement was false or the speaker published it with reckless disregard of the truth and/or without trying to verify the truthfulness of the statement). If the allegedly false statement involves an individual who is not a public figure or public official, libel occurs if the speaker published the statement willfully or negligently (i.e., the speaker failed to exercise reasonably prudent care when publishing the statement).
 3. Expression that will cause or is reasonably likely to cause a substantial disruption of or material interference with school activities or the educational process, and/or an infringement upon the privacy and/or rights of others. For student media to be considered disruptive, specific facts must exist upon which one could reasonably forecast that a likelihood of immediate, substantial material disruption to normal school activity or the educational process would occur if the publication or production is published/performed or has occurred as a result of the publication's or production's publication/performance. Mere undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able affirmatively to show

specific facts that reasonably support a forecast of likely disruption. In determining whether student media is disruptive, consideration should be given to the context of the publication/performance as well as the content of the material. In this regard, consideration should be given to past experience in the school with similar material, in dealing with and supervising the students in the school, current events influencing student attitudes and behavior, and whether there have been any instances of actual or threatened disruption prior to or contemporaneously with the publication/performance of the student media in question.

The duties of the faculty advisor and assistant advisors shall be to:

- A. serve in a liaison capacity between the publication/production's staff and the faculty and administration;
- B. establish criteria and standards by which students can assess the quality of their publication/production and their techniques;
- C. instruct members of the publication/production's staff in proper journalistic, literary, theatrical and/or broadcast techniques;
- D. advise, suggest, and edit syntax and punctuation when necessary;
- E. advise, counsel and supervise the editing process;
- F. interpret the foregoing guidelines (subject to final interpretation by the building principal or District Administrator).

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Book	AG 1st Draft Clean
Section	5000 Students
Title	STUDENT RIGHTS OF EXPRESSION
Number	ag5723
Status	First Reading

5723 - **STUDENT RIGHTS OF EXPRESSION**

In accordance with Board of Education Policy 5722 and Policy 9700, students have the right, protected by the First Amendment to the Constitution, to exercise freedom of speech. This includes the right to distribute or display, at reasonable times and places, written material, petitions, buttons, badges, or other insignia, except expression which:

- A. is obscene to minors;
- B. is libelous;
- C. is pervasively indecent or vulgar;
- D. advertises any product or service not permitted to minors by law;
- E. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, or ethnic origin);
- F. presents a clear and present likelihood that, either because of its content or the manner of distribution or display, it will cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

Distribution or display of material in any of the above categories is prohibited on school premises or at any school-related event.

Procedures

Any student wishing to distribute or display non-school material must first submit for approval a copy of the material to the principal twenty-four (24) hours in advance of desired distribution/display time, together with the following information:

- A. name of the student or organization
- B. date(s) and time(s) of day of intended display or distribution
- C. location where material will be displayed or distributed
- D. the grade(s) of students to whom the display or distribution is intended

The principal should either approve the material or indicate how it violates the guidelines listed above or the time, place, and manner restrictions listed below. If permission to distribute or display the material is denied, the student shall have the opportunity to make necessary revisions and/or deletions.

Permission to distribute or display material does not imply approval of its contents by either the School, the administration of the School, or the Board.

The student submitting the request shall have the right to appear and present the reasons, supported by relevant witnesses and material, as to why distribution/display of the written material is appropriate.

Time, Place, and Manner of Distribution or Display

The distribution or display of written material shall be limited to a reasonable time, place, and manner as follows:

A. No material may be distributed or displayed during the time or at the place of a school activity if it is likely to cause a substantial disruption of that activity.

B. No material may be distributed or displayed if it blocks the safe flow of traffic within corridors and entrance ways of the school.

Definitions

The following definitions shall apply:

A. "Obscene to minors" is defined as:

1. the average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors;
2. the material depicts or describes conduct that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors;
3. the material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

B. "Minor" means any person under eighteen (18) years of age.

Disciplinary Action

Distribution or display by any student of non_school-sponsored material prohibited by these guidelines will be halted and disciplinary action will be taken in accordance with the procedures contained in AG 5600 and/or AG 5610.

Any other party violating this guideline will be requested to leave the school property immediately and, if necessary, the police will be called.

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Book AG 1st Draft Clean
Section 5000 Students
Title COUNSELING FOR SCHOOL-AGE PARENTS
Number ag5751
Status First Reading

5751 - **COUNSELING FOR SCHOOL-AGE PARENTS**

The school counselor, on becoming aware of a student's pregnancy, should encourage the student to notify the Principal, and offer to function as liaison between the student, the staff, and outside resource people throughout the term of pregnancy. The counselor's role is to provide support and guidance to the student throughout the pregnancy.

If a student's pregnancy limits her in the performance of any aspect of her educational program, a statement from the doctor shall be submitted verifying the condition of pregnancy and indicating any limits to be placed on the student's program. If possible, arrangements for the resumption of education will be worked out if and or when she is required to leave.

Appropriate referral procedures should be offered to the parents and to the expectant mother and, if possible, to the prospective father, if a student of this District.

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Legal 20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974
29 U.S.C. 794, Rehabilitation Act of 1973
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990
42 U.S.C. 2000 et seq., Civil Rights Act of 1964
Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services,
Department of Education, Office of Civil Rights, 1979
115.91 Wis. Stats.
118.13 Wis. Stats.
P.I. 9, 41, Wis. Adm. Code
Fourteenth Amendment, U.S. Constitution
20 U.S.C. 1681, Title IX of Education Amendments Act

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Section 5000 Students
Title SEARCH AND SEIZURE
Number ag5771
Status First Reading

5771 - **SEARCH AND SEIZURE**

Pursuant to Board of Education Policy 5771, the following guidelines shall be used when school administrators have reason to suspect that an illegal or dangerous substance or object or stolen property may be in the possession of a student:

- A. All requests or suggestions for the search of a student or his/her possessions shall be directed to the principal or the person in charge of the students while out of the District.
- B. Wherever possible, an adult third party shall be present at any search of a student or his/her possessions.
- C. The principal may conduct a student search upon reasonable suspicion to suspect the presence of an illegal or dangerous substance or object, or anything contraband under school rules.
- D. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student, whether during a student search or otherwise.

Reasonable Suspicion

As used in this section, "reasonable suspicion for a search" means grounds sufficient to cause an adult of normal intellect to believe that the search of a particular person, place, or thing will lead to the discovery of evidence that the student:

- A. has violated or is violating a rule or behavioral norm contained in the student handbook;
- B. has violated or is violating a particular law;
- C. possesses an item or substance which presents an immediate danger of physical harm or illness to students and staff or District property.

Lockers and Other Storage Areas Provided for Student Use

- A. All lockers and other storage areas provided for student use remain the property of the District. These lockers and storage areas are subject to inspection, access for maintenance, and search pursuant to these guidelines. A student using the locker or storage area has, by statute, no expectation of privacy in that locker or storage area (See Form 5771 F1). Search of a student's belongings in the locker or storage area, such as a backpack or purse, may only be conducted if there is reasonable suspicion that the contents may include evidence of a violation of policy or law, or if contents of such personal items are in plain view during the conducting of a locker search (e.g. the backpack is open and without searching through its contents some form of contraband is clearly visible). No student shall lock or otherwise impede access to any locker or storage area except with a lock provided by or approved by the principal. Unapproved locks will be removed and destroyed.
- B. The principal may search student lockers and storage areas at any time for any justifiable reason.
- C. The principal may, at any time, request assistance of the law enforcement having jurisdiction over the facilities of the District. The law enforcement officer must have probable cause, however, to conduct a search of the lockers and storage areas and the contents contained therein.

Desks and Other Storage Areas

A desk or any other storage area in the school provided for student use, may be searched when the principal has reasonable suspicion for a search. Personal items in the desk or other storage areas, such as a backpack or purse, may only be searched if there is reasonable suspicion that contents of the item will include evidence of a violation of policy or law or if contents of such personal items are in plain view during the conducting of a search (e.g. the backpack is open and without searching through its contents some form of contraband is clearly visible).

Vehicles

- A. Any vehicle brought on District premises by a student may be searched when the principal has reasonable suspicion to justify the search.
- B. One of the conditions for granting permission for a student to bring a student-operated vehicle onto school premises is written consent by the student driver, the owner of the vehicle, and the parent of the student to allow search of that vehicle. Refusal by any of the parties to provide or allow access to a vehicle at the time of a search request shall be cause for terminating the privilege without further hearing.
- C. Searches of vehicles of staff members or visitors shall be conducted by law enforcement personnel.

Student

- A. The personal search of a student may be conducted by the principal when s/he has reasonable suspicion for a search of that student. Authorized searches of the student's person must be limited in scope based on the basis of the information that provides reasonable suspicion to justify the search in the first instance. Where possible, school officials should request the assistance of law enforcement personnel to conduct a search under the school officials direction.
- B. Strip searches are not to be conducted by any official, employee, or agent of the District.

Use of Breath - Test Instruments

The principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever s/he has individualized reasonable suspicion to believe the student has consumed an alcoholic beverage.

The principal shall attempt to contact law enforcement and arrange for it to conduct the test. The following procedure should be used:

- A. Take the student(s) to a private administrative or instructional area on school property and have at least one other member of the teaching or administrative staff present as a witness to the test.
- B. The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.
- C. Make a written record of the instrument's serial number or identifier; the test result; the date, time, place of the test; the students' names; and the names of the witnesses.
- D. If the instrument provides printed evidence, attach a print-out to the written record.
- E. If the result indicates a violation of school rules as described in the student handbook, follow the disciplinary procedure described in the handbook.
- F. If the student refuses to take the test, inform him/her that refusal to participate implies admission of guilt leading to disciplinary action. Allow the student a second opportunity to be tested, and if s/he refuses again, ask the student to sign a refusal statement. Regardless of whether or not s/he signs, prepare a written report of the incident.
- G. If a staff member accompanying students on a school-related activity off school grounds has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage and no test instrument is available, s/he should make a written record of all facts upon which an opinion that the student has consumed an alcoholic beverage is based. Since the staff member is responsible, for the welfare of a student who may be intoxicated, s/he should supervise the student until s/he is returned to the custody of his/her parents or a law enforcement official.

Use of Dogs

The Board has authorized the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

- A. The presence of the dogs on school property must be authorized, in advance, by the District Administrator or be pursuant to a court order or warrant.
- B. The dog must be handled by a law enforcement officer or a contracted person specially trained to safely and competently work with the dog.
- C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.
- D. The dog will be allowed to examine a student's possessions, including vehicles, but any search of a student's person will be based upon individualized reasonable suspicion.

E. The dog may be allowed to examine school property such as lockers as permitted by the building principal. Any limitation as to areas of school property to be examined by the dog shall be established by the District Administrator at the time the use of dogs is authorized.

Method of Search

The scope of any search should be limited by the reasonable suspicion that motivated the search. If an item is found that leads to reasonable suspicion that additional, correlated items may also exist, the search may be extended. If the initial search produces no evidence of contraband, there should be no extension of the search based on simple curiosity.

Items Found

Anything found in the course of a search which is evidence of a student violation of school rules or Federal/State laws may be seized and admitted as evidence in any suspension or expulsion proceeding if it is tagged for identification at the time it is seized and kept in a secure place by the principal until it is presented at the hearing. It may also be turned over to any law enforcement officer after proper notation and receipt.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	WEAPONS
Number	ag5772
Status	First Reading

5772 - **WEAPONS**

The District prohibits students, staff, and visitors 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.

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, razors, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

Any student who has reason to believe that a person has or will violate this guideline shall report to the school principal or the supervisor of the activity immediately. The report should include as much detail as possible concerning the person(s) involved, the weapon, the location of the person(s), and how this information was obtained.

A principal or activity supervisor receiving a report of weapons possession shall have the option of conducting a search for the weapon in accordance with AG 5771, Search and Seizure, or contacting law enforcement for assistance.

The District Administrator will refer any student who violates this policy to the student's parents or guardians and to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion.

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Legal	120.13(1), Wis. Stats.
	18 U.S.C. 921(a)(3)
	20 U.S.C. 7151

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Book	AG 1st Draft Clean
Section	5000 Students
Title	ADULT STUDENT RIGHTS
Number	ag5780
Status	First Reading

5780 - **ADULT STUDENT RIGHTS**

A student who has reached the age of majority has the option to assume full rights of an adult and may sign his/her own report card, excuse slips, and permission slips, and have free access to his/her school records.

Each student who has reached the age of majority shall assume full responsibility for his/her performance in school, attendance, and compliance with school administrative guidelines.

~~Prior to assuming his/her full rights, the student should sign Form 5780-F1.~~

The administration reserves the right to advise parents of any situation regarding a student, regardless of age, which it deems worthy of parental involvement.

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Book AG 1st Draft Clean
Section 5000 Students
Title STUDENT FUND-RAISING
Number ag5830
Status First Reading

5830 - **STUDENT FUND-RAISING**

The following guidelines are to be followed for any activity that involves fund-raising by students and from students.

In any fund-raising activity involving students, the following conditions must be met:

- A. Minimal instructional time is to be used to plan, conduct, assess, or manage a fund-raising activity unless such an activity is part of an approved course of study.
- B. Fund-raising activities conducted in a school or on District premises are not to interfere with the conduct of any co-curricular or extra-curricular activity. Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- C. Student participation in fund-raising activities conducted by school-related groups of which they are not members must be voluntary and must be approved by the student's teacher or counselor to ensure that participation will not adversely affect his/her school work and other school responsibilities.
- D. No student of any age may participate in off-District fund-raising activities without proper supervision by approved staff or other adults.
- E. In accordance with Board policy, each fund-raising activity must be approved by the Board of Education.
- F. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge who is personally responsible for the merchandise and monies collected. The contract must specify that any merchandise which is unsold and is resaleable can be returned for full credit. The District will not be responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
- G. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed, and accounted for as per District procedures.

Monies collected from approved fund-raising activities must be stored in the school safe and deposited into the appropriate account(s) through the District business office on a weekly~~daily~~ basis.
- H. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure the service is provided in a proper manner and also the safety and well-being of the students and the property of both the purchaser and the owner of the site.
- I. Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as "runs for", must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be over-extending themselves to the point of potential harm.

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Book	AG 1st Draft Clean
Section	5000 Students
Title	STUDENT SOCIAL EVENTS
Number	ag5850
Status	First Reading

5850 - **STUDENT SOCIAL EVENTS**

The following guidelines shall be used to conduct all social events.

- A. Faculty advisors to school organizations will ensure that social events are adequately chaperoned in keeping with Board of Education policy. Other members of the staff shall cooperate with the advisors.
- B. Chaperones must be present at social events sponsored by school organizations. The number needed shall be determined by the principal. In addition, the police, student-community relations persons, and security aides may be present.
- C. Social events are restricted to current District students and their guests if prior approval has been given by the principal.
- D. It is essential that chaperones be present at the designated time so that students are not gathering without adult supervision.
- E. Students who leave the event are not to be readmitted unless granted permission by the person in charge.
- F. Chaperones will circulate among the people present at the event to be ensure appropriate conduct.
Intoxicated students or students causing trouble will be referred to law enforcement.

Last Modified by Melanie Oppor on August 17, 2018



Students choosing to excel; realizing their strengths.

2018-19

Salary & Stipend Guide

School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-2525
www.manawaschools.org

Approved by the Manawa Board of Education on

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Planning Team

District Administrator, Melanie J. Oppor
Business Manager, Carmen O'Brien
MES, Sarah Highlander
MES, LuAnne Ujzdowski
MES, Meria Wright
LWJSHS, Jeff Bortle
LWJSHS, Andrea Hraban
LWJSHS, Michele Koshollek

I. Background

The SDM Salary Advancement Model was designed in the 2017-18 school year by a joint committee of SDM teachers and administrators. This Salary Advancement Model replaced the previous teacher/administrator designed plan called the Professional Advancement Compensation Eligibility (PACE) that was in place from the 2015-16 school year through the 2017-18 school year with final payments made in the 2018-19 school year. ~~PACE ended due to a financial structure that was not sustainable.~~

The Salary Advancement Model is a combination of features gathered from other Wisconsin school districts along with the creative, personalized ideas suggested by School District of Manawa stakeholders. The driving vision for this plan is to acknowledge and foster a culture of professionalism that is characterized by a commitment to continuous improvement throughout a career. The vision reinforces characteristics to include quality instruction by fostering a culture of professionalism through accountability, a job-embedded salary structure, and continuous improvement through lifelong learning. This compensation system recognizes the many, varied ways in which 4K- to grade 12 teachers work with students to enrich their lives and thus, the wide variety of professional growth opportunities needed by teachers to continue to grow and feel fulfilled over the life of their career as a professional educator. A goal of the SDM Salary Advancement Model is to promote a positive and collaborative learning environment in which teachers are compensated for their professionalism.

II. Overview

A single-lane, five-tiered career ladder is used as the basis for salary advancement (See Appendix A). There are several levels through which a typical teacher will pass during a career spanning 2-3 decades of employment with the SDM. Teachers typically move from one level to the next level about every six years through a promotion process based on the accumulation of points for a wide variety of professional development activities. Advancement requires collaboration, professionalism, and evidence of continuous improvement. There is also annual incremental growth within each level. In addition to the salary amount indicated on the salary structure, annual stipends are provided throughout a teacher's career for advanced degrees, National Board certification, and/or difficult to fill vacancies (ex. Certification areas where there is a shortage of qualified teachers).

III. Career Levels

The single-lane salary structure is intended to provide opportunities for all educators --- from initial educator through experienced veteran educators. Promotions from one level

to another are based on evidence of professional improvement that will be showcased in a culminating reflection experience with the teacher's supervising principal with the option of including a secondary administrator. This is a professional advancement career ladder.

IV. Salary Structure

The single-lane salary structure is based on the opportunity to be promoted annually in small incremental steps. Teachers can move one step each contract year. Larger salary advancements will be provided at critical junctures in the model as teachers move from initial educator licenses to regular teacher licenses and again as teachers move from one level to the next level about every six years or two summary evaluation cycles. The teacher may submit documentation of the accumulated points no later than June 1 of the teacher's eligible year. A teacher may defer movement from one level to the next level for one year either at the teacher's discretion or the principal's recommendation.

V. Job Performance Evaluation

The specifics of the District's teacher evaluation plan are contained in the *SDM Teacher Performance Evaluation (TPE) Guide*. The SDM utilizes the CESA 6 Teacher Effectiveness Model, based on the work of Dr. James Stronge, for its evaluation system. The SDM Salary Advancement Model is fully integrated with the TPE to maximize the connectedness between job performance reviews, evidentiary artifacts, and the advancement process. This integration allows teachers to maintain their focus and not be pulled in different directions by varied systemic requirements. The SDM annually conducts a full summary evaluation on each initial educator (defined as any teacher employed in his/her first three years as a teacher within the District). Subsequently, teachers on continuing contracts have a full summative evaluation by their direct supervisor no less than every three years, subject to compliance with state statute. Every teacher has specific goals upon which they are measured every year, and every teacher receives a brief administrative review every non-summative year based on goal progress and other factors.

VI. Performance Improvement Plan Freeze

Each teacher's direct administrative supervisor is responsible for providing a written summary evaluation of the teacher's performance since his/her previous summary evaluation in accordance with the format adopted by the District. If a teacher has a negative summary (more than one "needs to improve" standard on the Teacher Effectiveness Model), then that teacher is placed on a Performance Improvement Plan and is frozen at his/her current location on the Salary Advancement Model for the next school year. No advancement may occur. The same process would be used with a teacher between summary years whose performance was deemed unsatisfactory by the administrator who is responsible for documenting administrative review during non-summary years.

VII. Stipends

Annual stipends [MOU2] are awarded to recognize a teacher's receipt of an advanced degree (master's degree or doctoral degree), National Board Certification (NBPTS), and addition of Department of Public Instruction licenses or certificates.

Additionally, upon initial employment, a negotiated annual stipend may provide compensation for individuals accepting employment in hard to fill teaching vacancies. These stipends are paid each and every year that a teacher holds one or more of the aforementioned credentials (e.g., a teacher with a master's degree would receive

the additional stipend every year he/she was teaching with the District, in addition to the salary listed on the salary schedule). While the District recognizes the value of a master's degree as evidence of advanced study, it is not evidence of advanced teaching or ongoing advancement of professional practice in subsequent years. Unlike a master's degree or a doctoral degree, National Board Certification is evidence of advanced teaching and is recognized in this model as the gold standard for compensation in a system tied to professionalism and improvement.

VIII. Advancement on the Wage Model

Points are accumulated over a six-year span for Salary Advancement. Each teacher must accumulate 240 points that roughly equates to 240 hours of non-contractual time. Points are divided into two categories: Professional & Leadership Growth and Community & Connections.

At least 70% or 168 points must be devoted to Professional & Leadership Growth related activities. A teacher can choose to complete all points in the Professional & Leadership Growth activities. These activities focus on a professional growth mindset that culminates in the teacher taking on leadership roles that enhance the profession.

No more 30% or 36 points will be accepted for Community & Connections. This category recognizes the importance of forging lasting relationships with students, families, business partners, and the SDM community for the betterment of the district.

The teacher will create a reflection on how the new learning from participation in the activities named for points enhanced instruction in the classroom (or service to clients in the case of counselors, therapists, etc.). The reflection may be presented in a variety of different ways such as, but not limited to, written, verbal, technology presentation, or video. The method of sharing the reflection should support the teacher's purpose in demonstrating how the teacher has grown in his/her craft.

The Board of Education makes all advancement decisions in the spring based on the recommendation of the District Administrator, who is presented with an approved compilation of the Salary Advancement points. There are no automatic advancements from one level to the next level meaning that if a teacher chooses not to submit the documentation of points and reflection, an advancement will not be processed. There is no quota or restriction for the number of advancements granted annually from the pool of eligible candidates. All criteria for documentation must be submitted for advancement by June 1^[CO3]. Teachers who are not promoted remain frozen at their current salary schedule level until such time as they are advanced. Candidates who do not feel ready for the advancement process may defer for a year at a time, remaining frozen at their level, until such time as they feel ready to proceed with the advancement process. Smaller annual salary increases are available within levels.

X. Procedures for Advancement

- A. It is the teacher's responsibility to keep track of points on a Salary Advancement Model Form (electronic or paper options) for qualifying activities.

- B. It is the responsibility of the teacher to obtain verification (electronic or signature) on the Salary Advancement Model Form for each activity within 15 days following the completion of the activity. Late forms will not be accepted.
- C. Teachers will retain their completed form until such time as the teacher accumulates 240 points/equivalent to about 240 hours and submits the completed form for those points to the District Administrator. The deadline for submission is June 1^[CO4] of the year in which the teacher is eligible for salary advancement from one level to another. The salary advancement will be applied the following school year.
- D. No later than June 1^[CO5], the teacher must submit all documentation of accumulated Salary Advancement and a principal endorsed reflection cover sheet to the District Administrator.
- E. At the June meeting^[CO6] of the School Board, the District Administrator will present the advancement recommendations to the Board in open session. The Board will discuss and make decisions regarding the advancements.
- F. Following the Board’s decision at the June^[CO7] meeting, the District Administrator will notify each teacher of the Board’s decision.
- G. Points not submitted for Salary Advancement may be held over for not more than seven fiscal years (July 1 to June 30) beyond the date of completion noted on the Salary Advancement Activity Form for that activity.

XI. **Rules for Salary Advancement Compensation Eligibility Points**

- A. The number of points needed for movement from one level to the next is 240 points/about the equivalent of 240 hours.
- B. There will be no “double dipping.” If a monetary stipend is available for an activity (e.g., an advisory post or coaching), the teacher will receive either the monetary stipend or the Salary Advancement points for that activity as declared in advance when accepting the annual contract for that position.
- C. It is the responsibility of the teacher to obtain a verification (electronic or signature) on the Activity Form for each activity within 15 days following the completion of the activity. Late forms will not be accepted.
- D. Teachers will retain their completed compilation form until such time as the teacher accumulates 240 points and submits the completed form for those points with the signed reflection cover sheet to the District Administrator. The deadline for submission is June 1 of the year in which the teacher is eligible for salary advancement from one level to another. The salary advancement will be applied to the teacher’s base wage for the following school year.
- E. A special Professional & Leadership Growth activity option provides an opportunity for professional educators to apply to the District Administrator for salary advancement points for an activity that is not outlined below. The District Administrator has discretionary authority to grant points for such requests and will use a rigorous professional standard for making a decision.
- F. The following activities qualify for salary advancement points as delineated below:

Professional & Leadership Growth	
Points needed at the 6-year mark = 240	at least 70%
Minimum number of points needed	168

Points Opportunities	
Complete graduate credit(s)	15 per credit
Additional certification/license related to position or school district (preapproval required)	100-240 points*
Mentor (up to 20 hours per year)	2 points/hour/mentee
Professional Buddy (up to 20 hours per year)	1 point/hour/mentee
Supervisor of student teachers	9 points/quarter
Internship supervisor	18 point/quarter
Teach a graduate course	50 points/course
Articulated/dual credit or AP course instructor	20 points/year
Officer of a professional education organization	1 point/hour
Member of a professional education organization	10 points/organization
Lead a professional development session (in-house)	3 points/hour
Present at a workshop/conference (out-of-district)	10 points
Attend conference/workshop (preapproval required)	1 point/hour *
Member of non-contractual committees (preapproval required)	1 point/hour *
Initiate innovative classroom practice(s) (preapproval required)	2 points/hour/week(s) implemented up to 100 points
Participate in a book study group outside of contractual hours (preapproval required)	1 point/hour up to 10 points/book
Published in a scholarly journal	50 points
Grant writing	2 point/hour
Awarded a grant	10 points/grant

Community & Connections	
	up to 30%
Maximum number of points accepted	36
Points Opportunities	
Athletic or co-curricular Coach/Advisor of pre-approved activity	1 point/hour

Create and serve as an advisor for an after-school activity (non-stipend)	1 point/hour
Community outreach	1 point/hour up to 20 points
Attend a school related event (non-contractual hours)	1 point/hour up to 20 points
Member of a community organization	1 point/hour
Author article in Wolf Pack Express	1 point/article
Human Service-based children/family support team	1 point/hour
Chaperone a one-day non-school day field trip/non-parent role	1 point/hour up to 8 hours a day
Chaperone a multi-day field trip (in a non-parent role)	1 point/hour up to 8 hours a day

Summary Timeline for SDM Salary Advancement

By October 1	Teachers who are eligible for Advancement will be confirmed.
By May 30	Teachers who are eligible for Advancement will hold a reflection conference with their building principal and up to one secondary administrator (optional) as mutually agreed upon by the teacher and principal based on the secondary evaluator's expertise.

By June 1	All signed Salary Advancement point forms are submitted to the District Administrator in a single complete packet.
At June BOE meeting	District Administrator presents advancement recommendations to the Board of Education in open session for Board action.
By Early-June	Teachers will be notified of their advancement as per the Board's decision.
By June 15	Any teacher receiving a new advanced degree must submit evidence of receipt of that degree to the District Administrator in order to receive the annual advanced degree stipend for following school years.
By June 15	Any teacher receiving a new licensure area must submit evidence of receipt of that new license to the District Administrator in order to receive the annual additional licensure stipend for following school years.
By June 15 [CO8]	Any teacher receiving new National Board Certification must submit evidence of receipt of that certification to the District Administrator in order to receive the annual NBPTS stipend in following school years.

Appendix A
Salary Advancement Model

	Increase from past year	Level	Wage
		OR	\$ 39,000
LEVEL A	\$ 1,000	A1	\$ 40,000
	\$ 800	A2	\$ 40,800
	\$ 800	A3	\$ 41,600
	\$ 1,000	A4	\$ 42,600
	\$ 1,000	A5	\$ 43,600
	\$ 1,500	A6	\$ 45,100
LEVEL B	\$ 1,500	B1	\$ 46,600
	\$ 1,000	B2	\$ 47,600
	\$ 1,000	B3	\$ 48,600
	\$ 1,000	B4	\$ 49,600
	\$ 1,000	B5	\$ 50,600
	\$ 1,000	B6	\$ 51,600
LEVEL C	\$ 3,000	C1	\$ 54,600
	\$ 500	C2	\$ 55,100
	\$ 500	C3	\$ 55,600
	\$ 500	C4	\$ 56,100
	\$ 500	C5	\$ 56,600
	\$ 500	C6	\$ 57,100
LEVEL D	\$ 3,000	D1	\$ 60,100
	\$ 500	D2	\$ 60,600
	\$ 500	D3	\$ 61,100
	\$ 500	D4	\$ 61,600
	\$ 500	D5	\$ 62,100
	\$ 500	D6	\$ 62,600
LEVEL E	\$ 3,000	E1	\$ 65,600
	\$ 500	E2	\$ 66,100
	\$ 500	E3	\$ 66,600
	\$ 500	E4	\$ 67,100
	\$ 500	E5	\$ 67,600
	\$ 500	E6	\$ 68,100
LEVEL F	\$ 1,000	F1	\$ 69,100
	\$ 500	F2	\$ 69,600
	\$ 500	F3	\$ 70,100
	\$ 500	F4	\$ 70,600
	\$ 500	F5	\$ 71,100
	\$ 500	F6	\$ 71,600
LEVEL G	\$ 1,000	G1	\$ 72,600
	\$ 500	G2	\$ 73,100
	\$ 500	G3	\$ 73,600
	\$ 500	G4	\$ 74,100
	\$ 500	G5	\$ 74,600
	\$ 500	G6	\$ 75,100
LEVEL H	\$ 1,000	H1	\$ 76,100
	\$ 500	H2	\$ 76,600
	\$ 500	H3	\$ 77,100
	\$ 500	H4	\$ 77,600
	\$ 500	H5	\$ 78,100
	\$ 500	H6	\$ 78,600

RECURRING ANNUAL STIPENDS [MOU9]

Master's Degree	\$3,000
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Doctorate Degree	\$2,000
Additional DPI License or Certification	\$1,000
NBPTS Certification	State match (currently \$2,500)
Hard to Fill Vacancy	Negotiated Stipend

Support Staff Wage Matrix

<u>Lane</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>Sub Rate</u>
	<u>1-5</u>	<u>6-10</u>	<u>11-15</u>	<u>16-20</u>	<u>21+</u>	
	<u>Years</u>	<u>Years</u>	<u>Years</u>	<u>Years</u>	<u>Years</u>	
<u>District Admin Asst</u>	<u>\$16.29</u>	<u>\$17.05</u>	<u>\$17.81</u>	<u>\$18.57</u>	<u>\$19.33</u>	<u>N/A</u>
<u>Financial Support Staff</u>	<u>\$15.76</u>	<u>\$16.52</u>	<u>\$17.27</u>	<u>\$18.03</u>	<u>\$18.79</u>	<u>N/A</u>
<u>Food Service - Manager</u>	<u>\$14.89</u>	<u>\$15.64</u>	<u>\$16.40</u>	<u>\$17.16</u>	<u>\$17.92</u>	<u>N/A</u>
<u>Special Ed. Aide</u>	<u>\$14.73</u>	<u>\$15.49</u>	<u>\$16.25</u>	<u>\$17.01</u>	<u>\$17.77</u>	<u>\$10.64</u>
<u>Building Secretary</u>	<u>\$14.27</u>	<u>\$15.03</u>	<u>\$15.79</u>	<u>\$16.55</u>	<u>\$17.31</u>	<u>\$10.64</u>
<u>Clerical/Support Staff</u>	<u>\$14.27</u>	<u>\$15.03</u>	<u>\$15.79</u>	<u>\$16.55</u>	<u>\$17.31</u>	<u>\$10.64</u>
<u>Program/Health Aide</u>	<u>\$14.23</u>	<u>\$14.99</u>	<u>\$15.75</u>	<u>\$16.51</u>	<u>\$17.26</u>	<u>\$10.64</u>
<u>Custodian/Maintenance</u>	<u>\$13.58</u>	<u>\$14.34</u>	<u>\$15.10</u>	<u>\$15.86</u>	<u>\$16.62</u>	<u>\$11.09</u>
<u>Food Service</u>	<u>\$13.21</u>	<u>\$13.97</u>	<u>\$14.73</u>	<u>\$15.49</u>	<u>\$16.25</u>	<u>\$10.64</u>
<u>Instructional Aide</u>	<u>\$13.21</u>	<u>\$13.97</u>	<u>\$14.73</u>	<u>\$15.49</u>	<u>\$16.25</u>	<u>\$10.64</u>

Substitute Teacher

	<u>Rate</u>
<u>Former SDM Teacher</u>	<u>\$110 per day</u>
<u>Substitute Teacher</u>	<u>\$100 per day</u>
	<u>\$14.29 per hour*</u>

*Hourly sub rate was calculated as \$100 per day divided by 7 teaching periods in a regular teaching day (includes RTI time)

Appendix B

Co-Curricular Stipends	
<i>Position</i>	<i>18/19</i>
2016-17 Base used	.0457 of current base
Athletic Director MOU101	<u>15000?</u>
Fall Coaches	
Head Football	3240
Asst. Football (3) \$2020 each	5805
7-8th Gr. Football	1465
7-8th Gr. Football	1465
Head Volleyball	3240
Asst. Volleyball	1935
Freshman Volleyball	1935
8th Gr. Volleyball	1465
7th Gr. Volleyball	1465
Cross Country Head	3240
Asst. Cross Country	1465
Winter Coaches	
Boys Basketball Head	

(Shared position for 2012-13)	3240
Asst. B. Basketball	1935
Freshman B. Basketball	1935
8th Gr. B. Basketball	1465
7th Gr. B. Basketball	1465
Girls Basketball Head	3240
Asst. G. Basketball	1935
Freshman Basketball	1935
8th Gr. G. Basketball	1465
7th Gr. G. Basketball	1465
Head Wrestling	3240
Asst. Wrestling	1935
MS Wrestling (new 2012-13)	1465
Spring Sports	
Softball	3240
Asst. Softball	1935
Baseball	3240
Asst. Baseball	1935
Track Head Coach	3240
Asst. B. Track	1935
Asst. Track (if 25+ students)	1935
B. Jr. High Track	1465
G. Jr. High Track	1465
Golf - Combined	3100
FINE ARTS / Club / Advisors	
Art Club / Team	325
Marching Band/Pep	325
Cheerleading / Pep Club	325
Class Advisor HS/Sr. - 2 @ \$300 each	600
Class Advisor HS/Jr.	300
Class Advisor HS/S	300
Class Advisor HS/F	300
Class Advisors Jr H - 2 @ \$150 each	300
Prom Advisors - 3 @ \$150 each	450
Homecoming Advisors - 2 @ \$150 each	0
Float Building Advisors - 2 @ \$100 each	0
Event Chaperones - \$25 @ event (per principal advanced approval)	1000
FBLA/DECCA	325
Forensics Director /HS Head Coach	1935
Forensic/Asst. Coach HS	1255

Forensic/Coach Jr. HS	625
Debate Coach Jr. HS/ HS	625
NHS Director	315
Play Director / Drama	315
Student Council HS - includes oversight of homecoming related events	625
Yearbook HS	315
Yearbook JR High	315
Quiz Bowl	315
Initial Educator Mentor	\$250 per assigned mentee

Officials Rates (CWC sets all Varsity rates)

<u>Sport</u>	<u>Number of Officials</u>	<u>Current Rate</u>
<u>Baseball</u>	<u>2</u>	<u>\$80</u>
<u>Baseball - JV</u>		<u>\$60</u> <u>(or additional \$20 to retain Varsity officials for an extra-innings game)</u>
<u>Basketball</u>	<u>3</u>	<u>\$70</u>
<u>Cross Country</u>	<u>2</u>	<u>\$75</u>
<u>Football</u>	<u>5</u>	<u>\$70</u>
<u>Soccer</u>	<u>3</u>	
<u>Softball</u>	<u>2</u>	<u>\$70</u>
<u>Softball - JV</u>		<u>\$60</u> <u>(or additional \$20 to retain Varsity officials for an extra-innings game)</u>
<u>Track</u>	<u>3</u>	<u>\$100</u>
<u>Volleyball - Dual</u>	<u>2</u>	<u>\$94</u>
<u>Volleyball - Pool Play</u>	<u>2</u>	<u>\$40 per match</u>
<u>Wrestling</u>	<u>1</u>	<u>\$80</u>
<u>Wrestling - Multi Dual</u>	<u>3</u>	<u>\$175</u>
<u>Wrestling - Conference</u>	<u>3</u>	<u>\$200</u>

Game Worker Rates (as set by the SDM)*

<u>JOB</u>	<u>LEVEL</u>	<u>RATE</u>
<u>ALL SPORTS - Security</u>	<u>Varsity/JV</u>	<u>\$45</u>
	<u>MS</u>	<u>\$35</u>
<u>ALL SPORTS - Tickets</u>	<u>All Levels</u>	<u>\$25 or Volunteer hours</u>
<u>Basketball - Book</u>	<u>C Team/Freshman</u>	<u>\$20</u>
	<u>Varsity</u>	<u>\$39</u>
<u>Basketball - Book/Clock</u>	<u>MS</u>	<u>\$30</u>

<u>Basketball - Clock</u>	<u>C Team/Freshman</u>	<u>\$20</u>
	<u>Varsity</u>	<u>\$34</u>
<u>Football - Chain Gang</u>	<u>All</u>	<u>\$20</u>
<u>Football - Clock</u>	<u>JV</u>	<u>\$25</u>
	<u>MS</u>	<u>\$40</u>
	<u>Varsity</u>	<u>\$30</u>
<u>Track- Computer</u>	<u>All</u>	<u>CONTRACTED at \$250</u>
<u>Track- event worker</u>	<u>All</u>	<u>\$20</u>
<u>Track- Flash Timer</u>	<u>All</u>	<u>CONTRACTED at \$250</u>
<u>Track- Hand Timer</u>	<u>All</u>	<u>\$20</u>
<u>Trainer</u>	<u>All</u>	<u>CONTRACTED at \$300</u>
<u>Volleyball - Book</u>	<u>Freshman</u>	<u>\$12</u>
	<u>Varsity, JV</u>	<u>\$36</u>
	<u>MS</u>	<u>\$25</u>
<u>Volleyball - Clock</u>	<u>Freshman</u>	<u>\$12</u>
	<u>Varsity, JV</u>	<u>\$35</u>
	<u>MS</u>	<u>\$25</u>
<u>Wrestling - Dual Book</u>	<u>Varsity</u>	<u>\$27</u>
<u>Wrestling - Dual Clock</u>	<u>Varsity</u>	<u>\$27</u>

*Tournaments lasting more than four (4) hours will be paid at two (2) times the above rate

Appendix C

Salary Advancement Reflection Cover Sheet

Salary Advancement Candidate:

Reflection Meeting Date:

Points Confirmation:

Recommendation (“Yes” or “Not Yet”):

If “not yet” is chosen, please explain with evidence why the candidate is not ready for a salary advancement.

Teacher Signature & Date:

Principal’s Signature & Date:

District Administrator’s Signature & Date of Receipt:

Board of Education Decision:

Appendix D

School District of Manawa
Professional Advancement Points Form

Activity	Date/ Time	Point Value: Professional & Leadership	Point Value: Connections & Community (up	Principal Endorsement
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		Growth (at least 70%)	to 30%)	



Students choosing to excel; realizing their strengths.

To: Board of Education

From: Dr. Melanie J. Oppor

Date: July 24, 2018

Re: Recommendation for Administrative Salary Increase for the 2018-19 School Year

The purpose of this memo is to recommend a 1.75% salary increase for the following administrative team members:

- Bryant Cobarrubias – Technology Director
- Michelle Pukita – Elementary Principal
- Daniel Wolfgram – Secondary Principal
- Melanie J. Oppor – District Administrator

LAST NAME	FIRST NAME	Salary Increase 1.75
COBARRUBIAS	BRYANT	\$74,277.50
OPPOR	MELANIE	\$115,534.07
PUKITA	MICHELLE	\$81,400.00
WOLFGRAM	DANIEL	\$83,943.75

Business Manager, Carmen O'Brien, is being recommended for an equity adjustment. Her successful completion of a year of service combined with her Wisconsin Department of Public Instruction licensure as a Business Manager indicate she is deserving of making a comparable salary to those with similar qualifications in area school districts. To this end, I recommend setting her salary at \$75,000 for the 2018-19 school year.

I would further respectfully request that these salary adjustments be made retroactive to July 1, 2018.

Please do not hesitate to contact me should you have any questions regarding these recommendations or the budget implications of implementing these recommendations.

INITIAL RESOLUTION SY1819#1 AUTHORIZING
GENERAL OBLIGATION BONDS IN AN
AMOUNT NOT TO EXCEED \$12,000,000

BE IT RESOLVED by the School Board of the School District of Manawa, Waupaca County, Wisconsin that there shall be issued pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$12,000,000 for the public purpose of paying the cost of a school building improvement program consisting of: construction of additions at the Jr./Sr. High School; District-wide renovations, capital maintenance, building infrastructure, safety and site improvements; and acquisition of related furnishings, fixtures and equipment.

Adopted and recorded August 20, 2018.

Joanne L. Johnson
District President

ATTEST:

Bobbi Jo Pethke
District Clerk

(SEAL)

RESOLUTION SY1819#2 AUTHORIZING THE
SCHOOL DISTRICT BUDGET TO EXCEED
REVENUE LIMIT BY \$365,000 FOR ONE YEAR
FOR NON-RECURRING PURPOSES

BE IT RESOLVED by the School Board of the School District of Manawa, Waupaca County, Wisconsin that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$365,000 for the 2019-2020 school year, for non-recurring purposes consisting of demolishing the vacant former elementary school building and returning the site to green space.

Adopted and recorded August 20, 2018.

Joanne L. Johnson
District President

ATTEST:

Bobbi Jo Pethke
District Clerk

(SEAL)

RESOLUTION SY1819#3 PROVIDING FOR A REFERENDUM
ELECTION ON THE QUESTIONS OF THE APPROVAL OF
AN INITIAL RESOLUTION AUTHORIZING THE ISSUANCE
OF GENERAL OBLIGATION BONDS IN AN AMOUNT NOT
TO EXCEED \$12,000,000 AND A RESOLUTION
AUTHORIZING THE SCHOOL DISTRICT BUDGET TO
EXCEED REVENUE LIMIT BY \$365,000 FOR ONE YEAR
FOR NON-RECURRING PURPOSES

WHEREAS, the School Board of the School District of Manawa, Waupaca County, Wisconsin (the "District"), has heretofore duly adopted a resolution entitled: "Initial Resolution Authorizing General Obligation Bonds in an Amount Not to Exceed \$12,000,000" (the "Initial Resolution"); and "Resolution Authorizing the School District Budget to Exceed Revenue Limit by \$365,000 for One Year for Non-Recurring Purposes" (the "Revenue Limit Resolution"); and

WHEREAS, the School Board deems it to be desirable and in the best interest of the District to direct the District Clerk to submit the questions approved in the Initial Resolution and the Revenue Limit Resolution to the electors for approval or rejection at the regularly scheduled election to be held on November 6, 2018.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District as follows:

Section 1. Referendum Election Date. The District Clerk is hereby directed to call a referendum election to be held in the District at the regularly scheduled election to be held on November 6, 2018 for the purpose of submitting to the qualified electors of the District the propositions of whether the Initial Resolution and the Revenue Limit Resolution shall be approved.

Section 2. Notice to Electors. The District Clerk is directed to give notice by:

- (a) causing a Notice to Electors in substantially the form attached hereto as Exhibit A to be published in the Waupaca County Post within ten days after the date hereof.
- (b) causing a Notice of Election in substantially the form attached hereto as Exhibit B to be published in the Waupaca County Post in the issue published immediately prior to the fourth Tuesday before the referendum election.
- (c) causing a Notice of Referendum (which includes the facsimile of the sample ballot) in substantially the form attached hereto as Exhibit C to be published in the Waupaca County Post in the issue published immediately preceding the referendum election. This Notice shall also be posted in each polling place on election day.

If any of the municipalities within the District use an electronic voting system employing a ballot label and ballot card, the Notice of Referendum set forth in Exhibit C shall also include a

true, actual-size copy of the ballot label and ballot card in the form in which they will appear on election day.

Section 3. Polling Places and Hours. The District electors must vote at the referendum election at the times and polling places at which they cast their ballots in regularly scheduled elections.

Section 4. Referendum Election Officials. The election officials appointed in each of the municipalities within the District shall conduct the election.

Section 5. Official Referendum Ballot Form. The ballot to be used at the referendum election shall be prepared in accordance with the provisions of Sections 5.64(2) and 7.08(1)(a), Wisconsin Statutes. The ballot shall be substantially in the form attached hereto as Exhibit D.

The District Clerk shall cause to be printed sufficient ballots for use at said referendum election, both as actual ballots in those polling places which do not use voting machines and as absentee ballots where voting machines are used and as specimen ballots (the latter to be of a different and easily identifiable color from the actual ballot). The form of the ballot shall be filed with the official responsible for providing the ballots for the election, and the District Clerk shall file a copy of the ballot with the clerk of each county having territory within the District, as soon as possible after the date hereof but in no event later than 70 days prior to the election, as provided in Section 8.37, Wisconsin Statutes. If the District prepares the ballots, they should be delivered to the municipal clerks running the election at least 52 days prior to the election, to allow the municipal clerks to comply with their obligation to provide absentee ballots under Section 7.15, Wisconsin Statutes.

The municipal clerks of the municipalities within the District shall receive applications for absentee ballots and initial the same when issued to qualified absentee voters.

Section 6. Canvass. The returns of the referendum election shall be canvassed by the Board of Canvassers of each municipality within the District. Each Board of Canvassers shall certify the returns of the referendum election to the District Clerk. The District Clerk and two other reputable citizens appointed by the District Clerk prior to the date of the referendum election shall act as the District's Board of Canvassers for this referendum election. This Board of Canvassers shall meet in open session no later than 9:00 a.m. on the Tuesday after the election to determine the result of the referendum election. The canvass shall be open to the public and the District Clerk is directed to give due notice of said meeting.

Section 7. DPI Notice. Pursuant to the provisions of Sections 120.115(1) and 121.91(3), Wisconsin Statutes, the District Clerk shall notify the Department of Public Instruction of the date of the referendum election and shall provide the Department with copies of the Initial Resolution and Revenue Limit Resolution within 10 days after the adoption of the Initial Resolution and Revenue Limit Resolution and shall further notify the Department of the results of the referendum within 10 days following the election using the method prescribed by the Department.

Adopted and recorded August 20, 2018.

Joanne L. Johnson
District President

ATTEST:

Bobbi Jo Pethke
District Clerk

(SEAL)

EXHIBIT A

NOTICE TO THE ELECTORS
OF
SCHOOL DISTRICT OF MANAWA
WAUPACA COUNTY, WISCONSIN

NOTICE IS HEREBY GIVEN that the School Board of the above-named School District, at a meeting duly called, noticed, held and conducted on August 20, 2018, adopted an Initial Resolution entitled:

INITIAL RESOLUTION AUTHORIZING
GENERAL OBLIGATION BONDS IN AN
AMOUNT NOT TO EXCEED \$12,000,000

Said Initial Resolution was adopted pursuant to the provisions of Chapter 67 of the Wisconsin Statutes to authorize a borrowing in an amount not to exceed \$12,000,000 through the issuance of general obligation bonds of the District for the public purpose of paying the cost of a school building improvement program consisting of: construction of additions at the Jr./Sr. High School; District-wide renovations, capital maintenance, building infrastructure, safety and site improvements; and acquisition of related furnishings, fixtures and equipment.

Copies of said Initial Resolution and a detailed breakdown of the school improvement program to be financed with the proceeds of the proposed Bond issue are on file in the District Office located at 800 Beech Street, Manawa, Wisconsin 54949 and may be inspected weekdays except holidays, between the hours of 9:00 a.m. and 4:00 p.m.

The School Board has called for a referendum election on the Initial Resolution together with the Revenue Limit Resolution also adopted on August 20, 2018 to be held on November 6, 2018.

Dated August 20, 2018.

BY ORDER OF THE
SCHOOL BOARD
Bobbi Jo Pethke
District Clerk

EXHIBIT B

NOTICE OF ELECTION
SCHOOL DISTRICT OF MANAWA
NOVEMBER 6, 2018

NOTICE IS HEREBY GIVEN, that at an election to be held in the School District of Manawa on Tuesday, November 6, 2018, the following questions will be submitted to a vote of the people:

QUESTION NUMBER I

"Shall the School District of Manawa, Waupaca County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$12,000,000 for the public purpose of paying the cost of a school building improvement program consisting of: construction of additions at the Jr./Sr. High School; District-wide renovations, capital maintenance, building infrastructure, safety and site improvements; and acquisition of related furnishings, fixtures and equipment?"

QUESTION NUMBER II

"Shall the School District of Manawa, Waupaca County, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$365,000 for the 2019-2020 school year, for non-recurring purposes consisting of demolishing the vacant former elementary school building and returning the site to green space?"

A copy of the entire text of the resolution directing submission of the questions set forth above to the electorate and information concerning District boundaries can be obtained from the District Clerk at the School District offices located at 800 Beech Street, Manawa, Wisconsin 54949.

Acceptable photo ID will be required to vote at this election. If you do not have a photo ID you may obtain a free ID for voting from the Division of Motor Vehicles.

Persons with questions regarding the referendum election should contact Melanie J. Oppor, District Administrator.

Done in the School District of Manawa
on October 4, 2018
Bobbi Jo Pethke
District Clerk

EXHIBIT C

NOTICE OF REFERENDUM
SCHOOL DISTRICT OF MANAWA
NOVEMBER 6, 2018

NOTICE IS HEREBY GIVEN, that at an election to be held in the School District of Manawa on November 6, 2018, the following proposed Initial Resolution and Resolution Authorizing School District Budget to Exceed Revenue Limit of the School Board will be submitted to a vote of the people:

RESOLUTION NUMBER I

INITIAL RESOLUTION AUTHORIZING
GENERAL OBLIGATION BONDS IN AN
AMOUNT NOT TO EXCEED \$12,000,000

BE IT RESOLVED by the School Board of the School District of Manawa, Waupaca County, Wisconsin that there shall be issued pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$12,000,000 for the public purpose of paying the cost of a school building improvement program consisting of: construction of additions at the Jr./Sr. High School; District-wide renovations, capital maintenance, building infrastructure, safety and site improvements; and acquisition of related furnishings, fixtures and equipment.

RESOLUTION NUMBER II

RESOLUTION AUTHORIZING THE SCHOOL
DISTRICT BUDGET TO EXCEED REVENUE
LIMIT BY \$365,000 FOR ONE YEAR FOR NON-
RECURRING PURPOSES

BE IT RESOLVED by the School Board of the School District of Manawa, Waupaca County, Wisconsin that the revenues included in the School District budget be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$365,000 for the 2019-2020 school year, for non-recurring purposes consisting of demolishing the vacant former elementary school building and returning the site to green space.

The questions will appear on the ballot as follows:

QUESTION NUMBER I

"Shall the School District of Manawa, Waupaca County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$12,000,000 for the public purpose of paying the cost of a school building improvement program consisting of: construction of additions at the Jr./Sr. High School; District-wide renovations, capital maintenance, building infrastructure, safety and site improvements; and acquisition of related furnishings, fixtures and equipment?"

QUESTION NUMBER II

"Shall the School District of Manawa, Waupaca County, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$365,000 for the 2019-2020 school year, for non-recurring purposes consisting of demolishing the vacant former elementary school building and returning the site to green space?"

EXPLANATORY STATEMENT AND EFFECT OF VOTE

The referendum election ballot will ask District electors to vote "yes" or "no" on the referendum election questions as set forth above.

A "yes" vote on Question Number I is a vote to approve the borrowing of \$12,000,000 by the School District of Manawa through the issuance of general obligation bonds for the purpose of paying the cost of a school building improvement program consisting of: construction of additions at the Jr./Sr. High School; District-wide renovations, capital maintenance, building infrastructure, safety and site improvements; and acquisition of related furnishings, fixtures and equipment.

A "no" vote on Question Number I is a vote to deny the School District of Manawa the authority to borrow \$12,000,000 through the issuance of general obligation bonds for the purpose of paying the cost of a school building improvement program consisting of: construction of additions at the Jr./Sr. High School; District-wide renovations, capital maintenance, building infrastructure, safety and site improvements; and acquisition of related furnishings, fixtures and equipment.

In the event a majority of the electors voting on Question Number I vote "yes", the District will be authorized to undertake the school building improvement program described in Question Number I and borrow not in excess of \$12,000,000 therefor; if a majority vote "no" on Question Number I set forth above, the District will not be so authorized.

A "yes" vote on Question Number II is a vote to authorize the School District of Manawa budget to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$365,000 for the 2019-2020 school year, for non-recurring purposes consisting of demolishing the vacant former elementary school building and returning the site to green space.

A "no" vote on Question Number II is a vote to deny the School District of Manawa the authority to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$365,000 for the 2019-2020 school year, for non-recurring purposes consisting of demolishing the vacant former elementary school building and returning the site to green space.

In the event a majority of the electors voting on Question Number II vote "yes", the District will be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$365,000 for the 2019-2020 school year, for non-recurring purposes consisting of demolishing the vacant former elementary school building and returning the site to green space; if a majority vote "no" on the question set forth above, the District will not be so authorized.

LOCATION AND HOURS OF POLLING PLACES

Information as to the location of the polling places is available in the District Office at 800 Beech Street, Manawa, Wisconsin 54949.

ALL POLLING PLACES WILL BE OPEN AT 7:00 A.M. AND WILL CLOSE AT 8:00 P.M.

If you have any questions concerning your polling place, contact the municipal clerk:

(Name Of Municipal Clerk)	(Name Of Municipal Clerk)
(Address)	(Address)
(Telephone)	(Telephone)
(Office Hours)	(Office Hours)

All polling places are accessible to elderly and disabled voters.¹

Notice of Meeting of the Local and Municipal Board of Canvassers

At the close of voting on Election Day, pursuant to the provisions of Wis. Stat. § 19.84, the Election Inspectors will convene as a joint meeting of the Local Board of Canvassers and the Municipal Board of Canvassers for the purpose of conducting the local and municipal canvasses pursuant to Wis. Stat. §§ 7.51 and 7.53(1). This meeting will be open to the public pursuant to Wis. Stat. §§ 19.81-89.

¹ THIS NOTICE MUST CONTAIN A STATEMENT ABOUT THE ACCESSIBILITY TO THE ELDERLY AND DISABLED FOR EACH POLLING PLACE. IF ANY POLLING PLACES ARE NOT ACCESSIBLE OR IN COMPLIANCE WITH FEDERAL LAW, CONTACT THE ELECTIONS COMMISSION.

INFORMATION TO ELECTORS²

Upon entering the polling place, an elector shall state his or her name and address, show an acceptable form of photo identification and sign the poll book before being permitted to vote. If an elector is not registered to vote, an elector may register to vote at the polling place serving his or her residence if the elector provides proof of residence in a form specified by law. Where ballots are distributed to electors, the initials of two inspectors must appear on the ballot.³ Upon being permitted to vote, the elector shall retire alone to a voting booth or machine and cast his or her ballot except that an elector who is a parent or guardian may be accompanied by the elector's minor child or minor ward. An election official may inform the elector of the proper manner for casting a vote, but the official may not in any manner advise or indicate a particular voting choice.

On referendum questions, where **paper ballots** are used, the elector shall make a mark **(X)** in the square next to "yes" if in favor of the question, or the elector shall make a mark **(X)** in the square next to "no" if opposed to the question.

When using a *tactile ballot marking device (Vote-PAD)* to mark a **paper** ballot, the elector shall obtain from the inspectors, the assistive device and any audio or dexterity aids if required. On referendum questions, the elector shall fill in the oval or connect the arrow next to "yes" if in favor of the question, or the elector shall fill in the oval or connect the arrow next to "no" if opposed to the question.

On referendum questions, where **optical scan** voting systems are used, the elector shall fill in the oval or connect the arrow next to "yes" if in favor of the question, or the elector shall fill in the oval or connect the arrow next to "no" if opposed to the question.

When using an *electronic ballot marking device ("Automark," "ExpressVote" or "ImageCast Evolution-ICE")* to mark an **optical scan** ballot, the elector shall touch the screen or use the keypad to select "yes" if in favor of the question, or the elector shall touch the screen or use the keypad to select "no" if opposed to the question.

On referendum questions, where **touch screen** voting systems are used, the elector shall touch the screen next to "yes" if in favor of the question, or the elector shall touch the screen next to "no" if opposed to the question.

The vote should not be cast in any other manner. Not more than five minutes time shall be allowed inside a voting booth. Sample ballots or other materials to assist the elector in casting his or her vote may be taken into the booth and copied. The sample ballot shall not be shown to anyone in a manner that would reveal how the ballot is marked.

² This section should be adapted depending upon what type of voting procedure is used.

³ Remove this sentence if only touch screen voting system(s) are used.

If the elector spoils a **paper** or **optical scan** ballot, he or she shall return it to an election official who shall issue another ballot in its place, but not more than three ballots shall be issued to any one elector. If the ballot has not been initialed by two inspectors or is defective in any other way, the elector shall return it to the election official, who shall issue a proper ballot in its place.⁴

The elector may spoil a **touch screen** ballot at the voting station before the ballot is cast.

After an official **paper ballot** is marked, it shall be folded so the inside marks do not show, but so the printed endorsements and inspectors' initials on the outside do show. The elector shall then deposit the ballot in the ballot box or deliver the ballot to an inspector for deposit, and shall leave the polling place promptly.

After an official **optical scan** ballot is marked, it shall be inserted in the security sleeve so the marks do not show. The elector shall then insert the ballot in the voting device and discard the sleeve or deliver the ballot to an inspector for deposit. If a central count system is used, the elector shall insert the ballot in the ballot box and discard the sleeve, or deliver the ballot to an inspector for deposit. The elector shall leave the polling place promptly.

After an official **touch screen** ballot is marked, the elector shall leave the polling place promptly.

An elector may select an individual to assist in casting his or her vote if the elector declares to the presiding official that he or she is unable to read, has difficulty reading, writing or understanding English or that due to disability is unable to cast his or her ballot. The selected individual rendering assistance may not be the elector's employer or an agent of that employer or an officer or agent of a labor organization which represents the elector.

The following is a sample of the official ballot:

OFFICIAL REFERENDUM BALLOT

November 6, 2018

Notice to Voters: If you are voting on Election Day, your ballot must be initialed by two election inspectors. If you are voting absentee, your ballot must be initialed by the municipal clerk or deputy clerk. Your ballot may not be counted without initials.

⁴ Remove this sentence if only touch screen voting system(s) are used.

Instructions to Voters

If you make a mistake on your ballot or have a question, ask an election inspector for help.
(Absentee Voters: Contact your municipal clerk.)

To vote in favor of a question, make an "X" or other mark in the square next to "Yes," like this:
To vote against a question, make an "X" or other mark in the square next to "No," like this:

Referendum	
<u>QUESTION NUMBER I</u>	
Shall the School District of Manawa, Waupaca County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$12,000,000 for the public purpose of paying the cost of a school building improvement program consisting of: construction of additions at the Jr./Sr. High School; District-wide renovations, capital maintenance, building infrastructure, safety and site improvements; and acquisition of related furnishings, fixtures and equipment?	
<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

Referendum	
<u>QUESTION NUMBER II</u>	
Shall the School District of Manawa, Waupaca County, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$365,000 for the 2019-2020 school year, for non-recurring purposes consisting of demolishing the vacant former elementary school building and returning the site to green space?	
<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

Persons with questions regarding the referendum election should contact Melanie J. Oppor, District Administrator.

Done in the School District of Manawa
on November 1, 2018
Bobbi Jo Pethke
District Clerk

EXHIBIT D

OFFICIAL REFERENDUM BALLOT

November 6, 2018

Notice to Voters: If you are voting on Election Day, your ballot must be initialed by two election inspectors. If you are voting absentee, your ballot must be initialed by the municipal clerk or deputy clerk. Your ballot may not be counted without initials. (See back of ballot for initials).

Instructions to Voters

If you make a mistake on your ballot or have a question, ask an election inspector for help. (Absentee Voters: Contact your municipal clerk.)

To vote in favor of a question, make an "X" or other mark in the square next to "Yes," like this:

To vote against a question, make an "X" or other mark in the square next to "No," like this:

Referendum	
<u>QUESTION NUMBER 1</u>	
Shall the School District of Manawa, Waupaca County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$12,000,000 for the public purpose of paying the cost of a school building improvement program consisting of: construction of additions at the Jr./Sr. High School; District-wide renovations, capital maintenance, building infrastructure, safety and site improvements; and acquisition of related furnishings, fixtures and equipment?	
<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

Referendum

QUESTION NUMBER II

Shall the School District of Manawa, Waupaca County, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$365,000 for the 2019-2020 school year, for non-recurring purposes consisting of demolishing the vacant former elementary school building and returning the site to green space?

YES

NO

(Reverse Side of Ballot)

OFFICIAL REFERENDUM BALLOT
November 6, 2018
for
School District of Manawa, Wisconsin

Polling Place: _____

Ballot issued by

Initials of Inspectors of Election

Absent Voter's Ballot issued by

Initials of Municipal Clerk or
Deputy Clerk
(If issued by SVDs, both SVDs must initial.)

Certification of Voter Assistance

I certify that I marked or read aloud this ballot at the request and direction of a voter who is authorized under Wis. Stat. §6.82 to receive assistance.

Signature of assistor

August 15, 2018

RESOLUTION SY1819#4

WHEREAS, Section 119.25 (b) Wisconsin Statutes provides that the School Board of the Manawa School District may authorize the use of an independent hearing officer to determine pupil expulsion from school. Such authorization is effective only during the school year in which it is adopted.

This is to certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Manawa School District at a legal meeting held on the 20^h day of August 2018.

Date: _____

Signed: _____

_____, School District Clerk



July 9, 2018

School District of Manawa
800 Beech Street
Manawa, WI 54949

Dear Ms. O'Brien

I am pleased to convey Premier Community Bank's approval of your request

Loan Purpose: Short term financing to cover capital expenditures associated with energy efficiency updates to the facilities.

Loan Amount: Up to \$1M

Interest Rate: 2% fixed with principal and interest due at maturity

Term: Up to 12 months

Approval is subject to receipt of three years satisfactory financial statements.

Thank you for giving Premier Community Bank the opportunity to help you with your financial needs

Sincerely

A handwritten signature in black ink, appearing to read "James J. Digtzler", is written over a large, faint watermark of the Premier Community Bank logo.

James J Digtzler

AVP Ag/Commercial Loan Officer



ENGELHARDT DAIRY
of Wisconsin

SCHOOL MILK PROPOSAL YEAR 2018-2019

Date: August 16, 2018
Attn: **MANAWA: Carmen**
Email: cobrien@manawaschools.org

We are pleased to quote the following dairy prices for the upcoming school year.

<u>Product</u>	<u>Price</u>
1% White Milk Half-Pint Eco	
Skim Milk Half-Pint Eco	***see attached***
Chocolate Skim Milk Half-Pint Eco	

For the upcoming 2018-2019 school year we are green! You will no longer get a credit memo for changes made to the invoice. Instead we will be changing the original invoice to match what was delivered or spoiled. If this is an issue please indicate in your bid response.

With your bid response please provide an email address for daily adjusted invoices, monthly statements, price changes, or any other updates we may have for you. Thank you for the opportunity to bid your school.

Terms: Net 30 days of Invoice Date

No credit for returns over holidays and end of the year, which means no end of the year pick ups.

We are bidding only RBGH free milk. Our Chocolate milk will be sugar sweetened and not contain high fructose corn syrup.

Sincerely,

Guy Engelhardt
President

PO Box 430 Kewaskum, WI 53040 (800) 540-4129

=====

CUSTOMER ORDER FORM

=====

ENGELHARDT DAIRY OF WI, LLC
 P.O. BOX 430
 KEWASKUM, WI 53040
 Phone: (800) 540-4129
 Fax: (262) 626-4113

Customer No: MANHIG
 Prepared for: LITTLE WOLF JR & SR HIGH SCHOOL
 SCHOOL DISTRICT OF MANAWA
 MANAWA, WI 54949
 (920) 596-2525

Item Number	Unit of Measure	Description Line 1	Unit Price	Week 1	Week 2
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Customer Number: MANHIG - LITTLE WOLF JR & SR HIGH SCHOOL

26051	EACH	SELECT 1% HP ECO	0.20		
26068	EACH	SELECT SKIM HP ECO	0.19		
26378	EACH	SELECT NF CHOC HP EC	0.21		
3620	EACH	NS NUTTY ROYALE CONE	0.41		
37325	EACH	5# SM. CURD 2%	7.22		
38081	EACH	1oz. SOUR CREAM	11.88		
38224	EACH	5# LITE SOUR CREAM	5.49		
40113	EACH	VANILLA 5# NF YOGURT	5.38		
420	EACH	1% GALLON	2.63		
65060	EACH	BULK MALT CUPS- 12 C	0.64		
65190	EACH	BULK SANDWICH-24 CT	0.34		
66011	EACH	BULK FUDGE BAR-24 CO	0.30		
7483	EACH	ORANGE & CREAM BAR -	0.79		
80020	PC.	5# FEATHER SHR CHEDD	2.06		
80080	PC.	5# FEATHER SHR MOZZA	1.98		
80100	PC.	5# AMERICAN 12OCT SL	1.86		
80170	PC.	5# GRATED PARMESAN	2.93		
90001	PC.	BUTTER A SOLID (36#/	3.12		



**WISCONSIN
August 2018
ESCALATOR CLAUSE**

It is hereby understood that the prices quoted are based on the Total Class I price (3.5%) listed below per hundredweight to include premiums established for the stated month, under the terms of the **Central Milk Producers Co-op Western Order #30**.

Components of this price include:

Class I Skim Price:	5.46 (per cwt.)
Class I Butterfat Price:	2.5363 (per lb.)

ESCALATOR CLAUSE

If the Class I Skim price per hundredweight is increased or decreased, for each \$ 0.10 per hundredweight increase or decrease, the quotation on:

Half-pint fluid milk will decrease or increase \$.00054 per ½ pint

If the Class I Butterfat price per pound is increased or decreased, for each \$ 0.01 increase or decrease, the quotation on a half-pint will follow this formula.

Whole Milk	\$ 0.00017750 per 1/2 pint
2% Milk	\$ 0.00010750 per 1/2 pint
1% Milk	\$ 0.00005375 per 1/2 pint
Skim Milk	\$ 0.00001000 per 1/2 pint



ENGELHARDT DAIRY

of Wisconsin

Please return this form to: Engelhardt Dairy of Wisconsin
PO Box 430
Kewaskum, WI 53040
Or Fax to: 1-262-626-4113

Name of School: _____

Engelhardt Bid Accepted: Yes _____ No _____

School Starting Date: _____

Contact Person: _____

Billing Address: _____

If bid was given to another dairy, please list the name of the dairy and their bid prices. Thank you.

Dairy: _____

Homogenized:	_____
2%	_____
Skim NF Chocolate	_____
Chocolate 1%	_____
Skim	_____
1%	_____
Orange Drink/Juice	_____

P.O. BOX 430 KEWASKUM, WI 53040 (800) 540-4129