

School District of Manawa

Board of Education Meeting Agenda

October 15, 2018



1. Call to Order – President Johnson – **6:30 p.m.** – MES Boardroom, 800 Beech Street
 - a. Study: The Principles of Improvement. A Mindset and Process
2. Pledge of Allegiance - **7:00 p.m.**
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
 - a. SDM Food Service Program - Dir., Brenda Suehs
 - b. Summer School 2018 Report - Co-Chairs: Kevin Keller, Mary Eck
6. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
7. Consent Agenda
 - a. Approve Minutes of September 17, 27, and October 3, 2018 Board Meetings
 - b. Treasurer’s Report/Approve Expenditures & Receipts
 - c. Donations:
 - i. First State Bank, Manawa Steak House, Busy Bean, Cruisin’ In, Manawa Athletic Booster Club - Goodie Bags to SDM Employees During Inservice
 - ii. Manawa FFA Alumni \$800 to Manawa FFA National Convention Expenses
 - iii. Solarus - \$1,000 to Partners of Student Activities
 - iv. Smith & Radtke LLC Manawa Accounting & Tax \$50 to Paving the Way
 - v. Jugs Sports, Inc. \$2,515.50 for Football Passing Machine
 - vi. Manawa Athletic Booster Club Inc.
 1. \$2,515.50 for Football Passing Machine
 2. \$3,355 for PVC Add-a-Year Boards
 3. \$3,705.40 for 36 Padded Red and Black Chairs
 4. \$798.22 for Krossover Program (GBB and BBB)
 5. \$630 for MS Basketball Shorts
 - vii. Sacred Heart Catholic Church \$500 for Project Backpack
 - viii. Manawa Rural Fire Department \$540 for Project Backpack
 - ix. Zoetis/United Veterinary Service \$357.25 for Manawa FFA
 - x. Anonymous Donor \$40 to Delinquent Food Service Accounts
 - xi. Waupaca Area Community Foundation / Robert and Christine Faulks Charitable Fund \$1,601.08 for Food Service Payor Balance and \$1,000 for 2 Service Lunch Cards
 - xii. First Lutheran Church, Ogdensburg \$50 for Project Backpack
 - d. Resignation of Esther Schmidt, Food Service Worker
 - e. Consider Approval of Food Service Worker as Presented
 - f. Consider Approval of Updated Non-Athletic Co-Curricular Advisors for SY1819 as Presented
 - g. Consider Approval of SY1819 Head Coaches for Softball and Baseball as Presented
 - h. Consider Approval of Request for Leave of Absence as Presented

8. Any Item Removed from Consent Agenda
 - a.
 - b.
9. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
10. Correspondence:
 - a. Thank you From Family of Gary Barrington
11. Board Recognition:
 - a. Proclamation - National School Lunch Week Oct. 15-19, 2018
 - b. Ethan Wiesner - Showing Initiative to Take an Independent Engineering Course
 - c. Ms. Rita Gipp, Technology / Engineering Teacher - for Developing Middle School Robotics
12. District Administrator's Report:
 - a. Legislative Update
 - b. Third Friday Enrollment Report
 - c. WASB Joint Convention - January 22-25, 2019 - Milwaukee
 - d. Referendum Update
 - e. Energy Efficiency Project Update
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
 - b. Kobussen Transportation Report
15. Director's Reports:
 - a. Curriculum / Special Education Director Highlights - Included in Board Packet
 - b. Technology Director Highlights - Included in Board Packet
16. Board Comments:
 - a.
 - b.
17. Committee Reports:
 - a. Curriculum Committee
 1. Curriculum Map Adoption
 - a. Physical Education Gr. K – 8
 - b. Social Thinking and Me
 2. Curriculum Committee Planning Guide
 - b. Finance Committee
 - i. 2018-19 Budget
 - a. Budget Publication
 - b. Revenue Limit Worksheet Updates
 - c. Accounts Updates
 - ii. Repercussions of a "No" Vote on the November 6, 2018 Referendum
 - iii. Tuition Sharing Agreement
 - iv. Audit Review
 - v. Annual Meeting Updates

- c. Buildings & Grounds
 - i. Land / Site Survey Proposals
 - ii. Former Elementary School
 - iii. Generator Replacement Quotes
 - iv. Door Access Update
 - v. EE Project Update
 - vi. Grounds Update
 - 1. Lawn Care: a. Mowing b. Weed & Feed
 - 2. Snow Removal, Sanding & Salting
 - vii. Buildings & Grounds Committee Planning Guide
 - d. Policy & Human Resources Committee
 - i. Competitive Food Sales Recommendation Policy 8550
 - ii. NEOLA Vol. 27 No. 2 Updates – Mr. LaValle
 - iii. Consider Approval of ag6320C3 Change Order Approval Process
 - iv. Policy & Human Resources Committee Planning Guide
18. Unfinished Business:
- a. Consider Approval of NEOLA Policy 4231 Outside Activities of Support Staff as Presented
 - b. Consider Approval of NEOLA Policy 9510 Educational Research as Presented
19. New Business:
- a. Consider Approval of the Spring 2019 Start College Now (Youth Options) Application as Presented
 - b. Consider Approval of the Tuition Sharing Agreement with Iola-Scandinavia School District for the SY1819 as Presented
 - c. Consider Approval of the Adoption of Physical Education Curriculum Mapping Gr. K-8 as Presented
 - d. Consider Approval of the Adoption of Social Thinking and Me Curriculum Mapping as Presented
 - e. Consider Approval of **RESOLUTION SY1819#6 AUTHORIZING A TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTE FOR CASH FLOW PURPOSES IN AN AMOUNT NOT TO EXCEED \$1,000,000 as Presented**
 - f. 1st Reading NEOLA Vol. 27 No. 2 Updates
 - g. Consider Approval of ag6320C3 Change Order Approval Process as Presented
 - h. Consider Approval of the Land / Site Survey Proposal from Rettler Corp as Presented
 - i. Consider Approval of the Generator Replacement Quote from Generac / Access as Presented
20. Next Meeting Dates:
- a. Oct. 22, 2018 – Annual District Meeting – 7:00 p.m. – MES Board Room
 - b. Nov. 7, 2018 – Curriculum Committee Meeting – 4:00 p.m. – MES Board Room
 - c. Nov. 7, 2018 – Policy & HR Committee Meeting – 5:00 p.m. – MES Board Room
 - d. Nov. 7, 2018 - Buildings & Grounds Committee Meeting - 6:30 p.m. - MES Board Room
 - e. Nov. 13, 2018 Finance Committee Meeting - 5:30 p.m. - MES Board Room
21. 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.

Dear Members of the Manawa School Board,

Summer School Discovery came to a close at the end of August. Once again, our district provided valuable learning experiences and opportunities for our students. We were able to offer a variety of course options geared to various age levels. We not only continued with core subject emphasis in mind, but were able provide enrichment opportunities. We continued with past courses that addressed remedial concerns as well as enrichment. We added courses such as 3 D sculpture, weaving, Spanish, and service participation at the EAA Air Adventure. Staff members, aides, substitutes, and host of valuable support staff provided quality instruction and support in educating our students. Our staff willing took on teaching roles vacated by staff that had left. We were pleased to welcome Jason Kirby from Wild Rose School District who assisted us with Driver's Education.

We continued our partnership with the Sturm Memorial Library, Department of Natural Resources, and the Iola Fitness and Aquatic Center to offer a complete summer experience.

We scheduled the majority of our coursework into a three week period in June. A few of the offerings extended into July along with camps, archery, and the EAA experience. Hunter Safety was held in August. Sports skills courses were offered throughout the summer to accommodate maintenance and remodeling schedules.

Once again the school district provided transportation to and from summer school. Central pickup points were designated to assist parents and guardians in transporting their children. Mary Eck and I returned as co-coordinators. Together we over saw the total program, maintained records, and provided information to students, parents, and administration.

Once again we would like to thank Jeanne Frazier and Shelley Keller, who assist us in reporting coursework requirements to the Department of Instruction, Carmen O'Brien and Julie Prey for handling financial concerns, and Bryant Cobarrubias, for technical support. We would also like to thank the office staff of

both buildings that assisted us with information that helped the sessions run smoothly. We would also like to thank the administrative team for their guidance, suggestions, and the flexibility in using the facilities during the busy summer months.

Attached you will find a list of courses that were offered as well as a financial report based on the total minutes attended by our students.

We would like to keep pursuing course options for credit at the upper levels as well as recovery options. We have made strides in using the skyward management system not only for record keeping, but also for summer school purchases and other budget concerns. Improving communication is also one of our goals. We want to make sure students and parents are aware of what we offer for summer programming and that it is clearly stated and accessible. We are currently developing a summer school handbook that will assist both summer school staff and administration with the requirements and processes that help build successful summer school experiences.

If you have any questions or concerns, we would be more than happy to respond to them.

Respectfully submitted,

Kevin Keller & Mary Eck

kkeller@manawaschools.org

meck@manawaschools.org

Summer School Coordinators

<u>Course:</u>	<u>Teacher(s):</u>	<u>2018</u>
3 D Sculpture	Bortle	
Agriculture	Cordes	
Archery	Krause	
Band Lessons	Rohan	
Basketball Basic Skills (G)	Collins	
Basketry 3-8	Mursau	
Bead/Weaving	Bortle	
Computers 3-4	Tassone	
Computers 5-6	Tassone	
Cooking 5-7	Mursau/Anaya	
Drawing 1-3	Bortle	
Drawing 4-8	Bortle	
Driver's Ed	Kirby	
EAA Experience	Connolly, Ziemer, Cordes, Hraban	
Field Trips	Abbey	
Football Basic Skills	Johnson/Bortle/Ziemer/Liebzeit	
Harry Potter Wizard 3-6	Ziemer/Whitman	
Hunter Safety	Hollman	
Life Skills Around Us	Carson	
Mad Scientist 1-2	Dean/Whitman	
Mad Scientist 3-4	Dean/Whitman	
MAQA	Cordes	
Marching Band	Rohan	
Math 1-2	Field	
Math 3-4	Tassone	
Math Logic 5-8	Ziemer	
Next Stop Kindergarten	Poppy	
Outdoor Exploration	Ziemer/Johnson	
Plato	Eck	
Reading 1-2	Field/Seka	
Reading 3-7	Field	
Run Club 4-6	Tassone	
Scrapbooking 3-6	Field	
Seniors	Connolly	
Sports 3-4	Ziemer, Nate	
Sports 5-8	Ziemer, Nate	
Summer Camp 1-2	Dean/Seka	
Swimming	Keller	
Transition to Little Wolf	Connolly	
Tumbling/Dance 4-6	Ziemer	
Volleyball Basic Skills	Ziemer/Dean	
Weightlifting fitness	Johnson/Bortle	
Wrestling Basic Skills	Ziemer/Johnson	

Financial Report

Summer School 2018

First day of Summer or Interim Session : 6/11/18

Last day of Summer or Interim Session : 9/1/18

REVENUE **3,189.00**

2016 20 FTE * Revenue Limit for summer school

2017 21 FTE Average: 7* 9,400) **65,800.00**

2018 18 FTE Total Revenue **68,989.00**

EXPENDITURES

Salaries/Benefits Coordinators, teachers, aides , bus drivers

Personal Services Swimming Lessons

General Supplies

Total Expenditures: **60,817.21**

8,171.79

376 Resident Students

9 Open Enrolled Students

Minutes of the September 17, 2018 Board of Education Meeting

Call to Order – President Johnson – 7:00 p.m. - MES Boardroom, 800 Beech Street

Pledge of Allegiance

Roll Call: Forbes, Hollman, Pethke, R. Johnson, J. Johnson

Absent: Scheller, Pohl. Scheller arrived at 7:19 p.m.

Verify Publication of Meeting

Presentations: SDM Key Performance Indicators - Dr. Melanie Oppor

How do we know when we are truly see how we are doing? Topics covered included: Learning, Operational efficiencies, safe and orderly environment and engagement and satisfaction.

Announcements: Contributions to the District – President Johnson thanked the following for their generous donations: FVTC donation of Textbooks to Agriculture Program valued at \$543.15 and donation from Jeannette Bauer in memory of Jon Bauer, \$3,000 to new softball scoreboard for Lindsay Field.

Approved by Consent: Minutes of August 20, 28 and September 12, 2018 Board Meetings

Treasurer's Report/Approve Expenditures (\$169,104.95) & Receipts (\$5,210.78); Donations: FVTC Donation of Textbooks to Agriculture Program Valued at \$543.15; from Jeannette Bauer in Memory of Jon Bauer \$3,000 to New Softball Scoreboard for Lindsay Field; the Hire of Food Service Dishwasher / Server for SY1819, the Hire of At-Risk Paraprofessional for SY1819, the Request for Human Subjects Research.

Public Comments: Joe Starr-E5198 North Water Dr. Manawa WI: spoke to the Board regarding article about the staff policy in the Waupaca Post, too vague, dictating and telling staff what to do.

Correspondence: Thank you from the family of Bette Ferg and the family of Arthur Pethke.

Board Recognition:

- FOR Club Members: Brittany Besaw (2018 Graduate), Stephanie Besaw, Chloe Johnson, Grace Johnson, Anessa Schimke (see their photos in the Board Packet) for the LWJr./Sr.HS Summer Beautification Project
- Colin Moser, Andrew Elmhurst and Ethan Tellock for Compacting Advanced Algebra (completed a 1 credit course over the summer)

District Administrator's Report:

Legislative Update-DPI formally submitting budget today; 145 districts that will receive sparsity aid Manawa will receive \$295,600 in sparsity aid. Requirement: less than 10 members per square mile. Monthly Enrollment Report; Overview of Staff and District-wide Community Referendum Meetings Dr. Oppor talked about the questions and discussions from the meeting. Discussion of the potential of the community to have a referendum for the 3rd additional gym which would have been in the \$15 million plan. Nov 15 CESA; WASB Fall Region 7 Meeting - October 17, 2018 – Neenah and President Johnson and Treasurer Pohl are receiving awards. WASB Joint Convention - January 22-25, 2019 – Milwaukee

Let Mrs. Frazier know if able to attend the next convention. Meeting Schedule - Future Use of Optional 6:30 Meeting Time: possibility to review the 7 Principle if the Board is interested.

School Operations Reports: ES and HS Principal: Highlights - Included in Board Packet
Mr. Wolfgram added that students are doing well in athletics this year as well as in the classroom. Debate team will be moving forward. Looking forward to a home debate in October.

Business Related Reports: Highlights - Included in Board Packet. Budget numbers are coming in; sparsity aid; need to have under 745 students and 10 students per sq. mile. We have 109 **square** miles within the district. This is based on last year's population.

Director's Reports: Technology and Curriculum / Special Education Director Highlights were included in the Board packet.

Board Comments: None this month

Committee Reports: Minute of the Finance and Policy and Human Resources Committees were included in the Board packet.

Unfinished Business: Nothing this month

New Business:

Motion by Forbes/ Hollman to approve of the RESOLUTION SY1819#5 Whereas, Section 120.14(l), 120.16, and 120.18 of the Wisconsin Statutes Provides that the School Board of the School District of Manawa Shall Authorize Those Student Activity Programs it Wishes to be Operational for the 2018-2019 School Year; Such Authorization is Effective Only During the School Year in Which it is Adopted. Motion carried. The list of activities was included in the Board packet.

1st Reading NEOLA Policy 4231 Outside Activities of Support Staff as presented for review and approval at the October Board meeting. Neola policy since 2016. No necessity for ag4231.

1st Reading NEOLA Policy 9510 Educational Research as presented for review and approval at the October Board meeting. Mr. Dunn is working on research and anticipating misconceptions of chemistry and use the research; the Board will get a copy of their final paper and benefit of the research.

Motion by: Scheller/R. Johnson to Approve the NEOLA ag9510 – Educational Research as Presented. Motion carried – Pohl absent.

Motion by: Forbes/Scheller to approve the NEOLA ag6000 Series Finances as Presented. Motion carried – Pohl absent.

Next Meeting Dates:

Sept. 27, 2018 – Special BOE Mtg – 6:00 p.m. – (Referenda Planning) – MES Board Room
Oct. 3, 2018 – Policy & HR Committee – 5:00 p.m. – MES Board Room
Oct. 9, 2018 - Curriculum Committee Meeting - 4:30 p.m. - MES Board Room

Oct. 11, 2018 - Finance Committee Meeting - 5:30 p.m. - MES Board Room
Oct. 15, 2018 – Regular BOE Mtg - 7:00 p.m. Open Session – MES Board Rm
Oct. 22, 2018 - Annual District Meeting - 7:00 p.m. - MES Board Room
Oct. 10, 2018 – Buildings & Grounds Committee Meeting - 5:30 p.m. MES Board Room
Future Community Referendum Informational Meetings will be set at different dates, times, and locations around the community.

Motion by Hollman/R. Johnson to adjourn at 7:47 p.m. Motion carried – Pohl absent.

Bobbi Jo Pethke, Clerk

Minutes of the September 27, 2018 Special Board of Education Meeting

1. Call to Order – President Johnson – 6:02 p.m. – MES Boardroom, 800 Beech Street
2. Pledge of Allegiance
3. Roll Call: Present: Forbes, Pohl, Pethke, J. Johnson
Absent: Hollman R. Johnson (arrival 6:10 p.m.) Scheller (arrival 6:59 p.m.)
4. Verify Publication of Meeting-Dr. Oppor
5. Unfinished Business:
 - a. Review Communication Plan
 - i. Add Presenters
 - ii. Add Events
6. New Business:
 - a. Consider Approval of Request from Pat Wade Trail Committee to Blacktop on District Property – Board discussion.
Motion by Pohl/R. Johnson to table. Motion carried – Hollman and Scheller absent.
 - b. Review New Concept Drawings
PowerPoint slide of concept images provided by Jody Andres.
 - c. Review Informational Brochure Draft
Jody Andres distributed draft brochure.
 - d. Review Wolf Pack Express Special October Issue
Special edition of the Wolf Pack Express prepared by Dr. Oppor.
 - e. Discuss Burning Questions
 - Weyauwega did a video of the projects and put on the website. Dr. Oppor will look for a local resident to provide this service.
 - Jody Andres indicated 764 views on the current website.
 - Some fear of the vandalism with the recent events.
 - Fire at the Lindsay Park was determined to not be Homecoming related.
 - Excitement from the current 6th grade students wanting to move to the Jr/Sr HS.
 - Concern of the cost of demo of the old Elementary.
 - Dr. Oppor addresses in the Wolfpack Express.
 - f. Practice Questions #3
7. Next Meeting Dates:
 - a. Oct. 3, 2018 – Policy & HR Committee – 5:00 p.m. – MES Board Room
 - b. Oct. 3, 2018 - Curriculum Committee Meeting - 4:30 p.m. - MES Board Room
 - c. Oct. 3, 2018 - Special BOE Meeting at 5:00 p.m.; Policy & HR Committee to follow
 - d. Oct. 10, 2018 – Buildings & Grounds Comm Mtg – 5:30 p.m. – MES Board Room
 - e. Oct. 11, 2018 - Finance Committee Meeting - 5:30 p.m. - MES Board Room
 - f. Oct. 15, 2018 – Regular BOE Mtg – 7:00 p.m. Open Session – MES Board Rm
 - g. Oct. 22, 2018 - Annual District Meeting - 7:00 p.m. - MES Board Room
8. Motion by R. Johnson/Scheller to adjourn at 7:48 p.m. Motion carried – Hollman absent.

Bobbi Jo Pethke, Clerk

Minutes of the October 3, 2018 Special Board of Education Meeting

The meeting was called to order at 5:02 p.m. by President Johnson.

Present: Mr. Scheller, Mr. Forbes, Mrs. Pohl, Mrs. Pethke, Mrs. Johnson.

Absent: Mr. Hollman, Mr. Johnson

Consider approval of request from Pat Wade Trail Committee to blacktop the trail on district property:
Dr. Oppor checked with DNR and County Zoning and there aren't any issues to report. Quality Concrete will grade and slope so that the water would run away from the playground, toward the field.

Motion by Pohl/Forbes to approve the request from the Pat Wade Trail Committee to blacktop the trail on District property. Motion carried - Hollman and R. Johnson absent.

Motion by Forbes/Scheller to adjourn at 5:07 p.m. Motion carried - Hollman and R. Johnson absent.

Bobbi Jo Pethke, Clerk

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78731	BINVERSIE, STEVEN	JPAP91	09/17/2018	VARSITY FOOTBALL OFFICIAL ON 9/28/18 VS AMHERST	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
						Totals for 78731	70.00
78732	CZECH, JON	JPAP91	09/17/2018	VARSITY & JV VOLLEYBALL OFFICIAL ON 9/25/18 VS GRESHAM	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	94.00
						Totals for 78732	94.00
78733	DURRANT, PHILLIP	JPAP91	09/17/2018	VARSITY & JV VOLLEYBALL OFFICIAL ON 9/25/18 VS GRESHAM	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	94.00
						Totals for 78733	94.00
78734	E2E EXCHANGE, LLC	JPAP91	09/17/2018	E-RATE CONSULTING SERVICE: E-RATE CATEGORY ONE	GENERAL FUND/PERSONAL SERVICES/ADMINISTRAT IVE TECHNOLOGY SERV	0	625.00
						Totals for 78734	625.00
78735	ISLAND MUSIC	JPAP91	09/17/2018	AUSTIN ROHAN - EQUIPMENT REPAIR	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4001900110	95.00
78735	ISLAND MUSIC	JPAP91	09/17/2018	AUSTIN ROHAN - EQUIPMENT REPAIR	GENERAL FUND/PERSONAL SERVICES/INSTRUMENTA L MUSIC	4001900110	60.00
						Totals for 78735	155.00
78736	KILLAM, GALEN	JPAP91	09/17/2018	VARSITY FOOTBALL OFFICIAL ON 9/28/18 VS AMHERST	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
						Totals for 78736	70.00
78737	KUNDE, JOSEPH	JPAP91	09/17/2018	VARSITY FOOTBALL OFFICIAL ON 9/28/18 VS AMHERST	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
						Totals for 78737	70.00
78738	MURSAU, JENNIFER	JPAP91	09/17/2018	MS VOLLEYBALL OFFICIAL ON 9/24/18 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 78738	50.00
78739	NEXUS SOLUTIONS	JPAP91	09/17/2018	PAYMENT - ENERGY EFFICIENCY	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	620,214.20
						Totals for 78739	620,214.20
78740	PIONEER DRAMA SERVIC	JPAP91	09/17/2018	KARYN PAMPERIN - DRAMA COPY RIGHTS AND ROYALTIES FOR 2 PERFORMANCES	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	601900010	197.00
78740	PIONEER DRAMA SERVIC	JPAP91	09/17/2018	KARYN PAMPERIN - DRAMA COPY RIGHTS AND ROYALTIES FOR 2 PERFORMANCES	HS - ACTIVITY ACCOUNT/DRAMA	601900010	0.00
						Totals for 78740	197.00
78741	POPPY, MICHELLE	JPAP91	09/17/2018	MS VOLLEYBALL OFFICIAL ON 9/24/18 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE FUND/PERSONAL	0	50.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 78741		50.00
78742	POPPY, MICHELLE	JPAP91	09/17/2018	VARSITY VOLLEYBALL LINE JUDGE ON 9/25/18 VS GRESHAM	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	25.00
					Totals for 78742		25.00
78743	RIEDERER, PAUL	JPAP91	09/17/2018	VARSITY FOOTBALL OFFICIAL ON 9/28/18 VS AMHERST	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 78743		70.00
78744	TURNER, WADE	JPAP91	09/17/2018	VARSITY FOOTBALL OFFICIAL ON 9/28/18 VS AMHERST	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 78744		70.00
78745	WCA GROUP HEALTH TRU	JPAP91	09/17/2018	AUGUST HEALTH INSURANCE PREMIUM	GENERAL FUND/WEA TRUST EFF 090115	0	99,698.00
78745	WCA GROUP HEALTH TRU	JPAP91	09/17/2018	SEPTEMBER HEALTH INSURANCE PREMIUM	GENERAL FUND/WEA TRUST EFF 090115	0	198,896.00
78745	WCA GROUP HEALTH TRU	091718	09/17/2018	AUGUST HEALTH INSURANCE PREMIUM	GENERAL FUND/WEA TRUST EFF 090115	0	-99,698.00
78745	WCA GROUP HEALTH TRU	091718	09/17/2018	SEPTEMBER HEALTH INSURANCE PREMIUM	GENERAL FUND/WEA TRUST EFF 090115	0	-198,896.00
					Totals for 78745		0.00
78746	WCA GROUP HEALTH TRU	091718	09/17/2018	AUGUST HEALTH INSURANCE PREMIUM	GENERAL FUND/WEA TRUST EFF 090115	0	99,698.00
78746	WCA GROUP HEALTH TRU	091718	09/17/2018	SEPTEMBER HEALTH INSURANCE PREMIUM	GENERAL FUND/WEA TRUST EFF 090115	0	99,198.00
					Totals for 78746		198,896.00
78747	PRIMETIME TIMING	JPAP91	09/18/2018	FEE FOR MISSED DEADLINE FOR ONLINE ENTRIES AT MENOMINEE INDIAN XC INVITE ON 9/18/18	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	50.00
					Totals for 78747		50.00
78748	OTC BRANDS, INC	091818	09/18/2018	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/NON-CAPITAL EQUIPMENT/MULTI-CATEGORICAL	271900048	54.95
					Totals for 78748		54.95
78749	WI DEPARTMENT OF PUB	092018	09/20/2018	SUPERINTENDENTS CONFERENCE ON SPED AND PUPIL SERVICES - DANNI BRAUER ATTENDEE (10/9/18 - 10/10/18) HELD AT GLACIER CANYON LODGE AT THE WILDERNESS RESORT	SPECIAL EDUCATION FUND/PERSONAL SERVICES/SUPERVISION /COOR OF EXCEP EDUC	271900056	100.00
78749	WI DEPARTMENT OF PUB	092018	09/20/2018	SUPERINTENDENTS CONFERENCE ON SPED AND PUPIL SERVICES - DANNI BRAUER ATTENDEE (10/9/18 - 10/10/18) HELD AT GLACIER CANYON LODGE AT THE WILDERNESS RESORT	SPECIAL EDUCATION FUND/EMPLOYEE TRAVEL/SUPERVISION/C OOR OF EXCEP EDUC	271900056	0.00
					Totals for 78749		100.00
78750	ROBERT W BAIRD & CO	JPAP92	09/21/2018	ONSITE, ONLINE & PHONE SUPPORT AUGUST AUDIT & ANNUAL REPORTING 5 HOURS OFFSITE	GENERAL FUND/PERSONAL SERVICES/DIRECTION	0	250.00

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78750	ROBERT W BAIRD & CO	JPAP92	09/21/2018	CASH RECONCILIATION MAY & JUNE, YEAR END ADJUSTMENTS & REVIEW OF ACCOUNT BALANCES (AUGUST 2 & 3)	OF BUSINESS GENERAL FUND/PERSONAL SERVICES/DIRECTION OF BUSINESS	0	1,700.00
						Totals for 78750	1,950.00
78751	BERRY, TANYA	JPAP92	09/21/2018	REIMBURSE PAYMENT FOR GUNNER BERRY - INTRO TO TECH, THEN DROPPED CLASS	GENERAL FUND/STUDENT FEES/HS-GRAPHIC ARTS	0	5.00
						Totals for 78751	5.00
78752	CASEY, KRISTINA	JPAP92	09/21/2018	LUNCH ACCOUNT REFUND	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	10.50
						Totals for 78752	10.50
78753	CDW GOVERNMENT, INC.	JPAP92	09/21/2018	AVer CP Presentation Displays	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	1011900050	5,966.08
						Totals for 78753	5,966.08
78754	CEDAR SPRINGS GOLF C	JPAP92	09/21/2018	NEW EMPLOYEE LUNCH	GENERAL FUND/FOOD/OFFICE OF SUPERINTENDENT	0	96.00
						Totals for 78754	96.00
78755	CESA 6-CONFERENCE RE	JPAP92	09/21/2018	LEADERSHIP CONSULTATION SAFE & HEALTHY SCHOOLS & COMMUNITIES DISTRICT MEMBERSHIP FEE GRANT WRITING CONSORTIUM	GENERAL FUND/TRANSFER TO CESA/OTHER GENERAL ADMINISTRATION	0	9,882.00
78755	CESA 6-CONFERENCE RE	JPAP92	09/21/2018	LEADERSHIP CONSULTATION SAFE & HEALTHY SCHOOLS & COMMUNITIES DISTRICT MEMBERSHIP FEE GRANT WRITING CONSORTIUM	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	0	7,000.00
78755	CESA 6-CONFERENCE RE	JPAP92	09/21/2018	LEADERSHIP CONSULTATION SAFE & HEALTHY SCHOOLS & COMMUNITIES DISTRICT MEMBERSHIP FEE GRANT WRITING CONSORTIUM	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	0	7,000.00
78755	CESA 6-CONFERENCE RE	JPAP92	09/21/2018	TEACHER -E EDUCATIONAL SPECIALIST - SCHOOL ADMINISTRATOR ANNUAL FEES (TPES) (ESPES) SAPES)	GENERAL FUND/TRANSFER TO CESA/OTHER GENERAL ADMINISTRATION	0	4,880.00
78755	CESA 6-CONFERENCE RE	JPAP92	09/21/2018	REGISTRATION -CLOSED SEEDS4SCHOOL USER MEETING - S. FLYNN ON 8/9/18	SPECIAL EDUCATION FUND/TRANSFER TO CESA/NON-INSTRUCTION AL STAFF TRANIN	0	30.00
						Totals for 78755	28,792.00
78756	CINTAS CORPORATION L	JPAP92	09/21/2018	CUSTODIAL SUPPLIES	FOOD SERVICE FUND/OPERATIONAL SERVICES/FOOD SERVICES	0	16.20
78756	CINTAS CORPORATION L	JPAP92	09/21/2018	CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/OPERATIONAL SERVICES/BUILDINGS	0	11.70

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78756	CINTAS CORPORATION L	JPAP92	09/21/2018	CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	21.10
78756	CINTAS CORPORATION L	JPAP92	09/21/2018	CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	171.15
						Totals for 78756	220.15
78757	CLASSCRAFT.COM	jpap92	09/21/2018	ANDREA HRABAN - CLASSCRAFT SUBSCRIPTION	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/BUSINESS OCCUPATIONS	4001900048	96.00
						Totals for 78757	96.00
78758	STERLING WATER CULLI	JPAP92	09/21/2018	SALT FOR WATER SOFTENER	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	49.00
78758	STERLING WATER CULLI	JPAP92	09/21/2018	WATER SOFTENER SALT	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	151.80
						Totals for 78758	200.80
78759	ENGELHARDT DAIRY OF	JPAP92	09/21/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	225.78
78759	ENGELHARDT DAIRY OF	JPAP92	09/21/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	98.68
78759	ENGELHARDT DAIRY OF	JPAP92	09/21/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	40.61
78759	ENGELHARDT DAIRY OF	JPAP92	09/21/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	83.90
78759	ENGELHARDT DAIRY OF	JPAP92	09/21/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	120.28
78759	ENGELHARDT DAIRY OF	JPAP92	09/21/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	131.82
78759	ENGELHARDT DAIRY OF	JPAP92	09/21/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	63.30
78759	ENGELHARDT DAIRY OF	JPAP92	09/21/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	96.78
78759	ENGELHARDT DAIRY OF	JPAP92	09/21/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	98.68
78759	ENGELHARDT DAIRY OF	JPAP92	09/21/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	119.78
						Totals for 78759	1,079.61
78760	ERICKSON & ASSOCIATE	JPAP92	09/21/2018	INTERIM BILLING - AUDIT OF FINANCIAL STATEMENTS FOR THE YEAR ENDED 6/30/18	GENERAL FUND/PERSONAL SERVICES/AUDIT	0	6,800.00
						Totals for 78760	6,800.00
78761	FOLLETT SCHOOL SOLUT	jpap92	09/21/2018	Titlewave - Battle of the	GENERAL	1011900049	278.77

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				Books - Book Order	FUND/LIBRARY BOOKS/SCHOOL LIBRARY		
78761	FOLLETT SCHOOL SOLUT	JPAP92	09/21/2018	Titlewave - Battle of the Books - Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1011900049	79.74
78761	FOLLETT SCHOOL SOLUT	JPAP92	09/21/2018	Titlewave - Battle of the Books Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	4001900101	785.28
					Totals for 78761		1,143.79
78762	GRAINGER	JPAP92	09/21/2018	MIKE THOMACK, BUILDING & GROUNDS	GENERAL FUND/GENERAL SUPPLIES/OPERATION	4001900087	457.14
					Totals for 78762		457.14
78763	HEID MUSIC CO, INC.	JPAP92	09/21/2018	A ROHAN - HALFTIME MUSIC	GENERAL FUND/SHEET MUSIC/INSTRUMENTAL MUSIC	4001900089	196.00
					Totals for 78763		196.00
78764	HEINEMANN	jpap92	09/21/2018	READING SPECIALIST MATERIALS	GENERAL FUND/TEXTBOOKS & WORKBOOKS/ENGLISH LANGUAGE	271900038	981.00
78764	HEINEMANN	jpap92	09/21/2018	READING SPECIALIST MATERIALS	GENERAL FUND/TEXTBOOKS & WORKBOOKS/ENGLISH LANGUAGE	271900038	1,275.30
					Totals for 78764		2,256.30
78765	ISLAND MUSIC INC	JPAP92	09/21/2018	A ROHAN, ULTRALINK WIRELESS AND BLUETOOTH	GENERAL FUND/NON-CAPITAL EQUIPMENT/INSTRUMENT AL MUSIC	4001900090	289.98
78765	ISLAND MUSIC INC	JPAP92	09/21/2018	AUSTIN ROHAN VOSI TRUMPET	GENERAL FUND/EQUIPMENT PURCHASE-ADDITION/IN STRUMENTAL MUSIC	4001900114	800.00
					Totals for 78765		1,089.98
78766	JOHNSON CONTROLS FIR	JPAP92	09/21/2018	REPAIR SPLICE IN A SPEAKER ABOVE THE COMMONS.	GENERAL FUND/OPERATIONAL SERVICES/EQUIPMENT	8001900008	400.95
78766	JOHNSON CONTROLS FIR	JPAP92	09/21/2018	REPAIR SPLICE IN A SPEAKER ABOVE THE COMMONS.	GENERAL FUND/OPERATIONAL SERVICES/EQUIPMENT	8001900008	400.95
					Totals for 78766		801.90
78767	JUGS, INC.	JPAP92	09/21/2018	FOOTBALL PASSING MACHINE	GENERAL FUND/EQUIPMENT PURCHASE-ADDITION/BO YS FOOTBALL	271900070	2,515.50
					Totals for 78767		2,515.50
78768	KITCHEN - TECH LLC.	JPAP92	09/21/2018	HATCO - SERVICE TO DISHWASHER	FOOD SERVICE FUND/MAINTENANCE SERVICES/FOOD SERVICES	0	280.00
78768	KITCHEN - TECH LLC.	JPAP92	09/21/2018	BLODGETT - SERVICE COMBI	FOOD SERVICE FUND/MAINTENANCE	0	920.00

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78768	KITCHEN - TECH LLC.	JPAP92	09/21/2018	BLODGETT - SERVICE ON CONVECTION OVENS	SERVICES/FOOD SERVICES FOOD SERVICE FUND/MAINTENANCE SERVICES/FOOD SERVICES	0	1,711.00
						Totals for 78768	2,911.00
78769	LAFORCE INC	JPAP92	09/21/2018	2 PRIMIUS KEYS CUT	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	17.90
78769	LAFORCE INC	JPAP92	09/21/2018	T & M SERVICE CALL	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	150.00
						Totals for 78769	167.90
78770	NATIONAL ART ED ASSO	JPAP92	09/21/2018	NANCY ZABLER - NAEA/WAEA MEMBERSHIP	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/ART	4001900131	85.00
						Totals for 78770	85.00
78771	OFFICE DEPOT	JPAP92	09/21/2018	CHAIRMATS - BERBER (MES)	GENERAL FUND/NON-CAPITAL EQUIPMENT/OPERATION	0	244.31
						Totals for 78771	244.31
78772	PEARSON CLINICAL ASS	JPAP92	09/21/2018	SPECIAL ED EVALUATION SCORING	SPECIAL EDUCATION FUND/INSTRUCTIONAL MEDIA/PSYCHOLOGICAL SERVICES	271900035	50.00
						Totals for 78772	50.00
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	88.62
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,767.63
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	USDA FOOD	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	18.85
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	46.60
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,794.58
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	261.48
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	891.81
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	350.44
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	143.97
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	NON FOOD SUPPLIES	FOOD SERVICE	0	366.38

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78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	75.35
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	1,594.91
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	NON FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	28.05
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	1,310.75
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD AND NON FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	123.28
78773	REINHART FOOD SERVIC	JPAP92	09/21/2018	FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	84.48
						Totals for 78773	8,947.18
78774	REMINGTON'S QUALITY	jpap92	09/21/2018	FOOD AND GROCERY FOR SPED CLASSROOM MES 1ST QUARTER	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	271900071	15.09
78774	REMINGTON'S QUALITY	jpap92	09/21/2018	FOOD AND GROCERY FOR SPED CLASSROOM MES 1ST QUARTER	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	271900071	52.68
78774	REMINGTON'S QUALITY	JPAP92	09/21/2018	SPED GROCERY CONTINGENCY FOR 1ST QUARTER	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	271900076	5.28
78774	REMINGTON'S QUALITY	JPAP92	09/21/2018	FOOD AND GROCERY FOR SPED CLASSROOM MES 1ST QUARTER	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	271900071	9.95
78774	REMINGTON'S QUALITY	JPAP92	09/21/2018	FOOD AND GROCERY FOR SPED CLASSROOM MES 1ST QUARTER	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	271900071	16.59
						Totals for 78774	99.59
78775	SCHEIBE, JOHN	JPAP92	09/21/2018	REFUND DISTRICT FEE FOR BENJAMIN SCHEIBE	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	15.00
						Totals for 78775	15.00
78776	SCHOOL SPECIALTY INC	jpap92	09/21/2018	CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1011900042	1,931.66
						Totals for 78776	1,931.66
78777	SERVICE MOTOR COMPAN	JPAP92	09/21/2018	PARTS	GENERAL FUND/OPERATIONAL SERVICES/VEHICLE SERV/NOT PUPIL TRANSP	0	59.26
						Totals for 78777	59.26
78778	STRANG, PATTESON, RE	JPAP92	09/21/2018	LEGAL FEES - JULY 2018	GENERAL FUND/PERSONAL	0	6,890.00

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					SERVICES/LEGAL		
					Totals for 78778		6,890.00
78779	SUEHS MOTORS, INC.	JPAP92	09/21/2018	SERVICE ON RED DODGE CARAVAN	GENERAL	0	233.63
					FUND/MAINTENANCE		
					SERVICES/VEHICLE		
					MAINT/NOT PUPIL		
					TRANS		
					Totals for 78779		233.63
78780	THEDACARE AT WORK	JPAP92	09/21/2018	DS RAPID 5 BUNDLED/PHYSICAL	GENERAL	0	144.00
				FREE FROM COMM DISEASE- E.	FUND/PERSONAL		
				CHRISTENSEN	SERVICES/HEALTH		
					SERVICES		
78780	THEDACARE AT WORK	JPAP92	09/21/2018	DS RAPID 5 BUNDLED/PHYSICAL	GENERAL	0	288.00
				FREE FROM COMM DISEASE- J.	FUND/PERSONAL		
				CHRISTENSEN 7 D. KING-STARRY	SERVICES/HEALTH		
					SERVICES		
78780	THEDACARE AT WORK	JPAP92	09/21/2018	DS RAPID 5 BUNDLED/PHYSICAL	GENERAL	0	432.00
				FREE FROM COMM DISEASE- J.	FUND/PERSONAL		
				GORMAN, S. BEHM, B. MIKKELSON	SERVICES/HEALTH		
					SERVICES		
78780	THEDACARE AT WORK	JPAP92	09/21/2018	DS RAPID 5 BUNDLED/PHYSICAL	GENERAL	0	144.00
				FREE FROM COMM DISEASE- L.	FUND/PERSONAL		
				O'BRIEN	SERVICES/HEALTH		
					SERVICES		
					Totals for 78780		1,008.00
78781	WCA GROUP HEALTH TRU	JPAP92	09/21/2018	OCTOBER HEALTH INSURANCE	GENERAL FUND/WEA	0	103,060.00
				PREMIUM	TRUST EFF 090115		
					Totals for 78781		103,060.00
78782	WEX BANK - GLOBAL FL	JPAP92	09/21/2018	ALL OTHER FUEL	GENERAL	0	209.07
					FUND/FUEL-VEHICLE		
					OPERATION/REGULAR		
					Totals for 78782		209.07
78783	WISCONSIN TAXPAYERS	JPAP92	09/21/2018	MUNICIPAL FACTS BOOK & CUSTOM	GENERAL FUND/OTHER	0	38.39
				REPORT	NON-CAPITOL		
					OBJECTS/OFFICE OF		
					SUPERINTENDENT		
					Totals for 78783		38.39
78784	R.W. WOOLSEY PLUMBIN	JPAP92	09/21/2018	CHICAGO SPRING - PART	GENERAL	0	3.69
					FUND/MAINTENANCE		
					SERVICES/BUILDINGS		
78784	R.W. WOOLSEY PLUMBIN	JPAP92	09/21/2018	GARBAGE DISPOSAL & GIRLS	FOOD SERVICE	0	2,559.00
				FLUSH VALVE WORK	FUND/MAINTENANCE		
					SERVICES/FOOD		
					SERVICES		
78784	R.W. WOOLSEY PLUMBIN	JPAP92	09/21/2018	GARBAGE DISPOSAL & GIRLS	GENERAL	0	766.74
				FLUSH VALVE WORK	FUND/MAINTENANCE		
					SERVICES/BUILDINGS		
					Totals for 78784		3,329.43
78785	FORECAST 5 ANALYTICS	JPAP92	09/21/2018	5SIGHT LICENSE AGREEMENT	GENERAL	0	6,000.00
				5CAST LICENSE AGREEMENT	FUND/NON-INSTRUCTION		
					AL SOFTWARE/CENTRAL		
					SERVICES		
					Totals for 78785		6,000.00
78786	HANSEN, RICHARD	JPAP92	09/24/2018	JV FOOTBALL OFFICIAL ON	GENERAL	0	50.00
				9/24/18 VS IOLA-SCANDINAVIA	FUND/PERSONAL		
					SERVICES/BOYS		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FOOTBALL		
					Totals for	78786	50.00
78787	MOE, DALE	JPAP92	09/24/2018	JV FOOTBALL OFFICIAL ON 9/24/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	50.00
					Totals for	78787	50.00
78788	MOE, DAVID	JPAP92	09/24/2018	JV FOOTBALL OFFICIAL ON 9/24/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	50.00
					Totals for	78788	50.00
78789	MURSAU, JENNIFER	JPAP92	09/24/2018	MS VOLLEYBALL OFFICIAL ON 10/1/18	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
					Totals for	78789	50.00
78790	POPPY, MICHELLE	JPAP92	09/24/2018	MS VOLLEYBALL OFFICIAL ON 10/1/18	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
					Totals for	78790	50.00
78791	POPPY, MICHELLE	JPAP92	09/24/2018	JV/VARSITY VOLLEYBALL LINE JUDGE ON 10/2/18	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	25.00
78791	POPPY, MICHELLE	100318	10/03/2018	JV/VARSITY VOLLEYBALL LINE JUDGE ON 10/2/18	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	-25.00
					Totals for	78791	0.00
78792	PRINCE, CHERYL	JPAP92	09/24/2018	JV/VARSITY VOLLEYBALL OFFICIAL ON 10/2/18	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	94.00
					Totals for	78792	94.00
78793	PRINCE, DONALD JR	JPAP92	09/24/2018	JV/VARSITY VOLLEYBALL OFFICIAL ON 10/2/18	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	94.00
					Totals for	78793	94.00
78794	WILDENMAN, TODD	JPAP92	09/24/2018	JV FOOTBALL OFFICIAL ON 9/24/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	50.00
					Totals for	78794	50.00
78795	BORIS, JASON	JPAP92	09/25/2018	MS FOOTBALL OFFICIAL ON 10/2/18 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	45.00
					Totals for	78795	45.00
78796	COLLINS, PATRICK	JPAP92	09/25/2018	VARSITY VOLLEYBALL LINE JUDGE ON 9/25/18 VS GRESHAM	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	25.00
					Totals for	78796	25.00
78797	CZARNECKI, LARRY	JPAP92	09/25/2018	VARSITY VOLLEYBALL LINE JUDGE ON 10/2/18 VS WI VALLEY LUTHERAN	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	25.00
					Totals for	78797	25.00
78798	HANSEN, RICHARD	JPAP92	09/25/2018	MS FOOTBALL OFFICIAL ON	COMMUNITY SERVICE	0	45.00

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				10/2/18 VS WEYAUWEGA-FREMONT	FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 78798		45.00
78799	MOE, DALE	JPAP92	09/25/2018	MS FOOTBALL OFFICIAL ON	COMMUNITY SERVICE	0	45.00
				10/2/18 VS WEYAUWEGA-FREMONT	FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 78799		45.00
78800	MOE, DAVID	JPAP92	09/25/2018	MS FOOTBALL OFFICIAL ON	COMMUNITY SERVICE	0	45.00
				10/2/18 VS WEYAUWEGA-FREMONT	FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 78800		45.00
78801	MURSAU, JENNIFER	JPAP92	09/25/2018	JV2 VOLLEYBALL OFFICIAL ON	GENERAL	0	55.00
				10/2/18 VS TRI-COUNTY	FUND/PERSONAL SERVICES/VOLLEYBALL		
					Totals for 78801		55.00
78802	MURSAU, JENNIFER	JPAP92	09/25/2018	JV2 VOLLEYBALL OFFICIAL ON	GENERAL	0	55.00
				9/25/18 VS RIPON	FUND/PERSONAL SERVICES/VOLLEYBALL		
					Totals for 78802		55.00
78803	POPPY, MICHELLE	JPAP92	09/25/2018	JV2 VOLLEYBALL OFFICIAL ON	GENERAL	0	55.00
				9/25/18 VS RIPON	FUND/PERSONAL SERVICES/VOLLEYBALL		
					Totals for 78803		55.00
78804	POPPY, MICHELLE	JPAP92	09/25/2018	JV2 VOLLEYBALL OFFICIAL ON	GENERAL	0	55.00
				10/2/18 VS TRI-COUNTY	FUND/PERSONAL SERVICES/VOLLEYBALL		
					Totals for 78804		55.00
78805	POPPY, MICHELLE	JPAP92	09/25/2018	VARSITY VOLLEYBALL LINE JUDGE	GENERAL	0	25.00
				ON 10/2/18 VS WI VALLEY	FUND/PERSONAL SERVICES/VOLLEYBALL		
				LUTHERAN			
					Totals for 78805		25.00
78806	BONIKOWSKA, STEPHANI	JPAP10	10/02/2018	JV VOLLEYBALL OFFICIAL ON	GENERAL	0	75.00
				10/9/18 VS NORTH FOND DU LAC,	FUND/PERSONAL SERVICES/VOLLEYBALL		
				PITTSVILLE			
					Totals for 78806		75.00
78807	BREITZMAN, MICHAEL	JPAP10	10/02/2018	JV VOLLEYBALL OFFICIAL ON	GENERAL	0	75.00
				10/9/18 VS NORTH FOND DU LAC,	FUND/PERSONAL SERVICES/VOLLEYBALL		
				PITTSVILLE			
					Totals for 78807		75.00
78808	CZECH, JON	JPAP10	10/02/2018	JV FOOTBALL OFFICIAL ON	GENERAL	0	50.00
				10/8/18 VS WEYAUWEGA-FREMONT	FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for 78808		50.00
78809	CZECH, JON	JPAP10	10/02/2018	MS FOOTBALL OFFICIAL ON	COMMUNITY SERVICE	0	45.00
				10/9/18 VS AMHERST	FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 78809		45.00
78810	HANSEN, RICHARD	JPAP10	10/02/2018	JV FOOTBALL OFFICIAL ON	GENERAL	0	50.00
				10/8/18 VS WEYAUWEGA-FREMONT	FUND/PERSONAL SERVICES/BOYS FOOTBALL		

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						Totals for 78810	50.00
78811	HANSEN, RICHARD	JPAP10	10/02/2018	MS FOOTBALL OFFICIAL ON 10/9/18 VS AMHERST	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	45.00
						Totals for 78811	45.00
78812	MOE, DALE	JPAP10	10/02/2018	JV FOOTBALL OFFICIAL ON 10/8/18 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	50.00
						Totals for 78812	50.00
78813	MOE, DALE	JPAP10	10/02/2018	MS FOOTBALL OFFICIAL ON 10/9/18 VS AMHERST	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	45.00
						Totals for 78813	45.00
78814	MOE, DAVID	JPAP10	10/02/2018	JV FOOTBALL OFFICIAL ON 10/8/18 VS WEYAUWEGA-FREMONT	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	50.00
						Totals for 78814	50.00
78815	MOE, DAVID	JPAP10	10/02/2018	MS FOOTBALL OFFICIAL ON 10/9/18 VS AMHERST	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	45.00
						Totals for 78815	45.00
78816	MURSAU, JENNIFER	JPAP10	10/02/2018	MS VOLLEYBALL OFFICIAL ON 10/9/18 VS IOLA-SCANDINAVIA	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 78816	50.00
78817	MURSAU, JENNIFER	JPAP10	10/02/2018	C TEAM/FRESHMAN VOLLEYBALL OFFICIAL ON 10/9/18 VS NORTH FOND DU LAC, PITTSVILLE	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	75.00
						Totals for 78817	75.00
78818	POPPY, MICHELLE	JPAP10	10/02/2018	MS VOLLEYBALL OFFICIAL ON 10/9/18 VS IOLA-SCANDINAVIA	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	50.00
						Totals for 78818	50.00
78819	POPPY, MICHELLE	JPAP10	10/02/2018	C TEAM/FRESHMAN VOLLEYBALL OFFICIAL ON 10/9/18 VS NORTH FOND DU LAC, PITTSVILLE	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	75.00
						Totals for 78819	75.00
78820	AUGUST WINTER & SONS	JPAP10	10/02/2018	TROUBLESHOOT ISSUES WITH AHU #14 AT LWHS	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	997.00
						Totals for 78820	997.00
78821	CDW GOVERNMENT, INC.	JPAP10	10/02/2018	AVer CP Presentation Display - Ann Warning	SPECIAL EDUCATION FUND/EQUIPMENT PURCHASE-ADDITION/CR OSS CATEGORCIAL-ED	271900054	2,983.04
						Totals for 78821	2,983.04
78822	CINTAS CORPORATION L	JPAP10	10/02/2018	CUSTODIAL SUPPLIES	FOOD SERVICE FUND/OPERATIONAL SERVICES/FOOD	0	16.20

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78822	CINTAS CORPORATION L	JPAP10	10/02/2018	CUSTODIAL SUPPLIES	SERVICES SPECIAL EDUCATION FUND/OPERATIONAL SERVICES/BUILDINGS	0	11.70
78822	CINTAS CORPORATION L	JPAP10	10/02/2018	CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	49.21
78822	CINTAS CORPORATION L	JPAP10	10/02/2018	CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	307.26
						Totals for 78822	384.37
78823	CORVUS INDUSTRIES, L	JPAP10	10/02/2018	ATHLETIC EQUIPMENT INSPECTIONS	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	99.00
78823	CORVUS INDUSTRIES, L	JPAP10	10/02/2018	ATHLETIC EQUIPMENT INSPECTIONS	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	198.00
						Totals for 78823	297.00
78824	(CWC) CENTRAL WI CON	JPAP10	10/02/2018	2018-19 CWC CONFERENCE DUES	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/GENERAL ATHLETICS	0	950.00
						Totals for 78824	950.00
78825	GRAICHEN DISPOSAL &	JPAP10	10/02/2018	Graichen 10 months @ \$755/month	GENERAL FUND/OPERATIONAL SERVICES/SITES	8001900014	377.50
78825	GRAICHEN DISPOSAL &	JPAP10	10/02/2018	Graichen 10 months @ \$755/month	GENERAL FUND/OPERATIONAL SERVICES/SITES	8001900014	377.50
						Totals for 78825	755.00
78826	HARDWOOD SPECIALISTS	JPAP10	10/02/2018	REFINISH GYM FLOOR AT LWHS	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	1,785.00
						Totals for 78826	1,785.00
78827	HEINEMANN	JPAP10	10/02/2018	DAN WOLFGAM - LUCY UNITS OF STUDY	GENERAL FUND/TEXTBOOKS & WORKBOOKS/ENGLISH LANGUAGE	4001900098	93.49
78827	HEINEMANN	JPAP10	10/02/2018	DAN WOLFGAM - LUCY UNITS OF STUDY	GENERAL FUND/TEXTBOOKS & WORKBOOKS/ENGLISH LANGUAGE	4001900098	203.35
						Totals for 78827	296.84
78828	JOHNSON CONTROLS FIR	JPAP10	10/02/2018	Bells and Programming for MES and Jr./Sr. High	GENERAL FUND/OPERATIONAL SERVICES/EQUIPMENT	8001900007	711.00
78828	JOHNSON CONTROLS FIR	JPAP10	10/02/2018	Bells and Programming for MES and Jr./Sr. High	GENERAL FUND/OPERATIONAL SERVICES/EQUIPMENT	8001900007	250.00
						Totals for 78828	961.00
78829	MACGILL DISCOUNT MED	JPAP10	10/02/2018	RANDI ARNESON - SUPPLIES FOR MEDICAL CARE	GENERAL FUND/GENERAL SUPPLIES/HEALTH	8001900009	85.42
78829	MACGILL DISCOUNT MED	JPAP10	10/02/2018	RANDI ARNESON - SUPPLIES FOR MEDICAL CARE	GENERAL FUND/GENERAL SUPPLIES/HEALTH	8001900009	282.00

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						Totals for 78829	367.42
78830	MID-AMERICAN RESEARC	JPAP10	10/02/2018	CUSTODIAL SUPPLIES	GENERAL	0	332.50
						FUND/GENERAL SUPPLIES/OPERATION	
						Totals for 78830	332.50
78831	NASSCO, INC	JPAP10	10/02/2018	CUSTODIAL SUPPLIES - MES	GENERAL	0	385.68
						FUND/GENERAL SUPPLIES/OPERATION	
78831	NASSCO, INC	JPAP10	10/02/2018	CUSTODIAL SUPPLIES - MES	GENERAL	0	70.08
						FUND/GENERAL SUPPLIES/OPERATION	
78831	NASSCO, INC	JPAP10	10/02/2018	CUSTODIAL SUPPLIES - LWHS	GENERAL	0	595.68
						FUND/GENERAL SUPPLIES/OPERATION	
						Totals for 78831	1,051.44
78832	REMINGTON'S QUALITY	JPAP10	10/02/2018	SPEED GROCERY CONTINGENCY FOR 1ST QUARTER	SPECIAL EDUCATION	271900076	39.71
						FUND/FOOD/MULTI-CATE GORICAL	
						Totals for 78832	39.71
78833	SCHOOL SPECIALTY INC	JPAP10	10/02/2018	CENTRAL SUPPLY	GENERAL	1011900042	35.45
						FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	
78833	SCHOOL SPECIALTY INC	JPAP10	10/02/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL	4001900102	10.68
						FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	
78833	SCHOOL SPECIALTY INC	JPAP10	10/02/2018	CARRIE KOEHN CENTRAL SUPPLY SHREDDER BAGS	GENERAL	4001900107	28.39
						FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	
78833	SCHOOL SPECIALTY INC	JPAP10	10/02/2018	CARRIE KOEHN - CENTRAL SUPPLY BATTERIES FOR AUSTIN ROHAN	GENERAL	4001900088	88.28
						FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	
78833	SCHOOL SPECIALTY INC	JPAP10	10/02/2018	CREDIT	GENERAL	271700034	-85.35
						FUND/GENERAL SUPPLIES/SCIENCE	
78833	SCHOOL SPECIALTY INC	JPAP10	10/02/2018	CENTRAL SUPPLY	GENERAL	1011900042	84.80
						FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	
78833	SCHOOL SPECIALTY INC	JPAP10	10/02/2018	CINDY BUTTLES - CAFETERIA TABLES	GENERAL	4001900083	2,592.00
						FUND/EQUIPMENT PURCHASE REPLACEMENT/UNDIFFER ENTIATED CURRICULUM	
						Totals for 78833	2,754.25
78834	STANDARD INSURANCE C	JPAP10	10/02/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LIFE	0	1,218.31
						INSURANCE PAYABLE	
78834	STANDARD INSURANCE C	JPAP10	10/02/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LTD	0	1,061.13
						INS PAYABLE	
78834	STANDARD INSURANCE C	JPAP10	10/02/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/STD	0	527.38
						INS PAYABLE	
						Totals for 78834	2,806.82
78835	STRANG, PATTESON, RE	JPAP10	10/02/2018	LEGAL FEES	GENERAL	0	728.00

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					FUND/PERSONAL SERVICES/LEGAL		
					Totals for 78835		728.00
78836	THE OFFICE TECHNOLOG	JPAP10	10/02/2018	Lease for 70 Chromebooks \$1,008.56/month	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	8001900015	1,008.56
					Totals for 78836		1,008.56
78837	VANDERBILT UNIVERSIT	JPAP10	10/02/2018	TEACHER'S MANUAL AND SUPPLEMENTAL MATERIALS	GENERAL FUND/TEXTBOOKS & WORKBOOKS/OTHER SPECIAL NEEDS	271900044	474.00
					Totals for 78837		474.00
78838	VERNIER SOFTWARE & T	JPAP10	10/02/2018	CAREY CELSKE - SENSOR INTERFACE	GENERAL FUND/NON-CAPITAL EQUIPMENT/SCIENCE	4001900112	909.87
78838	VERNIER SOFTWARE & T	JPAP10	10/02/2018	CAREY CELSKE - BIOLOGY & PHYSICAL SCIENCE	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/SCIENCE	4001900111	113.37
					Totals for 78838		1,023.24
78839	WAUPACA COUNTY DHHS	JPAP10	10/02/2018	FLUORIDE	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	127.00
					Totals for 78839		127.00
78840	WI SKYWARD USER GROU	JPAP10	10/02/2018	SKYWARD CONFERENCE REGISTRATION FOR SHELLEY KELLER - OCTOBER 15 & 16	GENERAL FUND/PERSONAL SERVICES/STAFF SERVICES	0	200.00
					Totals for 78840		200.00
78841	WISCONSIN SCHOOL MUS	JPAP10	10/02/2018	ELLEN CHRISTENSEN AND AUSTIN ROHAN WSMA MEMBERSHIP ENROLLMENT	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/INSTRUMENTAL MUSIC	4001900137	91.50
78841	WISCONSIN SCHOOL MUS	JPAP10	10/02/2018	ELLEN CHRISTENSEN AND AUSTIN ROHAN WSMA MEMBERSHIP ENROLLMENT	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOCAL MUSIC	4001900137	91.50
78841	WISCONSIN SCHOOL MUS	JPAP10	10/02/2018	AUSTIN ROHAN & ELLEN CHRISTENSEN WSMA SENIOR HIGH DUES INVOICE # 134121	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/INSTRUMENTAL MUSIC	4001900146	94.00
78841	WISCONSIN SCHOOL MUS	JPAP10	10/02/2018	AUSTIN ROHAN & ELLEN CHRISTENSEN WSMA SENIOR HIGH DUES INVOICE # 134121	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOCAL MUSIC	4001900146	94.00
					Totals for 78841		371.00
78842	ALLIANT ENERGY	JPAP10	10/03/2018	PAES LAB - ELECTRIC & GAS - 8/7/18 - 9/7/18	SPECIAL EDUCATION FUND/GAS FOR HEAT/OPERATION	271900083	27.80
78842	ALLIANT ENERGY	JPAP10	10/03/2018	PAES LAB - ELECTRIC & GAS - 8/7/18 - 9/7/18	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	271900083	27.80
78842	ALLIANT ENERGY	JPAP10	10/03/2018	#4706230000 - CONCESSIONS - (7/2/18-9/4/18)	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	37.61

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78842	ALLIANT ENERGY	JPAP10	10/03/2018	GAS - ELEMENTARY SCHOOL - 8/7/18 - 9/10/18	GENERAL FUND/GAS FOR HEAT/OPERATION	1011900059	512.57
78842	ALLIANT ENERGY	JPAP10	10/03/2018	#7936950000 - ELEMENTARY ELECTRIC - 8/7/18 - 9/10/18	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1011900060	8,016.36
78842	ALLIANT ENERGY	JPAP10	10/03/2018	#4740620000 - LWS GAS - 8/7/18 - 9/10/18	GENERAL FUND/GAS FOR HEAT/OPERATION	4001900136	916.90
78842	ALLIANT ENERGY	JPAP10	10/03/2018	NEW SIGN - ELEC - 8/6/18 - 9/6/18	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	29.16
78842	ALLIANT ENERGY	JPAP10	10/03/2018	#7110450000 - LWS ELECTRIC - 8/9/18 - 9/10/18	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	10,450.91
						Totals for 78842	20,019.11
78843	CENTURY LINK	JPAP10	10/03/2018	Long Distance telephone bill	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900011	37.69
						Totals for 78843	37.69
78844	CESA 6-CONFERENCE RE	JPAP10	10/03/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	2,789.98
78844	CESA 6-CONFERENCE RE	JPAP10	10/03/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	2,789.98
78844	CESA 6-CONFERENCE RE	JPAP10	10/03/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	620.00
78844	CESA 6-CONFERENCE RE	JPAP10	10/03/2018	CESA bill for Leadership and Physical Therapy	GENERAL FUND/TRANSFER TO CESA/DIR OF IMPROVEMENT OF INSTRUCT	8001900012	3,099.98
78844	CESA 6-CONFERENCE RE	JPAP10	10/03/2018	CESA bill for Leadership and Physical Therapy	GENERAL FUND/TRANSFER TO CESA/DIR OF IMPROVEMENT OF INSTRUCT	8001900012	3,099.98
78844	CESA 6-CONFERENCE RE	JPAP10	10/03/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8001900012	668.80
78844	CESA 6-CONFERENCE RE	JPAP10	10/03/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8001900012	2,675.20
78844	CESA 6-CONFERENCE RE	JPAP10	10/03/2018	Audiology/Hearing Itinerant CESA bill	SPECIAL EDUCATION FUND/TRANSFER TO CESA/AUDIOLOGY CESA	271900084	282.58
78844	CESA 6-CONFERENCE RE	JPAP10	10/03/2018	Audiology/Hearing Itinerant	SPECIAL EDUCATION	271900084	67.52

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				CESA bill	FUND/TRANSFER TO CESA/HEARING CESA		
					Totals for 78844		16,094.02
78845	HOOKANDLOOP.COM	JPAP10	10/03/2018	CLASSROOM MATERIALS	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	271900086	187.45
					Totals for 78845		187.45
78846	REALLY GREAT READING	jpap10	10/03/2018	BLAST ONLINE SUBSCRIPTION	GENERAL FUND/INSTRUCTIONAL MEDIA/UNDIFFERENTIAT ED CURRICULUM	1011900058	95.00
					Totals for 78846		95.00
78847	SOLARUS	JPAP10	10/03/2018	Telephone bill for all buildings for 6 months	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	755.44
78847	SOLARUS	JPAP10	10/03/2018	PAES lab telephone and internet	SPECIAL EDUCATION FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	271900088	153.53
78847	SOLARUS	JPAP10	10/03/2018	Telephone bill for all buildings for 6 months	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	379.36
78847	SOLARUS	JPAP10	10/03/2018	Telephone bill for all buildings for 6 months	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	785.99
					Totals for 78847		2,074.32
78848	THE FLOWER POT	JPAP10	10/03/2018	SANDY CORDES PLANTS AND ANIMALS	GENERAL FUND/GENERAL SUPPLIES/AGRICULTURE	4001900144	43.49
					Totals for 78848		43.49
78849	YOUTH AT RISK COMMIT	JPAP10	10/03/2018	MARY ECK, YOUTH AT RISK COMMITTEE 2018 - 2019 MEMBERSHIP	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/OTHER SPECIAL NEEDS	4001900002	150.00
					Totals for 78849		150.00
78850	AHLBORG, DOUG	jpap10	10/05/2018	VARSITY FOOTBALL OFFICIAL ON 10/12/18 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
					Totals for 78850		70.00
78851	AUGUST WINTER & SONS	jpap10	10/05/2018	AC UNIT FOR EAST END OF LWHS NOT WORKING	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	1,000.80
					Totals for 78851		1,000.80
78852	CITY OF MANAWA	jpap10	10/05/2018	CLOSED SCHOOL - (6/22/18 - 9/26/18) SEWER \$44.36	GENERAL FUND/WATER/OPERATION	0	44.36
78852	CITY OF MANAWA	jpap10	10/05/2018	LWHS - (6/22/18 - 09/25/18) WATER & SEWER	GENERAL FUND/WATER/OPERATION	0	1,068.60
78852	CITY OF MANAWA	jpap10	10/05/2018	PAES LAB WATER & SEWER (6/22/18 - 9/25/18)	SPECIAL EDUCATION FUND/WATER/FACILITY AQUISITION/REMODELIN G	0	73.24

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78852	CITY OF MANAWA	jpap10	10/05/2018	WATER & SEWER (6/25/18 - 09/28/18)	GENERAL FUND/WATER/OPERATION	0	749.70
						Totals for 78852	1,935.90
78853	COLLINS, PATRICK	jpap10	10/05/2018	VARSITY LINE JUDGE ON 10/11/18 VS SHIOCTON	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	25.00
						Totals for 78853	25.00
78854	INTELLICORP RECORDS,	jpap10	10/05/2018	OUT OF STATE BACKGROUND CHECKS	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	42.25
						Totals for 78854	42.25
78855	INTEGRATED SYSTEMS C	jpap10	10/05/2018	HOSTING FEE NOVEMBER	GENERAL FUND/PERSONAL SERVICES/CENTRAL SERVICES	0	360.00
						Totals for 78855	360.00
78856	JOSTENS INC.	jpap10	10/05/2018	ANDREA HRABAN- 1ST YEARBOOK PAYMENT (2018-19)	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK FEE	4001900149	2,710.00
						Totals for 78856	2,710.00
78857	KOBUSSEN BUSES LTD	jpap10	10/05/2018	BUS CHARGES - SEPTEMBER	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRACTED FLEET	0	49,826.41
78857	KOBUSSEN BUSES LTD	jpap10	10/05/2018	BUS CHARGES - SEPTEMBER	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CO-CURRICULAR TRANS	0	6,339.06
78857	KOBUSSEN BUSES LTD	jpap10	10/05/2018	BUS CHARGES - SEPTEMBER	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS	0	332.78
78857	KOBUSSEN BUSES LTD	jpap10	10/05/2018	BUS CHARGES - SEPTEMBER	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIAL EDUCATION HDCP	0	5,223.29
78857	KOBUSSEN BUSES LTD	jpap10	10/05/2018	BUS CHARGES - SEPTEMBER	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIAL EDUCATION HDCP	0	125.00
						Totals for 78857	61,846.54
78858	LAMERS, LARRY	jpap10	10/05/2018	JV & VARSITY VOLLEYBALL OFFICIAL ON 10/11/18 VS SHIOCTON	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0	94.00
						Totals for 78858	94.00
78859	MULTI MEDIA CHANNELS	jpap10	10/05/2018	PULBISHING	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	1,222.24
						Totals for 78859	1,222.24

<u>CHECK</u>	<u>BATCH</u>	<u>CHECK</u>	<u>INVOICE</u>	<u>ACCOUNT</u>	<u>PO</u>	
<u>NUMBER</u>	<u>VENDOR</u>	<u>NUMBER</u>	<u>DATE</u>	<u>DESCRIPTION</u>	<u>NUMBER</u>	<u>AMOUNT</u>
78860	MOON, ROD	jpap10	10/05/2018	JV & VARSITY VOLLEYBALL OFFICIAL ON 10/11/18 VS SHIOCTON	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0 94.00
					Totals for 78860	94.00
78861	MURSAU, JENNIFER	jpap10	10/05/2018	JV2 VOLLEYBALL OFFICIAL ON 10/11/18 VS SHIOCTON	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0 55.00
					Totals for 78861	55.00
78862	MURSAU, JENNIFER	jpap10	10/05/2018	MS VOLLEYBALL OFFICIAL ON 10/11/18 VS BONDUDEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0 50.00
					Totals for 78862	50.00
78863	POPPY, MICHELLE	jpap10	10/05/2018	VARSIY LINE JUDGE ON 10/11/18 VS SHIOCTON	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0 25.00
					Totals for 78863	25.00
78864	POPPY, MICHELLE	jpap10	10/05/2018	JV2 VOLLEYBALL OFFICIAL ON 10/11/18 VS SHIOCTON	GENERAL FUND/PERSONAL SERVICES/VOLLEYBALL	0 55.00
					Totals for 78864	55.00
78865	POPPY, MICHELLE	jpap10	10/05/2018	MS VOLLEYBALL OFFICIAL ON 10/11/18 VS BONDUDEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0 50.00
					Totals for 78865	50.00
78866	REMINGTON'S QUALITY	jpap10	10/05/2018	SANDY CORDES CLASSROOM MATERIALS	GENERAL FUND/FOOD/AGRICULTUR E	4001900145 94.16
					Totals for 78866	94.16
78867	SCHOOL SPECIALTY INC	jpap10	10/05/2018	This is a duplicate of PO. 800190004 that was previously approved via e-mail 08/08/2018 for food service office needs	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	8001900005 358.44
					Totals for 78867	358.44
78868	SELL, SHAWN	jpap10	10/05/2018	VARSIY FOOTBALL OFFICIAL ON 10/12/18 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0 70.00
					Totals for 78868	70.00
78869	STATE OF WI-DEPT OF	jpap10	10/05/2018	BOILER PERMIT TO OPERATE FEES	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/OPERATION	0 250.00
					Totals for 78869	250.00
78870	SWIATNICKI, RONALD	jpap10	10/05/2018	VARSIY FOOTBALL OFFICIAL ON 10/12/18 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0 70.00
					Totals for 78870	70.00
78871	TACHICK, KEVIN	jpap10	10/05/2018	VARSIY FOOTBALL OFFICIAL ON 10/12/18 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0 70.00
					Totals for 78871	70.00
78872	US CELLULAR	jpap10	10/05/2018	CELL PHONES	GENERAL	0 347.82

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES		
					Totals for 78872		347.82
78873	WEX BANK - GLOBAL FL	jpap10	10/05/2018	ALL OTHER FUEL	GENERAL	0	347.61
					FUND/FUEL-VEHICLE OPERATION/REGULAR		
					Totals for 78873		347.61
78874	WI DEPT OF JUSTICE	jpap10	10/05/2018	CRIMINAL BACKGROUND CHECKS WIS DEPT OF JUSTICE - (10 @ 7.00)	GENERAL	0	70.00
					FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION		
					Totals for 78874		70.00
78875	WILLIAMS, THOMAS	jpap10	10/05/2018	VARSITY FOOTBALL OFFICIAL ON 10/12/18 VS WITTENBERG-BIRNAMWOOD	GENERAL	0	70.00
					FUND/PERSONAL SERVICES/BOYS FOOTBALL		
					Totals for 78875		70.00
78876	ZAGZEBSKI, PETER	jpap10	10/05/2018	JV VOLLEYBALL OFFICIAL ON 10/9/18 VS NORTH FOND DU LAC/PITTSVILLE	GENERAL	0	75.00
					FUND/PERSONAL SERVICES/VOLLEYBALL		
					Totals for 78876		75.00
181900008	JOHNSON, BRADLEY	JPAP92	09/21/2018	FOOTBALL SCRIMMAGE - TOWING TRAILER	GENERAL	0	43.60
					FUND/EMPLOYEE TRAVEL/GENERAL ATHLETICS		
181900008	JOHNSON, BRADLEY	JPAP92	09/21/2018	REIMBURSE FOR GAS PURCHASE WHEN THE CREDIT CARD DID NOT WORK	GENERAL	0	46.82
					FUND/FUEL-VEHICLE OPERATION/REGULAR		
					Totals for 181900008		90.42
181900009	LOUGHRIN, SUSANNE	JPAP92	09/21/2018	REIMURSEMENT FOR SERV SAFE CLASS	FOOD SERVICE	0	63.22
					FUND/EMPLOYEE TRAVEL/FOOD SERVICES		
181900009	LOUGHRIN, SUSANNE	JPAP92	09/21/2018	REIMURSEMENT FOR SERV SAFE CLASS	FOOD SERVICE	0	160.00
					FUND/OTHER NON-CAPITOL OBJECTS/STAFF SERVICES		
					Totals for 181900009		223.22
181900010	OPPOR, MELANIE	JPAP92	09/21/2018	MILEAGE TO PAC MEETING & SITE VISIT TO WEYAUWEGA	GENERAL	0	33.25
					FUND/EMPLOYEE TRAVEL/OFFICE OF SUPERINTENDENT		
					Totals for 181900010		33.25
181900011	CONNOLLY, JANINE	jpap10	10/05/2018	TREATS FOR PARENT'S NIGHT	GENERAL	0	32.78
					FUND/FOOD/GUIDANCE		
					Totals for 181900011		32.78
181900012	O'BRIEN, CARMEN	jpap10	10/05/2018	MILEAGE TO WAUSAU FOR PCG MEDICAID TRAINING	GENERAL	0	70.85
					FUND/EMPLOYEE TRAVEL/DIRECTION OF BUSINESS		
					Totals for 181900012		70.85
181900013	SERNAU, JACQUELYN	jpap10	10/05/2018	MILEAGE TO COACHING TRAINING @ CESA 6 SESSION #1	GENERAL	0	27.25
					FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL		

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
181900013	SERNAU, JACQUELYN	jpap10	10/05/2018	MILEAGE TO COACHING TRAINING @ CESA 6 SESSION #1	STAFF TRAINING GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	0	27.25
						Totals for 181900013	54.50
201800044	WISCONSIN RETIREMENT	R9	08/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	2,823.03
201800044	WISCONSIN RETIREMENT	R9	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	21.44
201800044	WISCONSIN RETIREMENT	R9	08/15/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	90.74
201800044	WISCONSIN RETIREMENT	R9	08/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	2,823.03
201800044	WISCONSIN RETIREMENT	R9	08/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	21.44
201800044	WISCONSIN RETIREMENT	R9	08/15/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	90.74
						Totals for 201800044	5,870.42
201800050	WISCONSIN RETIREMENT	R9	08/31/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,273.63
201800050	WISCONSIN RETIREMENT	R9	08/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	957.72
201800050	WISCONSIN RETIREMENT	R9	08/31/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	82.87
201800050	WISCONSIN RETIREMENT	R9	08/31/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,273.63
201800050	WISCONSIN RETIREMENT	R9	08/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	957.72
201800050	WISCONSIN RETIREMENT	R9	08/31/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	82.87
						Totals for 201800050	20,628.44
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,681.82
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,105.30
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	284.97
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,030.46
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	258.50
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	66.65

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	343.67
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	31.57
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	25.00
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	10,754.77
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	919.67
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	122.94
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,030.46
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	258.50
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	66.65
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,681.82
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,105.30
201800052	INTERNAL REVENUE SER	P9	09/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	284.97
					Totals for 201800052		37,053.02
201800053	MASSMUTUAL FINANCIAL	P9	09/15/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	0.00
201800053	MASSMUTUAL FINANCIAL	P9	09/15/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,199.00
201800053	MASSMUTUAL FINANCIAL	P9	09/15/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 201800053		1,249.00
201800054	WEA TAX SHELTERED AN	P9	09/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	44.88
201800054	WEA TAX SHELTERED AN	P9	09/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201800054	WEA TAX SHELTERED AN	P9	09/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201800054	WEA TAX SHELTERED AN	P9	09/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 201800054		419.88
201800055	WISCONSIN DEPT OF RE	P9	09/15/2018	Payroll accrual	GENERAL FUND/STATE	0	72.67

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800055	WISCONSIN DEPT OF RE	P9	09/15/2018	Payroll accrual	INCOME TAX SPECIAL EDUCATION FUND/STATE INCOME TAX	0	7.33
201800055	WISCONSIN DEPT OF RE	P9	09/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	39.81
201800055	WISCONSIN DEPT OF RE	P9	09/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,539.80
201800055	WISCONSIN DEPT OF RE	P9	09/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	613.43
201800055	WISCONSIN DEPT OF RE	P9	09/15/2018	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	98.71
					Totals for 201800055		7,371.75
201800057	WEA MEMBER BENEFIT T	P9	09/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	160.81
201800057	WEA MEMBER BENEFIT T	P9	09/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	52.17
201800057	WEA MEMBER BENEFIT T	P9	09/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
					Totals for 201800057		352.98
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,708.44
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,310.81
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	462.70
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,036.69
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	306.57
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	108.21
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	391.00
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	34.24
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	25.00
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	11.00
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	5.50
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	10,131.43

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,036.51
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	370.90
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,036.69
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	306.57
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	108.21
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,708.44
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,310.81
201800061	INTERNAL REVENUE SER	P9	09/30/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	462.70
					Totals for 201800061		37,872.42
201800062	MASSMUTUAL FINANCIAL	P9	09/30/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	0.00
201800062	MASSMUTUAL FINANCIAL	P9	09/30/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,199.00
201800062	MASSMUTUAL FINANCIAL	P9	09/30/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 201800062		1,249.00
201800063	WEA TAX SHELTERED AN	P9	09/30/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	44.88
201800063	WEA TAX SHELTERED AN	P9	09/30/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201800063	WEA TAX SHELTERED AN	P9	09/30/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201800063	WEA TAX SHELTERED AN	P9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 201800063		419.88
201800064	WISCONSIN DEPT OF RE	P9	09/30/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	70.00
201800064	WISCONSIN DEPT OF RE	P9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	10.00
201800064	WISCONSIN DEPT OF RE	P9	09/30/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	36.41
201800064	WISCONSIN DEPT OF RE	P9	09/30/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,419.13
201800064	WISCONSIN DEPT OF RE	P9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	723.60
201800064	WISCONSIN DEPT OF RE	P9	09/30/2018	Payroll accrual	FOOD SERVICE	0	244.83

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/STATE INCOME TAX		
					Totals for 201800064		7,503.97
201800066	WEA MEMBER BENEFIT T	P9	09/30/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	160.81
201800066	WEA MEMBER BENEFIT T	P9	09/30/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	52.17
201800066	WEA MEMBER BENEFIT T	P9	09/30/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
					Totals for 201800066		352.98
201800079	DELTA DENTAL OF WISC	JPWI10	09/19/2018	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	849.40
					Totals for 201800079		849.40
201800080	DELTA DENTAL OF WISC	JPWI10	09/26/2018	DENTAL CLAIMS & ADMINISTRATION	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	737.26
					Totals for 201800080		737.26
201800082	EMPLOYEE BENEFITS CO	JPWI10	09/28/2018	HRA & BESTFLEX ADMINISTRATION FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/DIRECTION OF BUSINESS	0	340.65
					Totals for 201800082		340.65
201800083	EMPLOYEE BENEFITS CO	JPWI10	09/20/2018	HRA & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY1718	0	114.75
201800083	EMPLOYEE BENEFITS CO	JPWI10	09/20/2018	HRA & FSA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	242.62
					Totals for 201800083		357.37
201800084	EMPLOYEE BENEFITS CO	JPWI10	09/13/2018	HRA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	1,911.56
					Totals for 201800084		1,911.56
201800085	EMPLOYEE BENEFITS CO	JPWI10	09/27/2018	HRA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	22,365.07
					Totals for 201800085		22,365.07
201800086	EMPLOYEE BENEFITS CO	JPWI10	09/06/2018	HRA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	501.00
					Totals for 201800086		501.00
					Totals for checks		1,290,418.42

CREDIT CARD STATEMENT - September			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
Dan Wolfram									
9/7/2018	MICROBOARDS TECHNOLOGY	\$336.41	10	E	400	411	136000	000	RITA GIPP - PRINTING SUPPLIES
9/7/2018	LPS-DESIGNJET	\$89.00	10	E	400	411	136000	000	RITA GIPP - PRINTING SUPPLIES
9/7/2018	TEACHERGEEK	\$98.00	10	E	400	411	136000	000	RITA GIPP - SUPPLIES
9/9/2018	MASTERMINDTECH	\$105.36	10	E	800	999	500000	0	Program cost that will be credited back to acct. next month
9/10/2018	LEXJET, LLC	\$100.31	10	E	400	411	136000	000	RITA GIPP - PRINTING SUPPLIES
9/9/2018	MASTERMINDTECH	\$265.00	10	E	800	999	500000	0	Program cost that will be credited back to acct. next month
9/11/2018	CLASSCRAFT STUDIOS	\$96.00	10	E	400	435	132000	000	CLASSCRAFT ONLINE ANNUAL SUBSCRIPTION
9/11/2018	FLEET FARM	\$62.11	10	E	400	411	253000	000	MIKE THOMACK, BUILDING & GROUNDS
9/12/2018	FLEET FARM	\$60.68	10	E	400	411	253000	000	MIKE THOMACK, BUILDING & GROUNDS
9/11/2018	VISTAPRINT	\$231.81	10	E	400	411	241000	683	DAN WOLFGRAM - PBIS POSTERS
		TOTAL							
		\$1,444.68							
Melanie Oppor									
09/08/18	Adobe Acropro Subs	\$15.81	10	E	500	435	232100		Updated Version of Adobe
		TOTAL							
		\$15.81							
Michelle Pukita									
8/22/2018	Skillpath/National	\$199.00	10	E	101	310	221300		Conference for Mrs. Pukita to attend
8/30/2018	Glacier Canyon WI Dells	\$164.00	27	E	800	342	2233000	341	Danni's stay in October for a conference
9/11/2018	CESA 11	\$470.00	27	E	310	221300		341	These 3 lines go together: Special Ed Conference 2018
9/11/2018	CESA 11	\$235.00	27	E	310	221300		347	Total on Credit Card \$705
		TOTAL							
		\$1,068.00							
Jeanne Frazier									
September 20,	Amazon	\$11.45	10	E	500	411	232100	0	Dist office - Postage Meter Tapes
08/21/18	Wal-Mart	\$19.35	10	E	500	411	232100	0	Dist Office - Supplies and containers for storage
08/25/18	Amazon	\$60.77	27	E	101	440	158000	341	Po 0271900051 Sitter Clsm - Paint, wheels, brake on wheels, foam rollers
08/30/18	Amazon	\$186.02	27	E	400	440	158000	341	PO 1271900052 HS Wortz Chart stand with storage bins
08/30/18	Amazon	\$27.98	27	E	101	440	158000	341	Po 0271900051 Sitter Clsm - Paint, wheels, brake on wheels, foam rollers
08/31/18	Office Max / Depot	\$10.78	10	E	500	411	232100	0	Dist Office - storage and Command hooks
08/31/18	Amazon (2 invoices)	\$551.52	10	E	400	490	221300	365	PO 0271900057 Differentiated Learner Books for staff
09/06/18	Amazon	\$68.97	27	E	400	440	158000	341	PO 0271900063 HS Carson - 3 Walkie Talkies
09/06/18	Amazon	\$43.14	27	E	101	440	158000	341	PO 1271900061 ES SE potty seat Combined total = 72.36
	" "	\$29.22	27	E	101	490	158000	341	PO 1271900061 ES SE Reading & Writing the Four Blocks Way
09/07/18	Amazon	\$80.16	10	E	500	411	232100	0	Dist Ofc Standing Desk Support Mats

Name	Reference	Trans Date	Description	Post Date	Amount
		09/11/2018	291.00 VB VS WEGA 110.00 ATHLETIC PASSES	09/11/2018	401.00
			Totals for 13163		401.00
		09/11/2018	FOOD SERVICE	09/11/2018	2,263.00
			Totals for 13164		2,263.00
		09/11/2018	7-8 ATHLETICS	09/11/2018	135.00
			Totals for 13230		135.00
		09/11/2018	9-12 ATHLETICS	09/11/2018	150.00
			Totals for 13231		150.00
		09/11/2018	DISTRICT STUDENT FEE	09/11/2018	240.00
			Totals for 13232		240.00
		09/11/2018	INTRO TO TECHNOLOGY	09/11/2018	10.00
			Totals for 13233		10.00
		09/11/2018	TECH ED COURSE FEES	09/11/2018	30.00
			Totals for 13234		30.00
		09/11/2018	FIBER ARTS/GRAPHIC DESIGN/PHOTO	09/11/2018	10.00
			Totals for 13235		10.00
		09/11/2018	FOOD SCIENCE	09/11/2018	10.00
			Totals for 13236		10.00
		09/11/2018	LYCUEM PROGRAMS	09/11/2018	34.00
			Totals for 13237		34.00
		09/11/2018	NESWSPAPER	09/11/2018	13.00
			Totals for 13238		13.00
		09/11/2018	STUDENT FINES	09/11/2018	5.00
			Totals for 13239		5.00
		09/11/2018	STUDENT PARKING FEES	09/11/2018	60.00
			Totals for 13240		60.00
		09/11/2018	STUDENT PASS	09/11/2018	45.00
			Totals for 13241		45.00
		09/11/2018	9-12 YEARBOOK	09/11/2018	221.75
			Totals for 13242		221.75
		09/11/2018	7-8 YEARBOOK	09/11/2018	36.00
			Totals for 13243		36.00
		09/11/2018	CHROMEBOOK REPAIRS	09/11/2018	85.00
			Totals for 13244		85.00
		09/17/2018	FOOD SERVICE	09/17/2018	1,022.00
			Totals for 13165		1,022.00
		09/21/2018	FOOD SERVICE	09/21/2018	1,087.24
			Totals for 13166		1,087.24
		09/21/2018	FOOD SERVICE	09/21/2018	1,085.80
			Totals for 13167		1,085.80
		09/21/2018	FOOD SERVICE	09/21/2018	1,274.40
			Totals for 13168		1,274.40
		09/21/2018	DISTRICT STUDENT FEES	09/21/2018	135.00
			Totals for 13169		135.00
		09/21/2018	DONATION SOLARUS PARTNERS IN EDUCATION	09/21/2018	1,000.00
			Totals for 13170		1,000.00
		09/21/2018	DONATION SCORE BOARD MEMORIAL	09/21/2018	3,000.00
			Totals for 13171		3,000.00
		09/21/2018	DONATION PROJECT BACKPACK	09/21/2018	540.00
			Totals for 13172		540.00
		09/21/2018	DONATION PROJECT BACKPACK	09/21/2018	500.00
			Totals for 13173		500.00
		09/21/2018	DONATION PAVING THE WAY	09/21/2018	50.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 13174		50.00
		09/21/2018	DONATION FOOTBALL JUG'S MACHINE	09/21/2018	2,515.50
			Totals for 13175		2,515.50
		09/21/2018	RETURNED CHECK # 1022	09/21/2018	25.00
			Totals for 13176		25.00
		09/21/2018	DONATION FOR FLAG POLE	09/21/2018	100.00
			Totals for 13177		100.00
		09/21/2018	ACUITY INSURANCE-AUGUST	09/21/2018	21,291.00
			Totals for 13178		21,291.00
		09/21/2018	ACUITY INSURANCE-SEPTEMBER	09/21/2018	19,241.00
			Totals for 13179		19,241.00
		09/21/2018	DENTAL HEALTH SERVICES	09/21/2018	26.00
			Totals for 13180		26.00
		09/21/2018	STERICYCLE CLASS ACTION	09/21/2018	92.17
			Totals for 13181		92.17
		09/21/2018	TONGTONG ZHANG RESIGNATION	09/21/2018	2,500.00
			Totals for 13182		2,500.00
			Total for Cash Receipts		59,233.86



WAUPACA AREA
COMMUNITY
FOUNDATION

P.O. Box 425 • Waupaca, WI 54981 • 715.602.3833
www.cffoxvalley.org/waupaca

September 27, 2018

BOARD OF
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Erin Lemkuil

Curt Detjen
President/CEO
Community Foundation
for the Fox Valley Region

Melanie Oppor
School District of Manawa
800 Beech St.
Manawa, WI 54949-8664

Dear Melanie:

Enclosed is a check in the amount of \$2,601.08 from the *Robert and Christine Faulks Charitable Fund* designated for payer balance summary unpaid lunch account (\$1,601.08) and two service lunch cards (\$1,000). For your publications and correspondence, please refer to this award as a grant from the *Robert and Christine Faulks Charitable Fund*, a donor advised fund within the Waupaca Area Community Foundation.

The IRS stipulates that no tangible goods or benefits are received from this charitable distribution, and that this gift not be used to satisfy a pledge or personal financial obligation.

No tax receipt is required to be sent to the *Robert and Christine Faulks Charitable Fund* for this grant. However, if you wish to express your appreciation you may send a letter to the *Robert and Christine Faulks Charitable Fund* in care of the Community Foundation, 4455 W. Lawrence St., Appleton, WI 54914.

The Waupaca Area Community Foundation, an affiliate of the Community Foundation for the Fox Valley Region, is pleased to be the vehicle to help donors accomplish their charitable goals. Together, we strive to preserve and enhance the high quality of life in the Waupaca area now and for generations to come.

Most Sincerely,

Timothy Neuville
Chair
Waupaca Area Community Foundation

Annamarie Englehard
Vice President of Donor Services
and Gift Planning
Community Foundation for the
Fox Valley Region, Inc.

Enclosure: Check

I, Esther M. Schmidt is
resigning from Manawa Elementary
School position of food service
assistant on September 18, 2018,
due to my health.

I'm turning in my key & fob
to Jeanne Frazier today
September 21, 2018.

With regrets,
Esther M. Schmidt.
September 21, 2018.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor, Board of Education

From: Carmen O'Brien

cc:

Date: October 15, 2018

Re: Food Service 2.5 hr./day position

I am recommending Jennie Beyer to fill the 2.5 hour per day food service position. Mrs. Beyer and her family own Keglers Bowling Center and she prepares food there daily. She has training in food safety and experience working with children. I believe she will make a positive addition to the food service team.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

From: Dan Wolfgram

Date: 10/1/2018

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

Please find below an updated list of personnel for the Non-Athletic Co-Curricular positions for 2018-2019. Those that are highlighted are changes to the list.

<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, Brad Johnson
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	Amy Anaya
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: 10/10/18
Re: 2018-2019 Varsity Head Baseball Coach

The purpose of this memo is to recommend Mr. Chad Stroud for the position of Varsity Baseball Head Coach for the 2019 season. Mr. Stroud is a seasoned coach with many years of coaching experience. He served as Manawa’s Varsity Assistant Coach in 2017 and has served as an assistant baseball coach the past 6 years with MYSA and other youth organization. He is familiar with all the current baseball players, possesses positive communication skills, and demonstrates the necessary leadership skills to provide the best possible transition for the student-athletes. I recommend Chad Stroud wholeheartedly for the position of Manawa’s Varsity Baseball Coach for the 2019 season and for the future.



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



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www.manawaschools.org

To: Dr. Melanie Oppor
Fr: Skylar Liebzeit
Date: 10/10/18
Re: 2018-2019 Varsity Head Baseball Coach

The purpose of this memo is to recommend Mr. Austin Rohan for the position of Varsity Softball Head Coach for the 2019 season. Mr. Rohan is a second year coach within the Manawa Softball program. He served as an assistant coach in 2018 under Todd Zielke. Austin brings many fresh thoughts to the program and intends to build the program beginning at the lower levels. He is familiar with all the current softball players, possesses positive communication skills, and demonstrates the necessary leadership skills to provide the best possible transition for the student-athletes. I recommend Austin Rohan wholeheartedly for the position of Manawa’s Varsity Softball Coach for the 2019 season and for the future.



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
Fr: Dan Wolfgram, Kathrine McArthur
Date: 10/7/2018
Re: Request for Unpaid Leave of Absence:

The purpose of this memo is to request an unpaid leave of absence for the purposes of maternity leave for Katharine McArthur. This leave request would start on November 16, 2018, through and including January 21, 2019, or on the date as required by the birth of the baby or her physician's advisement. This memo is also requesting a return to work as a high school social studies teacher slated for the start of the 2nd semester on Tuesday, January 22, 2019.

According to School District of Manawa School Board Policy 1630.01 – Family and Medical Leave of Act:

Eligibility Requirements

To be eligible for leave under the FMLA, a staff member must have been employed by the Board for at least twelve (12) months in the past seven (7) years and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding the commencement of the requested leave. All full-time instructional staff members are deemed to meet the 1,250-hour requirement.

Mrs. McArthur was hired by the School District of Manawa for the 2018-2019 school year as a full-time social studies teacher at Little Wolf Jr./Sr. High School and has not yet accrued the necessary hours to qualify for Family and Medical Leave Act.

This plan is contingent on the premise that the baby will not arrive earlier than the prescribed due date. Mrs. McArthur is aware that she could utilize her available PTO/sick days but would prefer to save these days following the arrival of the child. As of this date, Mrs. McArthur has 6 remaining sick days and 2 PTO days available for use.



THANK YOU

*During a time
like this
we realize how much
our family and friends
mean to us.*

*Thank you for being
there for us.*

*The family of
Gary Barrington*

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Proclamation

Whereas the National School Lunch Program plays an important role in helping to ensure that every child in the nation is ready to learn, because a hungry or undernourished child is less likely to be an eager and attentive student; and

Whereas the National School Lunch Program has a demonstrated commitment to our children's health and well-being, serving nutritious meals that are balanced for vitamins and calories which supports healthy eating patterns; and

Whereas in Wisconsin, over 2,400 public and private schools participate in the National School Lunch Program and serve 470,000 lunches each school day, directly supporting Wisconsin's Every Child a Graduate agenda; and

Whereas the success of this effort is due largely to resourceful and creative local food service administrators, managers, and staff working in cooperation with parents, teachers, community groups, government personnel, and students;

Therefore, be it resolved that October 15-19, 2018, be proclaimed as National School Lunch Week, a time to celebrate the importance of a program that helps keep students nourished so they can learn.

National School Lunch Week

School Lunch: Lots 2 Love

October 15-19, 2018



A handwritten signature in black ink that reads "Tony Evers". The signature is fluid and cursive.

Tony Evers, PhD, State Superintendent

Una Proclamación

Considerando que el Programa Nacional de Almuerzos Escolares (National School Lunch Program) desempeña un papel importante para ayudar a asegurar que cada niño en la nación está listo para aprender, porque un estudiante hambriento o malnutrido tiene menos posibilidades de ser un estudiante entusiasta y atento; y

Considerando que el Programa Nacional de Almuerzos Escolares tiene un compromiso demostrado con la salud y el bienestar de nuestros niños, que sirve comidas nutritivas equilibradas con vitaminas y calorías que respaldan patrones de alimentación saludables; y

Considerando que en Wisconsin, casi 2.400 escuelas públicas y privadas participan en el Programa Nacional de Almuerzos Escolares y sirven 470.000 almuerzos escolares todos los días, apoyando directamente el objetivo principal de Cada niño, un Graduado; y

Considerando que el éxito de este esfuerzo se debe en gran parte a los administradores, gerentes y personal de servicios de comida local ingeniosos y creativos en cooperación con los padres, maestros, grupos comunitarios, personal de gobierno y los estudiantes;

Por lo tanto, se resuelve que el 15-19 de octubre de 2018, se proclamará como la Semana Nacional de Almuerzos Escolares, un momento para celebrar la importancia de un programa que ayuda a mantener a los estudiantes nutridos para que puedan aprender.

Semana Nacional De Los Almuerzos Escolares

Almuerzo Escolar: Mucho que Amar (School Lunch: Lots 2 Love)

15-19 de octubre de 2018



Tony Evers, PhD, State Superintendent



BOE Recognition - October

2 messages

Dan Wolfram <dwolfram@manawaschools.org>

Sun, Oct 7, 2018 at 11:17 AM

To: Melanie Oppor <mopper@manawaschools.org>, Jeanne Frazier <jfrazier@manawaschools.org>

Hello,

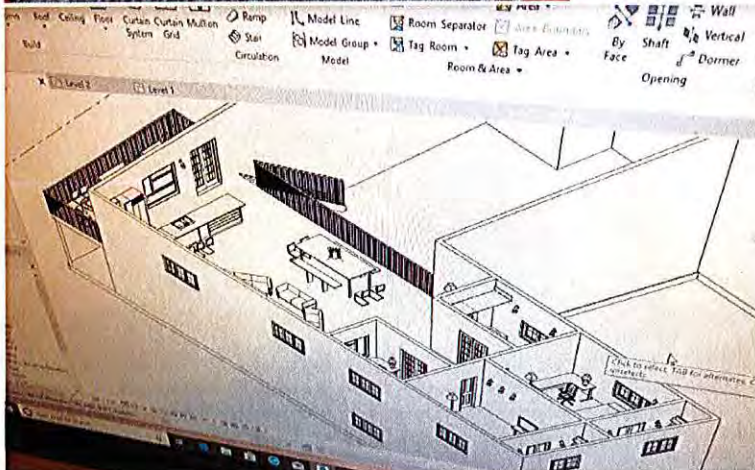
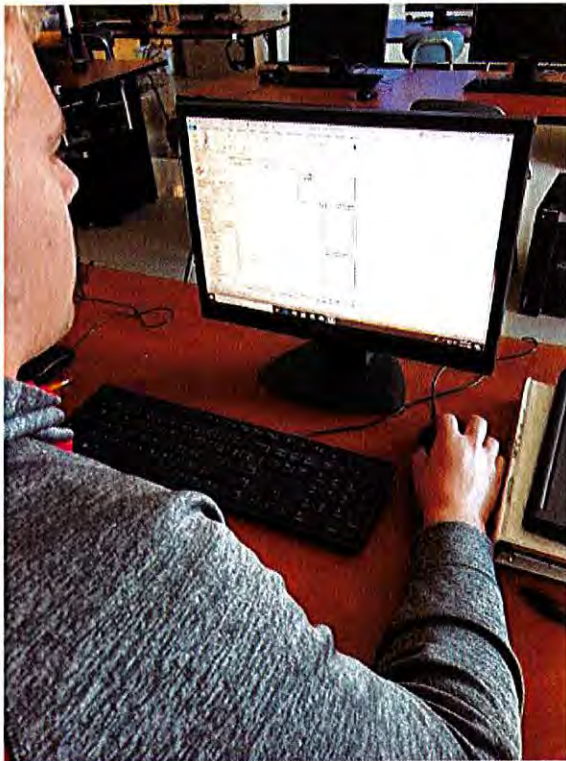
For some reason, I cannot locate the BOE Recognition sheet. I would like to recognize the following individuals for October. A short informational snippet is included for President Johnson.

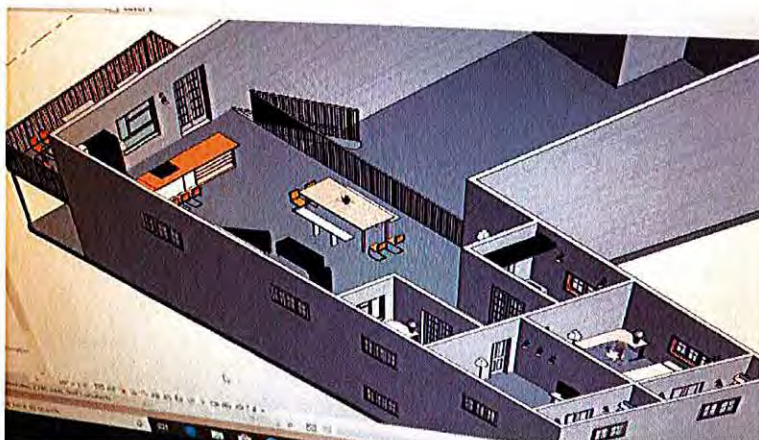
Student: Ethan Weisner

Ethan Weisner came to Ms. Gipp the first day of school with interest in taking an Independent Engineering course. He enjoyed the Engineering class last year, he said, and believes he will be exploring the field of Engineering after graduation this school year.

Ethan comes in during Ms. Gipp's scheduled planning time to work independently, and has chosen Architecture as his subject of focus this first quarter. Methodically, he works through the Autodesk Academy tutorials for Revit, a professional class Architecture software. Ethan's self-discipline and motivation to learn is highly commendable.

Next quarter, Ethan would like to continue advancing his skills with fabrication, modeling products for the 3D printers and laser cutter. Ms. Gipp states, "I am confident he will challenge himself with some mind-bending projects; that's Ethan's style. His hard work is worthy of recognition."





Staff Member Rita Gipp:

Ms. Gipp is moving forward with a Middle School Robotics Coding Competition this year. I would like to recognize her for her ingenuity and taking the next step in promoting new opportunities for students in the area of STEM education.

The Cyber Robotics Coding Competition is a state or district-wide online event with no cost to schools to promote STEM and Coding using a gamified platform with virtual robot simulations. By engaging students in the competitive and fun environment, they get to experience technology, software development and engineering topics in an un-intimidating and easy to use format. CRCC introduces ALL students of ALL levels to the concepts of STEM and helps schools promote and develop their education programs in this field.

CRCC is designed to continue and introduce classroom programs and curriculum for Computer Science, Coding, Engineering and Robotics classes and clubs through CoderZ the platform for the competition

MAY
THE
CODE
BE
WITH
YOU

Important Dates:

October 9, 2018 (2pm EST and 2pm PST)	KICKOFF - Webinar for Educators Register for Webinar
Oct 15 - Nov 4, 2018	Boot Camp for students
Nov 5 - 14, 2018	Qualifiers
Tuesday, December 4, 2018	Virtual Finals

The US Open Cyber Robotics Coding Competition is an exciting online competition using a cloud-based simulation platform featuring a virtual, 3D animated robot. The competition focuses on code development – the new frontier of STEM – Teams in grade levels will compete from any Chrome computer browser to complete missions and challenges. Winners will be the schools who can best strategize, plan and complete the challenges. The Open competition is for states that are not holding local competitions and will have a virtual finals event.

--
Dan Wolfgram, Principal
Little Wolf Junior / Senior High School
School District of Manawa
515 East 4th St.
Manawa, WI 54949
Phone: 920-596-5310
Fax: 920-596-2655
dwolfgram@manawaschools.org

Little Wolf Jr./Sr. High School Mission: Our school is committed to building healthy relationships, focusing on high expectations, bolstering individual academic excellence, and creating a safe environment of respect and responsibility.

Monthly Enrollment Count to the Board 2018-2019

Grade		3rd Fri			12-Oct-18
		21-May-18	17-Sep-18	27-Sep-2018	
EC / Speech .5		4	3	3	3
4K .6		33	36	35	35
Kdg		44	29	29	30
1		32	45	45	45
2		31	30	30	30
3		54	32	32	32
4		41	51	51	50
5		37	37	37	37
6		51	39	39	38
7		54	50	50	50
8		51	52	52	52
9		68	55	54	54
10		53	66	66	66
11		58	55	54	55
12		60	63	62	63
Subtotal Students		671	643	639	640
Less OE IN		-22	-26	-23	-23
Plus OE OUT		85	109	104	104
Less Tuition Sharing				-2	-2
Total Enrollment		734	726	718	719
3rd Friday Sept 2017	736				



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: Oct. 9, 2018
Re: Staff and Program Highlights

- **Parent/Teacher Conferences:** The first round of parent/teacher conferences were held on Oct. 4th. 95% attended. Teachers have been calling and reaching out to the families that were not able to attend. Teachers reached out to half of their families to attend this conference. The second round of conferences will be on Nov. 9th. The teachers will meet with the rest of the families at this time.



During conferences, referendum brochures were handed out. Families had the opportunity to have their questions answered by Board Member Helene Pohl and District Administrator Dr. Melanie Oppor.



PTO provided supper for the teaching staff. Thank you for this wonderful meal. The staff greatly appreciated it.



- **Title Information:** Jackie Sernau, Val Pari, and Judy Connelly had a table set up during conferences where families stopped by to learn about Title services. Ms. Sernau put a slide show presentation together on what it means to be a school-wide Title program. Parents also filled out a perception survey of our school. Next month Mrs. Pukita will put together a summary of the survey results as only a handful have been turned back in thus far.



- **Book Fair:** During Parent/Teacher Conferences, MES held the Book Fair. The fair was well attended this evening. The students and their families enjoyed picking out books to read. 40 – 50% of the proceeds go towards buying books to expand the book room.





Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 10/8/2018

Re: Staff and Program Highlights - October

Homecoming 2018: Thank you to ALL staff who made Homecoming 2018 a success. Special thanks to Ms. Eck and the SDM Student Council, and class advisors for their extra time and efforts. I have already begun communication with the Manawa PD, and Mayor Smith on how we can proactively maintain a message of positivity in the community for next year.





Parent Teacher Conferences: Staff reported that conferences yielded good conversations with many parents. Attendance was normal for the evening with the 7th and 8th-grade teachers remaining busy the entire night. 7th and 8th-grade staff is exploring the idea of offering a “teamed approach” to conferences when needed. This has worked well for parents to have a one-stop shop if there is a universal concern.

Positive Behavior Interventions and Supports (PBIS): October kicked off the new format for PBIS assembly recognitions. Staff recognized students in three categories Academics, Behaviors, and Co-Curriculars – The ABC’s of PBIS. Students are recognized in grade categories of 7-8, 9-10, and 11-12. In this way, a greater number of students are recognized for their specific achievements.

Student Trust Survey: As part of staff ongoing professional development focused on creating positive teacher-student relationships, it is important to get a baseline of where students are at. On Tuesday, October 9th, a survey was sent to all 7-12th-grade students inquiring about trust. Three questions were asked that will help staff understand the student mindset. Staff fully recognizes how these relationships combined with trauma-informed care will be integral in moving our students forward.

Graduation Gown Colors: As part of an effort to ensure equity for all students, the senior class has been surveyed to see if they would support moving to a neutral school color of black or red for graduation gowns. As a school, we want to be sensitive to students who may be struggling with gender identification and assigning colors based on gender becomes complicated. After a week – 63 seniors were surveyed, and 44 students responded. Of those who responded, 34 would prefer to wear black and 10 would prefer to wear red. The next step in the process is to communicate with senior parents. A letter will be sent home in the month of October explaining the situation and asking for parent input. One of the challenges to be addressed will be addressing families that have had the same gender with multiple children and passed a previous gown down through siblings or relatives.

Conference Championship Wallboards: Thank you to the Manawa Booster Club for their most recent donation to purchase new conference championship wallboards for the gym. Thanks to Mike Thomack and Kevin Keller for taking the time over the past weekend to install the new boards. Go Wolves!





Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

From: Carmen O'Brien

cc: Board of Education

Date: October 15, 2018

Re: Business Office Highlights and Updates

I continue to work on the 2018-19 budget. All funds are balanced but I continue to adjust fund 10 accounts to be able to present a balanced budget at the October 22nd annual meeting. All aid amounts will be finalized on October 15, 2018.

Brenda Suehs and I have hired two more Food Service substitutes to add to the list of people to call when there is an absence. This brings the list total up to six.

I attended Fall Fest on behalf of the District to answer any community questions regarding the upcoming referendum. We handed out brochures got the chance to speak to more community members.

I arranged to have Walmart come in to the District to administer flu immunizations. The District insurance covers the cost of the shot at 100% and 38 people attended.



October, 2018

Subject: Transportation update, September, 2018

To: Manawa School District

This past summer was busy for our Manawa drivers. We continued with our Valley Packaging & Sturm Foods routes as several drivers assisted on these while our four primary drivers enjoyed some time off work. This is the contract that we took on after Waupaca County closed the Waupaca County Industries and its busing needs. We had many drivers participate in the transportation for the IOLA CAR SHOW. Manawa is now the lead terminal for this summer event. Manawa works this event with our Adams, Wisconsin Terminal. In addition to Iola car show, some drivers participated in the transportation for the EAA event in Oshkosh.

We return all employees/ drivers from this past school year with the exception of one. Unfortunately, we had one retirement but it is well deserved. Barb Quinn has decided to hang up the steering wheel to spend more time with family. Employees held a small retirement party for Barb at Bear Lake Resort. Barb has served the School District of Manawa for many years and will be missed. When you see Barb, please thank her for her service and Congrats!

Regional Fleet Manager, Blaise Bodway advised that on August 27th, the Manawa fleet received a perfect rating from the State Patrol during the yearly bus inspection. Blaise advised that this is the first perfect rating he can remember, on an initial inspection, in the 42 years he has worked with Kobussen. Blaise was assisted over the summer with the buses by fellow employees Bonnie Drees, Travis Bodway, Scott Kobussen, and Vern Shover.

The Manawa School District had 19 days of school in September. In addition to the daily routes, Manawa ran 34 trips out of the Terminal. Trips were mostly for school field trips and sports related events.

Sherida & Jamie have completed there training on the Trans finder routing program. The program is up and running. Sherida advised she is very pleased with this new bus routing program.

On September 18th, Regional Safety Manager, Scott Anderson conducted a driver safety meeting with Manawa drivers. Several topics were discussed during the meeting but the overall theme was a refresher in general safety while operating a school bus.

We currently have one employee in training to drive bus. This person is Jacob Elsner and he should be ready to test in the near future. Jacob is doing a terrific job according to his trainers. Once certified to drive bus, Jacob will assist as needed in a substitute role while he continues his studies at Fox Valley Tech in Appleton.

Respectfully Submitted,

Casey Fields
Regional Manager
Kobussen Buses LTD

W914 County Road CE • Kaukauna, WI 54130
Phone: 920-766-0606 / 920-538-1719
casey.fields@kobussen.com



To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 10/5/18
Re: Special Ed/Curriculum Update

Special Education

- I have begun to meet with all special ed staff including Mrs. Flynn once a month for One-on-One Meetings. I am using the format that CESA 6 uses for these types of meetings. The purpose for these meetings is to increase each staff members effectiveness as a leader. We focus on how each staff member can continuously improve their practice and effectiveness as a leader. We believe that everyone who has influence over others is a leader. Teachers fill out a One-on-One Process Worksheet prior to the meeting. I have put the questions on the bottom of this memo. Reflection and foreshadowing are two key elements Manawa leadership.
- Mr. Carson and I were asked to present again at the Wisconsin Transition Conference on February 21-22. The title of the conference this year is Continuing the Pathways to Brighter Futures! Our sectional is called Continuing the Journey at Paving the Way. We are excited to present to others about our 2nd year in the program. We will focus on how our program has improved and what we have learned along the way. Our proposal is below.

Curriculum

- Teachers have been working hard on Wednesdays. They are in the process of deciding on Power Standards. The elementary core teachers are focusing on math this year. The specials and all secondary teachers are working on their courses. When Power Standards are solidified, teachers will begin to write Learning Targets for those Power Standards.
- Curriculum maps continue to be finalized. It is clear that our teachers have done a lot of work!

Manawa One-On-One Process

<p>Objective:</p> <ul style="list-style-type: none"> • Maximize the value of the one-on-one time. • You pick the reflections and determine the conversations to increase your effectiveness and continuously improve as a leader. Reflection and foreshadowing are two key elements of Manawa leadership. 	<p>Process:</p> <ul style="list-style-type: none"> • Complete form and bring a printed copy to the meeting. • Schedule one 30 minute meeting a month
--	---

You:

<p>What is the most important thing we should be discussing?</p>	<p>What have you accomplished since we spoke last?</p>
--	--

What key projects are defining your work?	What is not working right?

Scale your current status (1 Low-- 10 High)	At this Moment (Explain)
Relationships Health Family Motivation	

Building/Department:

What is the largest long-term opportunity facing Manawa?	What is the most important decision you are facing?
What could be done about it this month?	What is keeping you from making it?

Strategic:

What single thing could you do this month to bring the most value to the district/building/department?	Update on what you are monitoring
Update on your key goals:	Priorities in the next 2-3 weeks

Continuing the Journey at Paving the Way

Join us on Manawa's journey to 100% of students with disabilities employed by graduation. Participants will hear about year #2 of a rural Wisconsin school district's response to WIOA. Hear about what was learned in the first year and the changes that were made for the second year. The program incorporates hands-on transition assessment, soft-skill training, job specific training, job shadowing, volunteer and paid job placements, and student-run business at an off-campus location.

Technology Board Report

October 10, 2018



WiFi Home Project

We are accepting applications from students for the home WiFi project. Application are due from students October 19. The plan is to have them distributed by October 26.

Student Selection Process

This pilot program is small and we need to target the families carefully. Here is the selection process we plan to follow:

- Students will apply to receive a hotspot device by filling out [this application form](#). Application forms will be available in the main office starting October 10, 2018.
- Application must be received by October 19, 2018.
- The LWHS building leadership team (BLT) will review the applications. They will suggest top candidates.
- The technology director will compare BLT suggestions against free/reduced and homeless status. (To preserve student privacy such information will not be shared with staff.)
- Students will receive devices after the team has finished their decision. The target date is to have all devices distributed by October 26, 2018.
- Selected students will receive training during a RtI session.

Priority will be given to families based on the following criteria:

- Educational need of internet access
- Free/Reduced and homeless status
- Building leadership team
- Teacher recommendation

Camera Project

We are evaluating proposals for camera systems. We received award from the Wisconsin Department of Administration for the first round of the grant. The SDM has also applied for the second round of the grant.

Help Desk Tickets

We presently have three help desk request open in our system. Twenty-six help desk request have been closed in the last thirty days.

SDM Access Point

Application



Overview

Bridging the digital divide has been an important goal in education for over two decades. Manawa students have opportunities to use technology and access internet while at school. The Chromebook program puts a device in each backpack grades 6 - 12. However, devices are not enough to close equity gaps. Lack of internet access at home creates a "homework gap" for some students. This pilot intends to bring internet to a few families.

Student Information

First Name	
Last Name	
Graduation Year	
Do you have internet access at home? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you have a smart phone with the personal hotspot feature? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I do not know	

Please explain how WiFi access at home will help your school work.

SDM Access Point

Application



General

- I understand technology is a tool to help me learn.
- I understand there is no expectation of privacy while on school property or using school owned devices.
- Teachers and staff are here to help me learn with technology. I will ask for help from the library staff, technology staff, and teachers.

Student
Initial: _____

Communication

- I will be respectful to staff and students while online. This includes email, social media, Google Classroom, or any other digital messaging platform.
- I understand cyberbullying, flaming and inflammatory language is not acceptable.

Student
Initial: _____

Digital Health & Security

- Sitting in uncomfortable positions for long times can be unhealthy. I will try to take care of myself while using technology.
- Internet, including games and social media, has shown to be addictive. I will try to take care of myself while using technology.
- Criminals may attempt to get passwords or other information using "Phishing" email attacks. I will treat suspicious emails with caution.

Student
Initial: _____

SDM Access Point

Application



Digital Law

- I understand downloading copyrighted music or software is illegal and is not acceptable.
- Using online resources without citing sources is illegal. I will cite pictures and other content found online. (See any teacher for more info.)
- Trying to bypass GoGuardian, firewalls, or web filters is dangerous and illegal. I will not attempt to get around these protections.
- I understand sending nude or semi-nude photos is not acceptable and illegal.
- I will inform an adult if I learn something illegal has occurred.

Student
Initial: _____

WiFi Access Points

- I understand my assigned WiFi Access point is property of the School District of Manawa.
- I will not use my access point while at school.
- I will not use this access point to play video games.
- I will only watch videos needed for school.
- I will not purposefully damage my access point. This includes gouging, removing labels, prying keys off, or otherwise defacing the device.
- I will avoid having food and drinks near the access point.
- I will be careful storing the access point near pets.

Student
Initial: _____

SDM Access Point

Application



WiFi Access Point Replacement Charges

I will have my access point repaired as soon as I realize it is damaged. Access points are repaired by taking them to library. Replacement charges are described below and are subject to change.

Damage	Cost
Total Replacement	\$100

Student Initial: _____

Parent Initial: _____

Consequences

I am expected to abide by these rules and the student code of conduct described in the student/parent handbook. Failure to follow these rules may result in reduced access to technology.

Student Initial: _____

Signatures

Student Name: _____	Class of: _____
Student Signature: _____	Date: _____
Parent/Guardian Name: _____	
Parent/Guardian Signature: _____	Date: _____

Office Use Only

<input type="checkbox"/>	TR	<input type="checkbox"/>	M()
<input type="checkbox"/>	BLT		

Subject: Kajeet Mobile Hotspot Project

Hello Everyone,

Bridging the digital divide has been an important goal in education for over two decades. Manawa students have opportunities to use technology and access internet while at school. The Chromebook program puts a device in each backpack grades 6 - 12. However, devices are not enough to close equity gaps. Lack of internet access at home creates a "homework gap" for some students. This pilot project intends to bring internet to a pilot group of families.

Pilot Scope

This pilot includes 14 hotspot devices. The initial pilot will be limited to high school students grade 9-12.

Teacher Recommendation

Some students may be shy to apply. Please encourage them to fill out the application form. If a student has complained about lack of internet access at home, please let me know. We may want to recruit them to apply.

Student Selection Process

This pilot program is small and we need to target the families carefully. Here is the selection process we plan to follow:

- Students will apply to receive a hotspot device by filling out [this application form](#). Application forms will be available in the main office starting October 10, 2018.
- Application must be received by October 19, 2018.
- The LWHS building leadership team (BLT) will review the applications. They will suggest top candidates.
- The technology director will compare BLT suggestions against free/reduced and homeless status. (To preserve student privacy such information will not be shared with staff.)
- Students will receive devices after the team has finished their decision. The target date is to have all devices distributed by October 26, 2018.
- Selected students will receive training during a RtI session.

Priority will be given to families based on the following criteria:

- Educational need of internet access
- Free/Reduced and homeless status
- Building leadership team
- Teacher recommendation

Minutes of the October 3, 2018 Curriculum Committee Meeting

The meeting started at 4:10 p.m. in the MES Board Room, 800 Beech Street,
In Attendance: Scheller (C), Pohl, Dr. Oppor, D. Brauer

1. Curriculum Map Adoption (Information / Action)

a. Physical Education Gr. K – 8

Actionable

Motion Pohl/Scheller to recommend adoption of Physical Education Gr. K-8 to BOE.

b. Social Thinking and Me

Actionable

Motion Scheller/Pohl to recommend adoption of Social Thinking and Me to BOE.

2. Curriculum Committee Planning Guide

Informational

3. Next Meeting: November 7 at 4:00 p.m. in the MES Board Room.

The meeting adjourned at 4:46 p.m.

Submitted by Hélène Pohl

Minutes of the October 11, 2018 Finance Committee Meeting

The meeting started at 5:30 p.m. in the ES Board Room

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

In Attendance: Pohl, R. Johnson, J. Johnson, Mrs. O'Brien

1. 2018-19 Budget (Information): Informational
 - a. Budget Publication: Informational
 - b. Revenue Limit Worksheet Updates: Informational
 - c. Accounts Updates: Informational
2. Repercussions of a "No" Vote on the November 6, 2018 Referendum (Information):
Informational
3. Tuition Sharing Agreement (Action): Motion by J. Johnson/R. Johnson to recommend the Tuition Sharing Agreement with Iola-Scandinavia School District to the full Board as presented.
Motion carried.
4. Audit Review (Information): Informational
5. Annual Meeting Updates (Information): Informational
6. Finance Committee Planning Guide (Information / Action): Informational
7. Next Finance Committee Meeting Date & Time: November 13, 2018 at 5:30 pm.
8. Next Finance Committee Items:
 - 1.
 - 2.

Adjourn: Motion by J. Johnson/R. Johnson to adjourn at 6:24 p.m. Motion carried.

Joanne Johnson, Recorder

Minutes of the October 10, 2018 Buildings and Grounds Committee Meeting

Meeting Started: 5:34 p.m. by Chair Scheller in the MES Board Room.

Board Committee Members Present: Scheller

Others In Attendance: Dr. Oppor

Recorder: Bruce Scheller

1. Land / Site Survey Proposals: Motion by Forbes / Scheller to recommend to the full board to accept the Rettler Corp. land / site survey proposal of \$5,400. Motion carried.
2. Former Elementary School: Informational
3. Generator Replacement Quotes: Motion by Forbes / Scheller to recommend to the full board to accept the generator replacement quote from ACCESS for \$43,850 as presented. Motion carried.
4. Door Access Update - Informational
5. Energy Efficiency Project Update: Informational
6. Grounds Update: Informational
 - a. Lawns - Update
 - b. Snow Removal, Sanding & Salting
7. Buildings & Grounds Committee Planning Guide (Information)

Next Meeting Date: November 7, 2018 at 6:30 p.m. in the MES Board Room

Motion by Scheller / Forbes to adjourn the meeting at 7:45 p.m.

Bruce Scheller, Recorder

Minutes of the October 3, 2018 Policy & Human Resources Committee Meeting

Called to Order at 5:09 pm by Chair Pethke

In attendance: Pethke, Forbes, J. Johnson, Scheller, Pohl, Dr. Oppor, Steve LaVallee.

1. Competitive Food Sales Recommendation Policy 8550: Motion by J. Johnson/Forbes to table. Motion carried.
2. NEOLA Vol. 27 No. 2 Updates: Motion by J. Johnson/Forbes to recommend NEOLA Vol. 27 No 2 Updates to full Board as presented except policy 7530.02 which is held. Motion carried.
3. Ag6320C3 Change Order Approval Process: Motion by J. Johnson/Forbes to recommend to the full Board as presented. Motion carried.
4. Policy & Human Resources Planning Guide: Informational

Next meeting date: November 7, 2018 at 5:00 pm

Motion by J. Johnson/Forbes to adjourn at 6:51 pm. Motion carried.

J. Johnson, Recording Secretary



Book	Policy Manual
Section	4000 Support Staff
Title	OUTSIDE ACTIVITIES OF SUPPORT STAFF
Number	po4231
Status	First Reading
Adopted	May 16, 2016

4231 - **OUTSIDE ACTIVITIES OF SUPPORT STAFF**

The Board of Education directs the District Administrator to promulgate the following guidelines so that employees may avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. If such situations threaten an employee's effectiveness within the School System, the Board reserves the right to evaluate the impact of such interest, activity, or association upon an employee's responsibilities.

- A. Employees should not give work time to an outside interest, activity, or association without valid reason to be excused from assigned duties.
- B. Employees shall not use school property or school time to solicit or accept customers for private enterprises without written administrative permission.
- C. Employees shall not engage in business transactions on behalf of private enterprises in which s/he may profit by virtue of his/her official position or authority or benefit financially from confidential information which the employee has obtained or may obtain by reason of his/her position or authority.
- D. Employees shall not campaign on school property on behalf of any political issue or candidate for local, State, or National office.
- E. ~~Employees should avoid conduct and associations outside the school which, if known, could have an adverse or harmful effect upon the school community.~~
- F. ~~Employees should refrain from expressions that would disrupt harmony among their co-workers or interfere with the maintenance of discipline by school officials.~~

Last Modified by Melanie Oppor on September 13, 2018

Book	Policy Manual
Section	9000 Relations
Title	EDUCATIONAL RESEARCH
Number	po9510
Status	First Reading

9510 - EDUCATIONAL RESEARCH

The Board recognizes the vital relationship between education and research. The District promotes research that builds a foundation for improving the educational process and student learning, as well as contributes to the field of education in areas of theory and practice. All research requests, both from within the District and from outside agencies, are balanced against the District's objectives.

The District Administrator is authorized to cooperate with institutional or individual researchers of good reputation in promoting potentially useful research. Procedures to govern such research shall meet the District Administrator's criteria for an adequate proposal. Any such proposal shall identify:

- A. research project objectives,
- B. student privacy rights protection,
- C. parent involvements,
- D. regular instruction interruptions, and
- E. results usage.

Priorities established where conflicting requests are received shall favor School District of Manawa employees first, followed by institutions/individuals residing in the school district, and then all others.

No administrator, staff member, or student will be required to participate against his/her will in a research project governed by this policy.

Routine district or Department of Public Instruction data-gathering activities are not affected by this policy.

All research results in final form will be made available to the School District of Manawa insofar as privacy law limitations allow.

"Research" is defined as data collection, observation, and/or data analysis activities beyond the normal functions of a regular school/classroom. Additionally, research proposals seek to increase the overall body of knowledge related to the topic of the research. All such activities, regardless of whether they originate internally or externally, are construed as research.

Any research to be conducted in the District and/or using the District's data must have prior approval from the District Administrator. This includes any:

- A. agency or individual requesting to use District personnel, schools, students, or data for the purpose of publication or presentation outside of the District;
- B. individual requesting to use District personnel, schools, students, or data for the purpose of completing a master's thesis, doctoral dissertation, or any other educational project;
- C. proposed research by a District employee with the intent to publish or disseminate outside the District;

- D. proposed research by a District employee for the purpose of completing a master's thesis, doctoral dissertation, or any other educational project.

Additionally, all research conducted within the District either by external or internal researchers must adhere to the established procedures found in the **AAE Research Procedural Guidelines**, as follows:

- A. The focus of the research and potential data must be of value to the District.
- B. The activities of the research and/or researcher must not interfere with the educational programs of the District and/or school.
- C. The research must respect the privacy of the students, staff, and faculty involved in the research and must adhere to the informed consent and due process rights of all involved in the research.

Links:

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Protection of Pupil Rights Amendment \(PPRA\)](#)

- D. The researcher agrees to provide the District with a copy of the completed research.

Use of Scientific Procedures

Research shall be administered through the use of scientific procedures. This includes systematically defining problems, developing hypotheses or research questions, collecting data, testing hypotheses or evaluating research questions, analyzing data, and reporting results. The research may be historical, experimental, correlational, or descriptive.

All school leaders, principals, and staff conducting research for personal and/or professional gain shall conduct the research outside of their regular work schedule. Additionally, to eliminate potential conflicts of interest, all personnel conducting research for personal and/or professional gain shall conduct the research outside of their assigned duty location. Any exceptions to this policy must be approved by the researcher's immediate supervisor and/or District Administrator.

Action Research

Action research is conducted for the purpose of solving a problem, especially one related to daily operations. It is designed differently than traditional research in that it has an intended result to identify and implement a plan of action to correct a problem or improve a program. Action research also contains fewer steps and is not based on the scientific research process.

All requests to conduct action research must be approved by the District Administrator.

District employees requesting to conduct an action research project must have prior approval from their senior director before submitting the request to the District Administrator.

(See also Policy 2416 and AG 2416)



School District of Manawa

“Students Choosing to Excel, Realizing Their Strengths”

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

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

October 3, 2018

To Members of the Board of Education:

The following is the listing of the students that have requested Start College Now Applications for the Spring semester of 2018-2019 for the following courses:

Wisconsin Virtual School

1 Student German 1 .5 HS credits (Not a College Course)

Respectfully submitted,

Janine Connolly
Little Wolf JR/SR High

Attachments

www.manawaschools.org

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 Principal
mpukita@manawaschools.org
(920) 596-5700

Carmen O'Brien

Business Manager
cobrien@manawaschools.org
(920) 596-5332

Danielle Brauer

Curriculum/Special Ed. Dir.
dbrauer@manawaschools.org
(920) 596-5301



School District of Iola-Scandinavia

Raymond Przekurat
District Administrator

School Board

Mike Koles, President
Paul Huettner, Vice-President
Ken Wavruk, Clerk
Bob Fredy, Treasurer
Gena Gullifxon, Director
Diana Jones, Director
Adam Wolberg, Director

450 Division Street
Iola, WI 54945
Phone: 715-445-2411

Chris Nelson
Middle/High School Principal
Fax: 715-445-5119

Stacey Wester
Elementary Principal
Fax: 715-445-4468

Tuition Sharing Agreement (Wis. Statute 121.78(1)(a))

Pursuant to a resolution adopted by each of the following school districts:

The Manawa and Iola-Scandinavia School Districts agree to share services for IEP contracted costs for the 2018-19 school year. The 2018-19 DPI special education open enrollment transfer amount (currently estimated at \$12,431/student) will be the responsibility of the Iola-Scandinavia School District (prorated based on residency of specific student(s)).

Said school districts hereby mutually agree, pursuant to Section 121.78(1)(s) of the Wisconsin Statutes, to the following conditions:

1. That said above parties agree and contract for the cooperation of education programs;
2. That the Manawa School District is to be the operator and fiscal agent for this program;
3. That the fiscal agent district will include all program expenditures and receipts in Fund 27 of the Wisconsin Uniform Financial Accounting Requirements (WUFAR);
4. That the proration of costs to each participating district be determined prior to June 30th annually, on the basis of pupil participation;
5. That variations from the budget will require prior approval of all school district parties hereto;
6. That the fiscal agent agrees to file a plan of service and the required financial report to the Department of Public Instruction, if applicable;
7. That the Iola-Scandinavia School District will count the student(s) as district residents on the September and January pupil counts;
8. That the plan for operation and plan for payments to said operator or fiscal agent will consist of 2 payment(s) from the Iola-Scandinavia School District to the Manawa School District by December 15, 2018 and June 15, 2019.

Dated: 10-8-18

Manawa School District:

President _____

Clerk _____

Iola-Scandinavia School District

President [Signature]

Clerk Diana Jones

Course Name:	Physical Education - Kindergarten		
Description:	An introduction to basic physical health, including fitness concepts, locomotor and manipulative skills, motor concepts, and social interaction	NASPE Standards: •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Rope Hula Hoop and Noodle Exploration - 2 Weeks Scooters - 2 (Seperate) Weeks Parachute - 2 (Seperate) Weeks	1, 3, 4, and 5	The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	7 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Kicking - 2 Weeks Dribbling with Hands - 1 Week	1 and 4	The students will be able to demonstrate the difference between a toss and a throw. The students will be able to catch a large ball from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score.
Motor Skills and Concepts	13 Weeks Body and Space Awareness - 2 Weeks Locomotor Movements - 2 Weeks Balancing - 2 Weeks Chasing, Fleeing and Dodging - 2 Weeks Transferring Weight/Tumbling - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 4, and 5	The students will be able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Teamwork and Social Interaction	2 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week	3, 4, and 5	The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.
Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	3, 4, and 5	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 8 Weeks
Standard(s): 1, 3, 4, and 5	Outcomes: The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What is fitness? Why is it important that we are physically active? How does jump roping improve fitness? How does hula hooping improve fitness? How does playing on a scooter improve fitness? How does playing with the parachute improve fitness?	Learning Targets: Importance of Exercise Healthy vs Unhealthy Foods List of Physical Activities Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Heart Rate Energy
Lesson Frame: Definition and the Importance of Fitness	I can explain that physical activity is important for good health. (S5.E1.K)
Lesson Frame: Effects of Exercise on the Heart and Breathing	I can explain that when I move fast, my heart beats faster and I breathe faster. (S3.E3.K)
Lesson Frame: Importance of Food and How It Provides Energy	I can explain that food provides energy for physical activity. (S3.E6.K)
Lesson Frame: Exploring Different Options for Physical Activity	I can identify physical activities that are enjoyable. (S5.E3.Kb) I can identify active play opportunities outside physical education class. (S3.E1.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Jump Rope, Hula Hoop and Noodle Exploration	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Short Rope Jumping Long Rope Jumping

Lesson Frame: Jump Rope Exploration	I can participate actively in physical education class. (S3.E2.K) I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Introduction to Short and Long Rope Jumping	I can execute a single jump with self-turned rope. (S1.E27.Ka) I can jump a long rope with teacher-assisted turning. (S1.E27.Kb) I can acknowledge that some physical activities are challenging/difficult. (S5.E2.K)
Lesson Frame: Hula Hoop Exploration	I can participate actively in physical education class. (S3.E2.K) I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Noodle Exploration	I can participate actively in physical education class. (S3.E2.K) I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Scooters	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Scooter Rules	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Scooter Play	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Parachute	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)

Lesson Frame: Parachute Play	I can acknowledge responsibility for behavior when prompted. (S4.E2.K) I can share equipment and space with others. (S4.E4.K) I can follow teachers directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 7 Weeks
Standards: 1 and 4	Outcomes: The students will be able to demonstrate the difference between a toss and a throw. The students will be able to catch a large ball from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score.
Essential Questions: What are the key steps to tossing? What are the key steps to throwing? How do we adjust when catching a smaller object? Bigger object? What is striking? How does kicking to pass differ from kicking to score? What is important to remember when we dribble?	Learning Targets: Tossing to a Target Catching a Large Ball from the Teacher Striking with Body Parts Kicking to Pass vs. Kicking to Score
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Tossing Throwing Catching Opposition
Lesson Frame: Tossing	I can toss with opposite foot forward. (S1.E13.K)
Lesson Frame: Catching	I can catch a large ball tossed by a skilled thrower. (S1.E16.Kb) I can drop and catch a ball before it bounces twice. (S1.E16.Ka)
Lesson Frame: Throwing	I can share equipment and space with others. (S4.E4.K)
Performance Tasks: Tossing, Throwing and Catching Skill Check	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Striking
Lesson Frame: Striking with Body Parts	I can volley a balloon, sending it upward. (S1.E22.K)
Lesson Frame: Striking with Short-Handled Implements	I can strike a light-weight object with a paddle or short-handled racket. (S1.E24.K)
Lesson Frame: Striking with Long-Handled Implements	I can share equipment and space with others. (S4.E4.K)
Performance Tasks: Striking Skill Observation	Notes:

Topic 3: Kicking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Kicking to Pass Kicking to Score Dribbling
Lesson Frame: Kicking to Pass	I can tap a ball, using the inside of the foot, sending it forward. (S1.E18.K)
Lesson Frame: Kicking to Score	I can kick a stationary ball from a stationary position. (S1.E21.K)
Lesson Frame: Trapping	I can share equipment and space with others (S4.E4.K)
Performance Tasks: Kicking Skill Check	Notes:
Topic 4: Dribbling with Hands	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling
Lesson Frame: Introduction to Dribbling	I can dribble a ball with one hand, contacting at least 2 times in a row. (S1.E17.K)
Lesson Frame: Dribbling Games	I can follow instructions and directions when prompted. (S4.E3.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 13 Weeks
Standards: 1, 2, 4, and 5	Outcomes: The students will be able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Essential Questions: Why is it important to move safely throughout the gym? What is a locomotor movement? What are some different ways to use the skill of balancing? When do we use the skills of chasing, fleeing and dodging? Why is rolling such a great physical activity? What are the benefits of dance?	Learning Targets: Gallop Skip Jump Hop Balance on One Foot Roll Sideways
Topic 1: Body and Space Awareness	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Personal Space General Space Pathways
Lesson Frame: Moving in the Gym Safely	I can tell the difference between movement in personal and general space. (S2.E1.Ka) I can travel in general space with different speeds. (S2.E3.K)
Lesson Frame: Body Part Identification	I can follow teacher directions for safe participation and proper use of equipment with minimal reminders. (S4.E6.K)
Lesson Frame: Directions	I can form wide, narrow, curled and twisted body shapes. (S1.E7.Kb) I can travel in three different pathways. (S2.E2.K)
Performance Tasks: Far Away Test	Notes:
Topic 2: Locomotor Movements	Length: 2 Weeks

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Locomotor Movements Skipping Jumping Hopping Gallop
Lesson Frame: Introduction to Locomotor Movements	I can perform locomotor skills while maintaining balance. (S1.E1.K)
Lesson Frame: Skipping and Gallop	I can perform locomotor skills while maintaining balance. (S1.E1.K)
Lesson Frame: Jumping vs. Hopping	I can jump and land with balance. (S1.E3.K)
Performance Tasks: Locomotor Skill Check	Notes:
Topic 3: Balancing	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Balance
Lesson Frame: Balancing On Body Parts	I can remain still on different bases of support. (S1.E7.Ka) I can acknowledge that some physical activities are challenging or difficult. (S5.E2.K)
Lesson Frame: Balancing on Apparatus	I can remain still on different bases of support. (S1.E7.Ka) I can acknowledge that some physical activities are challenging or difficult. (S5.E2.K)
Lesson Frame: Balancing Objects on Body Parts	I can acknowledge that some physical activities are challenging or difficult. (S5.E2.K)
Performance Tasks: Balancing Skill Check	Notes:
Topic 4: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Chasing Fleeing Dodging
Lesson Frame: Introduction to Chasing and Fleeing	I can follow directions in group settings. (S4.E1.K) I can identify physical activities that are enjoyable. (S5.E3.Ka)

Lesson Frame: Chasing and Fleeing Games	I can follow directions in group settings. (S4.E1.K) I can identify physical activities that are enjoyable. (S5.E3.Ka)
Lesson Frame: Introduction to Dodging	I can follow directions in group settings. (S4.E1.K) I can identify physical activities that are enjoyable. (S5.E3.Ka)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: Transferring Weight/Tumbling	Length: 3 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Flexibility Rolling
Lesson Frame: Gymnastic Balances	I can tell the difference between curling and stretching. (S1.E10.K)
Lesson Frame: Exploring Flexibility	I can tell the difference between curling and stretching. (S1.E10.K)
Lesson Frame: Log, Pencil, and Egg Rolls	I can roll sideways in a narrow body shape. (S1.E9.K)
Lesson Frame: Forward Rolls	I can roll sideways in a narrow body shape. (S1.E9.K)
Performance Tasks: Rolling Skill Check	Notes:
Topic 6: Rhythms and Dance	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Rhythm
Lesson Frame: Moving to an 8 Count	I can move in personal space to a rhythm. (S2.E1.Kb)
Lesson Frame: Traditional Dances	I can move in personal space to a rhythm. (S2.E1.Kb)
Lesson Frame: Teacher Developed Dances	I can perform locomotor skills in response to teacher-led creative dance. (S1.E5.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 2 Weeks
Standards: 3, 4, and 5	Outcomes: The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.
Essential Questions: Why is Physical Education important?	Learning Targets: Game Play with Peers
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Physical Education Protocols
Lesson Frame: Classroom Rules and Protocols	I can recognize protocols for class activities. (S4.E5.K) I can follow directions in group settings. (S4.E1.K)
Lesson Frame: Acquaintance Activities	I can discuss the enjoyment of playing with friends. (S5.E3.Kb) I can take responsibility for behavior when prompted. (S4.E2.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can participate actively in physical education class. (S3.E2.K) I can follow instructions and directions when prompted. (S4.E3.K) I can discuss the enjoyment of playing with friends. (S5.E3.Kb)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 3, 4, and 5	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can participate actively in physical education class (S3.E2.K) I can follow instructions and directions when prompted (S4.E3.K) I can discuss the enjoyment of playing with friends (S5.E3.Kb) I can follow teacher directions for safe participation of equipment with minimal reminders (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics Read and Run
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:

Lesson Frame: Favorite Activities	I can participate actively in physical education class. (S3.E2.K) I can follow instructions and directions when prompted. (S4.E3.K) I can discuss the enjoyment of playing with friends. (S5.E3.Kb) I can follow teacher directions for safe participation of equipment with minimal reminders. (S4.E6.K)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: TBD Depending on the Holiday	I can participate actively in physical education class. (S3.E2.K) I can follow instructions and directions when prompted. (S4.E3.K) I can discuss the enjoyment of playing with friends. (S5.E3.Kb)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities

Course Name:	Physical Education - 1st Grade	NASPE Standards:	
Description:	An introduction to basic physical health, including fitness concepts, locomotor and manipulative skills, motor concepts, and social interaction.	<ul style="list-style-type: none"> •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. 	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Rope Hula Hoop and Noodle Exploration - 2 Weeks Scooters - 2 (Seperate) Weeks Parachute - 2 (Seperate) Weeks	1, 3, 4, and 5	The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	7 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Kicking - 2 Weeks Dribbling with Hands - 1 Week	1, 2, and 4	The students will be able to demonstrate the difference between a toss and a throw . The students will be able to difference sized balls from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score. The students will be able to dribble a ball with their hands continuously.
Motor Skills and Concepts	13 Weeks Body and Space Awareness - 2 Weeks Locomotor Movements - 2 Weeks Balancing - 2 Weeks Chasing, Fleeing and Dodging - 2 Weeks Transferring Weight/Tumbling - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 4, and 5	The students will able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Teamwork and Social Interaction	2 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week	3, 4, and 5	The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.

Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	4	The students will be able to develop their fitness levels through fun, physical focused activities.
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Unit Name: FITNESS	Length: 8 Weeks
Standards: 1, 3, 4, and 5	Outcomes: The students will be able to explain what fitness is and why it is important to overall health. The students will be able to explore a variety of fun ways they can develop their fitness. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What is fitness? Why is it important that we are physically active? How does jump roping improve fitness? How does hula hooping improve fitness? How does playing on a scooter improve fitness? How does playing with the parachute improve fitness?	Learning Targets: Importance of Exercise Healthy vs Unhealthy Foods List of Physical Activities Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Heart Rate Energy
Lesson Frame: Importance of Exercise	I can discuss the benefits of being active and exercising and/or playing. (S3.E1.1) I can identify physical activity as a component of good health. (S5.E1.1)
Lesson Frame: Effects of Exercise on the Heart and Breathing	I can identify the heart as a muscle that grows stronger with exercise, play and physical activity. (S3.E3.1)
Lesson Frame: Food Provides Energy for Activity	I can identify healthy and unhealthy foods. (S3.E6.1)
Lesson Frame: Identifying Enjoyable Physical Activities	I can discuss the benefits of being active and exercising and/or playing. (S3.E1.1) I can identify physical activity as a component of good health. (S5.E1.1)
Performance Tasks: Healthy/Unhealthy Matching Assessment	Notes:
Topic 2: Jump Rope, Hula Hoop and Noodle Exploration	Length: 2 Weeks

<p>Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary: Short Rope Jumping Long Rope Jumping Rope Turning</p>
<p>Lesson Frame: Jump Rope Exploration</p>	<p>I can engage actively in physical education class. (S3.E2.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Lesson Frame: Introduction to Short and Long Rope Jumping</p>	<p>I can jump forward or backward consecutively using a self-turned rope. (S1.E27.1a) I can jump a long rope up to 5 times consecutively with teacher-assisted turning. (S1.E27.1b)</p>
<p>Lesson Frame: Hula Hoop Exploration</p>	<p>I can engage actively in physical education class. (S3.E2.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Lesson Frame: Noodle Exploration</p>	<p>I can engage actively in physical education class. (S3.E2.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes:</p>
<p>Topic 3: Scooters</p>	<p>Length: 2 (Seperate) Weeks</p>
<p>Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: Safety and Scooter Rules</p>	<p>I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>
<p>Lesson Frame: Scooter Play</p>	<p>I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)</p>

Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Parachute	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Lesson Frame: Parachute Play	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 7 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to demonstrate the difference between a toss and a throw . The students will be able to catch different sized balls from a skilled throw. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to demonstrate the difference between a kick to pass and a kick to score. The students will be able to dribble a ball with their hands continuously.
Essential Questions: What are the key steps to tossing? What are the key steps to throwing? How do we adjust when catching a smaller object? Bigger object? What is striking? How does kicking to pass differ from kicking to score? What is important to remember when we dribble?	Learning Targets: Tossing to a Target Catching a Ball from the Teacher Striking with Body Parts Kicking to Pass vs. Kicking to Score
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Tossing Throwing Catching Opposition
Lesson Frame: Tossing	I can toss underhand with a mature form. (S1.E13.1)
Lesson Frame: Catching	I can catch a soft object from a self-toss before it bounces. (S1.E16.1a) I can catch various sizes of balls self-tossed or tossed by a skilled thrower. (S1.E16.1b)
Lesson Frame: Throwing	I can work independently with others in a variety of class environments. (S4.E4.1)
Performance Tasks: Tossing, Throwing and Catching Skill Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Striking Short-Handled Implement Long-Handled Implement
Lesson Frame: Striking with Body Parts	I can volley can object with an open palm, sending it upward. (S1.E22.1) I can differentiate between strong and light force. (S2.E3.1b)

Lesson Frame: Striking with Short-Handled Implements	I can strike a ball with a short-handled implement, sending it upward. (S1.E24.1) I can differentiate between strong and light force. (S2.E3.1b)
Lesson Frame: Striking with Long-Handled Implements	I can differentiate between strong and light force. (S2.E3.1b)
Performance Tasks: Striking Skill Observation During Stations	Notes:
Topic 3: Kicking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Kicking to Pass Kicking to Score Dribbling Trapping
Lesson Frame: Kicking to Pass	I can approach a stationary ball and kick it forward. (S1.E21.1)
Lesson Frame: Kicking to Score	I can approach a stationary ball and kick it forward. (S1.E21.1)
Lesson Frame: Trapping and Dribbling	I can tap or dribble a ball using the inside of the foot while walking in general space. (S1.E18.1)
Performance Tasks: Kicking Skill Assessment	Notes:
Topic 4: Dribbling with Hands	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling
Lesson Frame: Introduction to Dribbling	I can dribble continuously in my own space with my dominant hand. (S1.E17.1) I can respond appropriately to feedback from the teacher. (S4.E3.1)
Lesson Frame: Dribbling Games	I can dribble continuously in my own space with my dominant hand. (S1.E17.1) I can respond appropriately to feedback from the teacher. (S4.E3.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 13 Weeks
Standards: 1, 2, 4, and 5	Outcomes: The students will be able to move safely throughout the gym. The students will be able to identify the difference between skipping, galloping, jumping and hopping. The students will be able to maintain balance throughout a variety of physical activities. The students will be able to identify the differences between chasing, fleeing and dodging. The students will be able to explore basic rolling skills. The students will be able to explore how dance can be used as a good form of exercise.
Essential Questions: How do we move safely throughout the gym? What is a locomotor movement? What are some different ways to use the skill of balancing? When do we use the skills of chasing, fleeing and dodging? Why is rolling such a great physical activity? What are the benefits of dance?	Learning Targets: Gallop Skip Jump Hop Balance on One Foot Roll Sideways
Topic 1: Body and Space Awareness	
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Personal Space General Space Pathways Levels - High, Middle, Low
Lesson Frame: Moving in the Gym Safely	I can tell the difference between fast and slow speeds. (S2.E3.1a)
Lesson Frame: Body Part Identification	I can travel, demonstrating a variety of relationships with objects. (S2.E2.1b)
Lesson Frame: Directions and Levels	I can travel, demonstrating low, middle, and high levels. (S2.E2.1a)
Performance Tasks: Far Away Assessment	Notes:
Topic 2: Locomotor Movements	
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Locomotor Movements Skip Jump Hop Gallop Leap Slide
Lesson Frame: Introduction to Locomotor Movements	I can hop, gallop, jog, and slide using a mature pattern. (S1.E1.1)
Lesson Frame: Skipping and Galloping/Intro to Sliding	I can hop, gallop, jog, and slide using a mature pattern. (S1.E1.1)

Lesson Frame: Jumping vs. Hopping/Intro to Leaping	I can jump and land, forward, using 2 feet to take off and land. (S1.E3.1) I can jump and land, up and down. (S1.E4.1)
Performance Tasks: Locomotor Movements Skill Assessment	Notes:
Topic 3: Balancing	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Balance
Lesson Frame: Balancing on Body Parts	I can stay still when balancing on different bases of support in different body shapes. (S1.E7.1)
Lesson Frame: Balancing on Apparatus	I can stay still when balancing on different bases of support in different body shapes. (S1.E7.1)
Lesson Frame: Balancing Objects on Body Parts	I can recognize that challenge in physical activity can lead to success. (S5.E2.1)
Performance Tasks: Balancing Skill Assessment	Notes:
Topic 4: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Chasing Fleeing Dodging
Lesson Frame: Introduction To Chasing and Fleeing	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Lesson Frame: Chasing and Fleeing Games	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Lesson Frame: Introduction to Dodging	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: Transferring Weight/Tumbling	Length: 3 Weeks

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Flexibility Rolling Twisting Curling Stretching Bending
Lesson Frame: Gymnastics Balances	I can transfer weight from one body-part to another in gymnastics. (S1.E8.1)
Lesson Frame: Basic Rolls	I can roll with either a narrow or curled body shape. (S1.E9.1)
Lesson Frame: Twisting, Curling, Stretching and Bending	I can demonstrate twisting, curling, bending, and stretching actions (S1.E10.1)
Performance Tasks: Rolling Skill Assessment	Notes:
Topic 6: Rhythms and Dance	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Rhythm
Lesson Frame: Moving to an 8 Count	I can move in self-space and general space in response to designated beats or rhythms. (S2.E1.1)
Lesson Frame: Traditional Dances	I can transfer weight from one body part to another in self-space in dance. (S1.E8.1)
Lesson Frame: Teacher Developed Dances	I can combine locomotor and non-locomotor skills in a teacher-designed dance. S1.E5.1)
Performance Tasks: Old Brass Wagon Dance Assessment	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 2 Weeks
Standards: 3, 4, and 5	Outcomes: The students will be able to identify all Physical Education rules and protocols. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues.
Essential Questions: Why is Physical Education important?	Learning Targets: Game Play with Peers
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Physical Education Protocols
Lesson Frame: Classroom Rules and Protocols	I can follow the rules and parameters of the learning environment. (S4.E2.1) I can exhibit the established protocols for class activities. (S4.E5.1)
Lesson Frame: Acquaintance Activities	I can describe positive feelings that result from participating in physical activities. (S5.E3.1a)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can engage actively in physical education class. (S3.E2.1) I can discuss personal reasons for enjoying physical activities. (S5.E3.1b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics Read and Run
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:

Lesson Frame: TBD Depending on Holiday	I can accept personal responsibility by using equipment and space appropriately. (S4.E1.1) I can work independently with others in a variety of class environments. (S4.E4.1) I can follow teacher directions for safe participation and proper use of equipment without teacher reminders. (S4.E6.1)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities

September	October	November	December	January	February	March	April	May	June
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Course Name:	Physical Education - 2nd Grade		
Description:	Improvement on physical health, with emphasis on fitness, locomotor and manipulative skills, motor concepts, social interaction and teamwork skills.	NASPE Standards: •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing - 1 Week Scooters - 2 (Seperate) Weeks Parachute - 2 (Seperate) Weeks	1, 3, 4, and 5	The students will be able to explain what it means to be physically fit. The students will be able to explain how physical activities fit into different components of fitness. The students will be able to explain how proper nutrition and fitness work together. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	7 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Soccer Skills - 2 Weeks Dribbling with Hands - 1 Week	1 and 4	The students will be able to toss with proficiency. The students will be able to throw overhand. The students will be able to catch with proficiency. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to hit a ball off of a tee. The students will be able to kick with proficiency. The students will be able to dribble a ball consecutively.
Motor Skills and Concepts	11 Weeks Locomotor Movements - 2 Weeks Balancing - 2 Weeks Chasing, Fleeing and Dodging - 2 Weeks Tumbling/Basic Gymnastics - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 3, 4, and 5	The students will be demonstrate all 8 locomotor movements. The students will be able to attempt multiple different balance challenges. The students will be able to identify when chasing, fleeing and dodging are used in sport. The students will be able to perform all basic gymnastics rolls with proficiency. The students will be able to use creative movement to move to different rhythms.

Teamwork and Social Interaction	4 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week Cooperative Play - 2 Weeks	3 and 4	The students will be able to explain why the rules and protocols are important in Physical Education. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues. The students will work as a entire class to complete a variety of cooperative play challenges.
Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	4	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 8 Weeks
Standards: 1, 3, 4 and 5	Outcomes: The students will be able to explain what it means to be physically fit. The students will be able to explain how physical activities fit into different components of fitness. The students will be able to explain how proper nutrition and fitness work together. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What are the five components of fitness? Why is fitness so important? Why is jump roping such a great physical activity? Why is climbing such a great physical activity ? What are the benefits of scooter play? What are the benefits of parachute play?	Learning Targets: Definition of Fitness 5 Components of Fitness Food Plate Understanding of Challenge Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Fitness Flexibility Muscular Endurance Muscular Strength Cardiovascular Endurance Body Composition Food Plate
Lesson Frame: Options for Physical Activity	I can list options for physical activity outside of physical education class. (S3.E1.2)
Lesson Frame: Health-Related Fitness Components	I can identify physical activities that contribute to fitness. (S3.E3.2b)
Lesson Frame: Nutrition	I can explain the "good health balance" of good nutrition with physical activity. (S3.E6.2)
Performance Tasks: Identify the Type of Exercise Assessment	Notes:
Topic 2: Jump Roping	
Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Short Rope Jumping Long Rope Jumping Rope Turning

Lesson Frame: Short-Rope Jumping	I can jump a self-turned rope consecutively forward and backward with a mature pattern. (S1.E27.2a)
Lesson Frame: Long-Rope Jumping	I can jump a long rope 5 times consecutively with student turners. (S1.E27.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Climbing	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Spotting
Lesson Frame: Principles and Climbing Safety	I can use my own body as resistance for developing strength. (S3.E3.2a)
Lesson Frame: Climbing Activities	I can work independently with others in partner environments. (S4.E4.2) I can compare physical activities that bring confidence and challenge. (S5.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Scoters	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Safety and Scooter Rules	I can work independently with others in partner environments. (S4.E4.2) I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Lesson Frame: Scooter Play	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Topic 5: Parachute	Length: 2 (Seperate) Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Lesson Frame: Parachute Play	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 7 Weeks
Standards: 1 and 4	Outcomes: The students will be able to toss with proficiency. The students will be able to throw overhand. The students will be able to catch with proficiency. The students will be able to strike a balloon with a body part or short-handled implement. The students will be able to hit a ball off of a tee. The students will be able to kick with proficiency. The students will be able to dribble a ball consecutively.
Essential Questions: When, in sports, do we use tossing versus throwing? When, in sports, do we use different catching skills? When, in sports, do we strike? How does kicking to pass differ from kicking to score? What is the purpose of trapping and dribbling in soccer? What is important to remember when we dribble?	Learning Targets: Throwing to a Target Catching a Ball in Activity Striking with Body Parts Striking with a Paddle Batting Off a Tee Kicking While Moving Dribbling in Activity
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Tossing Throwing Catching Opposition
Lesson Frame: Review of the Underhand Toss	I can throw underhand using a mature pattern. (S1.E13.2)
Lesson Frame: Throwing	I can throw overhand, demonstrating 2 of the 5 critical elements of a mature pattern. (S1.E14.2)
Lesson Frame: Catching	I can catch a self-tossed or well-thrown large ball with hands, not trapping or cradling against my body. (S1.E16.2)
Performance Tasks: Throwing and Catching Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Striking Short-Handled Implement Long-Handled Implement
Lesson Frame: Striking with Body Parts	I can volley an object upward with consecutive hits. (S1.E22.2)
Lesson Frame: Striking with Short-Handled Implements	I can strike an object upward with a short-handled implement, using consecutive hits. (S1.E24.2)
Lesson Frame: Striking with Long-Handled Implements	I can strike a ball off a tee with a bat, using correct grip and positioning. (S1.E25.2)
Performance Tasks: Striking Oral Assessment as a Group	Notes:

Topic 3: Soccer Skills	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Kicking to Pass Kicking to Score Dribbling Trapping
Lesson Frame: Kicking to Pass	I can use a continuous running approach and kick a ball. (S1.E21.2)
Lesson Frame: Kicking to Score	I can use a continuous running approach and kick a ball. (S1.E21.2)
Lesson Frame: Trapping and Dribbling	I can dribble with the feet in general space with control of ball and body. (S1.E18.2)
Performance Tasks: Kicking Skill Assessment	Notes:
Topic 4: Dribbling with Hands	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling Traveling Double Dribble
Lesson Frame: Dribbling Cues	I can dribble in personal space with my dominant hand using a mature pattern. (S1.E17.2a) I can dribble using my dominant hand while walking in general space. (S1.E17.2b)
Lesson Frame: Dribbling Games	I can accept specific corrective feedback from the teacher. (S4.E3.2)
Performance Tasks: Dribbling Assessment	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 11 Weeks
Standards: 1, 2, 3, 4 and 5	Outcomes: The students will be demonstrate all 8 locomotor movements. The students will be able to attempt multiple different balance challenges. The students will be able to identify when chasing, fleeing and dodging are used in sport. The students will be able to perform all basic gymnastics rolls with proficiency. The students will be able to use creative movement to move to different rhythms.
Essential Questions: What are the main 8 locomotor movements and what are some other locomotor movements? Why is balancing an important skill? When, in sport, do we use the skills of chasing, fleeing and dodging? What fitness benefits do we receive from tumbling/gymnastics skills? What fitness benefits do we receive from dance? How can we use dance to express ourselves?	Learning Targets: Sliding Leaping Balancing with Partners Chasing, Fleeing and Dodging in Activity Forward Rolls Free Movement to Rhythms
Topic 1: Locomotor Movements	
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Length: 2 Weeks Academic Vocabulary: Locomotor Movements Skipping Gallop Sliding Jumping Hopping Leaping
Lesson Frame: Review All Locomotor Movements	I can run with a mature pattern. (S1.E2.2a) I can travel showing the difference between jogging and sprinting. (S1.E12.2b)
Lesson Frame: Skipping, Galloping and Sliding	I can skip using a mature pattern. (S1.E1.2)
Lesson Frame: Jumping, Hopping and Leaping	I can jump and land, forward, using 2 feet to take off and land. (S1.E3.2) I can jump and land, up and down. (S1.E4.2)
Performance Tasks: Locomotor Skills Assessment	Notes:
Topic 2: Balancing	
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Length: 2 Weeks Academic Vocabulary: Static Balance Dynamic Balance

Lesson Frame: Balancing on Body Parts	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can transfer weight from feet to different body parts/bases of support for balance. (S1.E8.2)
Lesson Frame: Balancing on Apparatus	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can practice skills with minimal teacher prompting. (S4.E1.2)
Lesson Frame: Balancing Objects on Body Parts	I can balance on different bases of support, combining levels and shapes. (S1.E7.2a) I can practice skills with minimal teacher prompting. (S4.E1.2)
Performance Tasks: Balancing Skill Assessment	Notes:
Topic 3: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Chasing Fleeing Dodging
Lesson Frame: Review Chasing and Fleeing	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Lesson Frame: Chasing and Fleeing Games	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Lesson Frame: Dodging	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Tumbling/Basic Gymnastics	Length: 3 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Rolling Twisting Curling Stretching Bending
Lesson Frame: Gymnastics Balances	I can balance in an inverted position with stillness and supportive base. (S1.E7.2b) I can transfer weight from feet to different body parts/bases of support for balance. (S1.E8.2)
Lesson Frame: Basic Rolls	I can roll in different directions with either a narrow or curled body shape. (S1.E9.2)
Lesson Frame: Twisting, Curling, Stretching and Bending	I can tell the difference between twisting, curling, bending, and stretching actions. (S1.E10.2)

Lesson Frame: Putting Skills Together	I can combine balances and transfers into a three-part sequence. (S1.E11.2) I can combine shapes, levels and pathways into simple gymnastics sequences. (S2.E2.2)
Performance Tasks: Rolling Skill Assessment	Notes:
Topic 5: Rhythms and Dance	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Rhythm Creative Movement
Lesson Frame: Moving to an 8 Count	I can combine locomotor skills in general space to a rhythm. (S1.E5.2) I can identify physical activities that provide self-expression. (S5.E3.2)
Lesson Frame: Traditional and Teacher Led Dances	I can perform a teacher- and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)
Lesson Frame: Creative Movement and Choreography	I can combine shapes, levels, and pathways into simple dance sequences. (S2.E2.2)
Performance Tasks: Hitchhiker Dance Assessment	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 4 Weeks
Standards: 3 and 4	Outcomes: The students will be able to explain why the rules and protocols are important in Physical Education. The students will be able to learn new games that will be used with Physical Education. The students will be able to work and play with classmates with minimal behavior issues. The students will work as a entire class to complete a variety of cooperative play challenges.
Essential Questions: Why is Physical Education important? What is teamwork? What is sportsmanship? What is brainstorming? What is problem solving?	Learning Targets: Game Play with Peers Problem Solving/Completing Cooperative Play Tasks
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Physical Education Protocols
Lesson Frame: Classroom Rules and Protocols	I can recognize the role of rules and etiquette in teacher-designed physical activities. (S4.E5.2)
Lesson Frame: Acquaintance Activities	I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can engage actively in physical education class in response to instruction and practice. (S3.E2.2) I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Topic 3: Cooperative Play	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Teamwork Sportsmanship Brainstorming Problem Solving
Lesson Frame: Teamwork and Sportsmanship	I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2) I can work independently with others in partner environments. (S4.E4.2)
Lesson Frame: Brainstorming and Problem Solving	I can accept responsibility for class protocols with behavior and performance actions. (S4.E2.2) I can work independently with others in partner environments. (S4.E4.2)
Performance Tasks: Cooperative Play Word Search	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics Read and Run
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	Academic Vocabulary:
Lesson Frame: TBD Depending on Holiday	I can work independently and safely in physical education. (S4.E6.2a) I can work safely with physical education equipment. (S4.E6.2b)

Performance Tasks: Teacher Observation and Feedback Participation	Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities

Course Name:	Physical Education - 3rd Grade		
Description:	Improvement on physical health, with emphasis on fitness, locomotor and manipulative skills, motor concepts, social interaction and teamwork skills.	NASPE Standards: •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	6 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing - 1 Week Scooters - 1 Week Parachute - 1 Week	1, 3, 4, and 5	The students will be able to explain how physical activity corresponds to good health. The students will be able to define the 5 Components of Fitness. The students will be able to successfully jump rope using a long or short rope. The students will be able to explain how different activities used within PE help to develop their fitness.
Manipulative Skills and Sports	10 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Soccer Skills - 2 Weeks Basketball Skills - 2 Weeks Volleying - 2 Weeks	1, 2, and 4	The students will be able to throw overhand with proficiency. The students will be able to catch with proficiency. The students will be able to strike with a short-handled implement with proficiency. The students will be able to strike with a long-handled implement with proficiency. The students will be able to kick for distance and accuracy with proficiency. The students will be able to dribble a ball, with feet, with control. The students will be able to dribble a ball, with hands, with control. The students will begin to volley a ball, underhand.
Motor Skills and Concepts	8 Weeks Locomotor Movements - 1 Week Chasing, Fleeing and Dodging - 2 Weeks Tumbling/Basic Gymnastics - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, 3, and 4	The students will be able to combine sequences of locomotor movements. The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to combine basic gymnastics rolls and balances. The students will be able to use their own creativity to choreograph short dances.
Teamwork and Social Interaction	6 Weeks Protocols and Acquaintance Activities - 1 Week Organized Games - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 2 Weeks	2, 3, 4, and 5	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work together, with their classmates, to complete a variety of cooperative play challenges. The students will be introduced to a variety of Outdoor Lifetime Recreational Activities.

Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	3 and 4	The students will be able to develop their fitness levels through fun, physical focused activities.
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Unit Name: FITNESS	Length: 6 Weeks
Standards: 1, 3, 4, and 5	Outcomes: The students will be able to explain how physical activity corresponds to good health. The students will be able to define the 5 Components of Fitness. The students will be able to successfully jump rope using a long or short rope. The students will be able to explain how different activities used within PE help to develop their fitness.
Essential Questions: What are different examples of the five components of fitness? Why is fitness so important for overall good health? Why is jump roping such a great physical activity? Why is climbing such a great physical activity? What are the benefits of scooter play? What are the benefits of parachute play?	Learning Targets: Definition of Fitness 5 Components of Fitness Understanding of Challenge Demonstration of Safety with Equipment Ability to Work with Peers
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Flexibility Muscular Endurance Muscular Strength Cardiovascular Endurance Body Composition Warm-Up Cool-Down
Lesson Frame: Overview of Fitness	I can chart participation in physical activities outside physical education class. (S3.E1.3a) I can identify physical activity as a way to become healthier. (S3.E1.3b) I can discuss the relationship between physical activity and good health. (S5.E1.3)
Lesson Frame: Health-Related Fitness Components	I can describe the concept of fitness and provide examples of physical activity to enhance fitness. (S3.E3.3) I can demonstrate, with teacher direction, the health-related fitness components. (S3.E5.3)
Lesson Frame: Nutrition	I can identify foods that are beneficial for before and after physical activity. (S3.E6.3)
Lesson Frame: Importance of Warm-up and Cool-Down	I can recognize the importance of warm-up and cool-down relative to vigorous physical activity. (S3.E4.3)
Performance Tasks: Fitness Jeopardy	Notes:

Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary:
Lesson Frame: Short-Rope Jumping	I can perform a variety of jump-rope skills with both long and short ropes. (S1.E27.3)
Lesson Frame: Long-Rope Jumping	I can perform a variety of jump-rope skills with both long and short ropes. (S1.E27.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Climbing	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Spotting
Lesson Frame: Principles and Climbing Safety	I can exhibit personal responsibility in teacher-directed activities. (S4.E1.3) I can work cooperatively with others. (S4.E4.3a)
Lesson Frame: Climbing Activities	I can praise others for their success in movement performance. (S4.E4.3b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Scooters	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others	Academic Vocabulary:
Lesson Frame: Safety and Scooter Rules	I can work cooperatively with others. (S4.E4.3a) I can work independently and safely in physical activity settings. (S4.E6.3)
Lesson Frame: Scooter Play	I can work cooperatively with others. (S4.E4.3a) I can work independently and safely in physical activity settings. (S4.E6.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: Parachute	Length: 1 Week

Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Safety and Parachute Rules	I can exhibit personal responsibility in teacher-directed activities. (S4.E1.3)
Lesson Frame: Parachute Play	I can reflect on the reasons for enjoying selected physical activities. (S5.E3.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 10 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to throw overhand with proficiency. The students will be able to catch with proficiency. The students will be able to strike with a short-handled implement with proficiency. The students will be able to strike with a long-handled implement with proficiency. The students will be able to kick for distance and accuracy with proficiency. The students will be able to dribble a ball, with feet, with control. The students will be able to dribble a ball, with hands, with control. The students will begin to volley a ball, underhand.
Essential Questions: What are some different situations we may change how we throw? When, in sports, do we use different catching skills? When, in sports, do we strike? How does kicking to pass differ from kicking to score? What is the purpose of trapping and dribbling in soccer? What is important to remember when we dribble a basketball?	Learning Targets: Throwing to a Target Catching a Ball in Activity Striking with a Short-Handled Implement Striking with a Variety of Long-Handled Implements Kicking While Moving Dribbling in Activity
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Throwing for Distance Throwing for Accuracy
Lesson Frame: Throwing	I can throw overhand, with a mature pattern, for distance and/or force. (S1.E14.3)
Lesson Frame: Catching	I can catch a gently tossed hand-size ball from a partner, using a mature pattern. (S1.E16.3)
Lesson Frame: Using Tossing, Throwing and Catching in Game-Like Activities	I can toss underhand to a partner or target with reasonable accuracy. (S1.E13.3)
Performance Tasks: Throwing and Catching Skill Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Striking Short-Handled Implement Long-Handled Implement Alternating Grip
Lesson Frame: Striking with Short-Handled Implements	I can strike an object with a short-handled implement, sending it forward to a wall. (S1.E24.3a) I can strike an object with a short-handled implement while demonstrating mature form. (S1.E24.3b)

Lesson Frame: Batting	I can strike a ball with a long-handled implement sending it forward, while using proper grip for the implement. (S1.E25.3)
Lesson Frame: Hockey Skills	I can strike a ball with a long-handled implement sending it forward, while using proper grip for the implement. (S1.E25.3)
Performance Tasks: Striking Oral Assessment as a Group	Notes:
Topic 3: Soccer Skills	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Kicking for Power Kicking for Accuracy Dribbling Trapping
Lesson Frame: Kicking to Pass	I can pass and receive a ball with insides of the feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.3)
Lesson Frame: Kicking to Score	I can use a continuous running approach and intentionally perform a kick along the ground and a kick in the air. (S1.E21.3a) I can use a continuous running approach and kick a stationary ball for accuracy. (S1.E21.3b)
Lesson Frame: Trapping and Dribbling	I can dribble with the feet in general space at slow to moderate jogging speed with control of ball and body. (S1.E18.3)
Performance Tasks: Soccer Skills Assessment	Notes:
Topic 4: Basketball Skills	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Dribbling Chest Pass Bounce Pass Shooting
Lesson Frame: Dribbling and Passing	I can dribble and travel in general space at slow and moderate jogging speed, with control of the ball and my body. (S1.E17.3)
Lesson Frame: Passing	I can recognize the concept of open spaces in a movement context. (S2.E1.3)
Lesson Frame: Shooting	I can accept and implement specific corrective feedback provided by the teacher. (S4.E3.4)
Performance Tasks: Basketball Skill Assessment	Notes:

Topic 5: Volleying	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Forearm Pass Setting Volleying
Lesson Frame: Forearm Pass	I can volley an object with an underhand striking pattern to a partner. (S1.E22.3)
Lesson Frame: Setting	I can accept and implement specific corrective feedback from the teacher. (S4.E3.3)
Lesson Frame: Volleying	I can accept and implement specific corrective feedback from the teacher. (S4.E3.3)
Performance Tasks: Forearm Pass Skill Assessment	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 8 Weeks
Standards: 1, 2, 3, and 4	Outcomes: The students will be combine sequences of locomotor movements. The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to combine basic gymnastics rolls and balances. The students will be able to use their own creativity to choreograph short dances.
Essential Questions: What are the main 8 locomotor movements and when are they used in sport? When, in sport, do we use the skills of chasing, fleeing and dodging? What fitness benefits do we receive from tumbling/gymnastics skills? What fitness benefits do we receive from dance? How can we use dance to express ourselves?	Learning Targets: All 8 Locomotor Movements Chasing, Fleeing and Dodging in Activity All Basic Gymnastics Rolls/Tumbles Combining Skills Within Dance
Topic 1: Locomotor Movements	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary: Locomotor Movements Skipping Gallop Sliding Jumping Hopping Leaping
Lesson Frame: Skipping, Galloping and Sliding	I can perform a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation. (S1.E6.3)
Lesson Frame: Jumping, Hopping and Leaping	I can leap using a mature pattern. (S1.E2.3) I can jump and land forward, backward, up and down, using a mature pattern. (S1.E3.3)
Lesson Frame: Locomotor Movements in Activity	I can travel showing differentiation between sprinting and running. (S1.E2.3)
Performance Tasks: Locomotor Movements Skill Assessment	Notes:
Topic 2: Chasing, Fleeing and Dodging	Length: 2 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Chasing Fleeing Dodging

Lesson Frame: Review Chasing and Fleeing	I can apply simple strategies and tactics in chasing activities. (S2.E5.3a) I can apply simple strategies in fleeing activities. (S2.E5.3b)
Lesson Frame: Chasing and Fleeing Games	I can apply simple strategies and tactics in chasing activities. (S2.E5.3a) I can apply simple strategies in fleeing activities. (S2.E5.3b)
Lesson Frame: Dodging	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3)
Performance Tasks: Chasing, Fleeing, and Dodging Knowledge Assessment	Notes:
Topic 3: Tumbling/Basic Gymnastics	Length: 3 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Tumbling Inverts Sequence
Lesson Frame: Basic Gymnastics Rolls and Tumbles	I can balance on different bases of support, demonstrating muscle tension and extensions of free body parts. (S1.E7.3 and S2.E4.3b) I can move into and out of gymnastics balances with curling, twisting, and stretching actions. (S1.E10.3)
Lesson Frame: Inverts	I can transfer weight from feet to hands for momentary weight support. (S1.E8.3) I can use the concept of alignment in gymnastics. (S2.E4.3a)
Lesson Frame: Putting Skills Together	I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can work independently for extended periods of time. (S4.E2.3)
Performance Tasks: Gymnastics Skill Assessment	Notes:
Topic 4: Rhythms and Dance	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Choreography Self-Expression
Lesson Frame: Dancing/Moving to an 8 Count	I can employ the concept of alignment in dance. (S2.E4.3a) I can employ the concept of muscle tension with balance in dance. (S2.E4.3b)

Lesson Frame: Choreography	I can combine locomotor skills and movement concepts to create and perform a dance. (S1.E11.3) I can combine balance and weight transfers with movement concepts to create and perform a dance. (S1.E12.3)
Lesson Frame: Intro to Jump Bands	I can perform teacher-selected and developmentally appropriate dance steps and movement patterns (S1.E5.3)
Performance Tasks: 16 Count Dance Choreography and Performance	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 6 Weeks
Standards: 2, 3, 4, and 5	Outcomes: The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work together, with their classmates, to complete a variety of cooperative play challenges. The students will be introduced to a variety of Outdoor Lifetime Recreational Activities.
Essential Questions: How do we display teamwork? How do we display sportsmanship? How can we work together to brainstorm ideas to complete a task? What is an Outdoor Lifetime Recreational Activity?	Learning Targets: Problem Solving/Completing Cooperative Play Tasks Etiquette Displayed During OLRA Games
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Classroom Rules and Protocols	I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
Lesson Frame: Acquaintance Activities	I can reflect on the reasons for enjoying selected physical activities. (S5.E33)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Organized Games	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Games Used Throughout the School Year	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Cooperative Play/Team Building	Length: 2 Weeks

<p>Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Cooperation Teamwork Sportsmanship Brainstorming Problem Solving</p>
<p>Lesson Frame: Teamwork and Sportsmanship</p>	<p>I can work cooperatively with others. (S4.E4.3a) I can describe the positive social interactions that come when engaged with others in physical activity. (S5.E4.3)</p>
<p>Lesson Frame: Brainstorming and Problem Solving</p>	<p>I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)</p>
<p>Performance Tasks: Cooperation Challenges Team Assessment</p>	<p>Notes:</p>
<p></p>	<p></p>
<p>Topic 4: Outdoor Lifetime/Recreational Activities</p>	<p>Length: 2 Weeks</p>
<p>Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Cancellation Scoring</p>
<p>Lesson Frame: Bocce Ball</p>	<p>I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3) I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)</p>
<p>Lesson Frame: Horseshoes</p>	<p>I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3) I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)</p>
<p>Lesson Frame: Lawn Games</p>	<p>I can combine movement concepts with skills as directed by the teacher. (S2.E3.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3) I can discuss the challenge that comes from learning a new physical activity. (S5.E2.3)</p>
<p>Performance Tasks: Outdoor Lifetime Recreational Activities Written Assessment</p>	<p>Notes:</p>

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 3 and 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks

<p>Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: TBD Depending on Holiday</p>	<p>I can engage actively in the activities of physical education class without teacher prompting. (S3.E2.3) I can recognize the role of rules and etiquette in physical activity with peers. (S4.E5.3)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities</p>

Course Name:	Physical Education - 4th Grade		
Description:	Implementation of physical skills and fitness with a variety of physical activity settings	NASPE Standards: •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	8 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing/Cargo Net/Rope Climb - 1 Week Fitnessgram Testing - 4 Weeks	1, 2, 3, 4, and 5	The students will be able to explain the healthy benefits of physical activity. The students will be able to define the 5 Components of Fitness. The students will be able to create a jump roping routine. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will complete the Fitnessgram Test and reflect on their results.
Manipulative Skills and Sports	10 Weeks Tossing, Throwing, and Catching - 2 Weeks Striking - 2 Weeks Soccer Skills - 2 Weeks Basketball Skills - 2 Weeks Volleying - 2 Weeks	1, 2, and 4	The students will be able to use tossing, throwing and catching skills in game-like activities. The students will be able to striking skills, with short- or long-handled implements, in game-like activities. The students will be able to use soccer skills in game-like activities. The students will be able to use all basketball skills in combination to complete a task. The students will be able to volley a ball, back and forth with a partner, using a forearm or overhead pass.
Motor Skills and Concepts	7 Weeks Chasing, Fleeing and Dodging - 2 Weeks Tumbling/Basic Gymnastics - 3 Weeks Rhythms and Dance - 2 Weeks	1, 2, and 4	The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities The students will be able to create a gymnastics routine using rolls/tumbles, jumps and balances The students will be able to choreograph a Jump Band routine to match their own abilities

Teamwork and Social Interaction	5 Weeks Protocols and Acquaintance Activities - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 2 Weeks	4 and 5	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities.
Miscellaneous	7 Weeks Themed Activities - 1 Week Summer Fun - 1 Week Holiday Activities - 5 Weeks	3 and 4	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 8 Weeks
Standards: 1, 2, 3, 4, and 5	Outcomes: The students will be able to explain the healthy benefits of physical activity. The students will be able to define the 5 Components of Fitness. The students will be able to create a jump roping routine. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will complete the Fitnessgram Test and reflect on their results.
Essential Questions: How can we use the 5 Components of Fitness to help create a well-rounded workout? Why is fitness so important for overall good health? What components of fitness are met when jump roping? What components of fitness are met when climbing? Besides physically, how does climbing positively affect us? What areas of fitness do you need to improve upon and what can you do to make those improvements?	Learning Targets: 5 Components of Fitness Routine Development Positive Support of Peers Goal Development
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Fitness Flexibility Muscular Endurance Muscular Strength Cardiovascular Endurance Body Composition Hydration Warm-Up Cool-Down
Lesson Frame: Overview of Fitness	I can analyze opportunities for participating in physical activity outside physical education class. (S3.E1.4) I can examine the health benefits of participating in physical activity. (S5.E1.4)
Lesson Frame: Health-Related Fitness Components	I can identify the components of health-related fitness. (S3.E3.4)
Lesson Frame: Nutrition	I can discuss the importance of hydration and hydration choices relative to physical activities. (S3.E6.4)
Lesson Frame: Importance of Warm-up and Cool-Down	I can demonstrate warmup and cool-down relative to the cardiorespiratory fitness assessment. (S3.E4.4)
Performance Tasks: Fitness Concepts Assessment	Notes:
Topic 2: Jump Roping	Length: 1 Week

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary:
Lesson Frame: Short-Rope Jumping	I can create a jump-rope routine with either a short or long rope. (S1.E27.4)
Lesson Frame: Long-Rope Jumping	I can create a jump-rope routine with either a short or long rope. (S1.E27.4)
Lesson Frame: Routine Development	I can create a jump-rope routine with either a short or long rope. (S1.E27.4)
Performance Tasks: Routine Development and Presentation	Notes:
Topic 3: Climbing/Cargo Net/Rope Climb	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Muscle Tension Personal Challenge Teamwork
Lesson Frame: Rules and Safety for Climbing Apparatus	I can exhibit responsible behavior in independent group situations. (S4.E1.4)
Lesson Frame: Climbing Apparatus Rotations	I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can praise the movement performance of others both more skills and less skilled. (S4.E4.4a)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: FITNESSGRAM Testing	Length: 4 Weeks (2 x 2 Seperate Weeks)
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: FITNESSGRAM Pacing SMART Goals
Lesson Frame: Fitnessgram Testing	I can run for distance using a mature pattern. (S1.E2.4) I can apply the movement concepts of speed, endurance and pacing for running. (S2.E3.4a) I can complete fitness assessments (pre and post). (S3.E5.4a)

Lesson Frame: Goal Setting	I can identify areas of needed remediation from personal tests and, with teacher assistance, identify strategies for progress in those areas. (S3.E5.4b)
Performance Tasks: FITNESSGRAM Results Goal Setting Worksheet	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 10 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to use tossing, throwing and catching skills in game-like activities. The students will be able to striking skills, with short- or long-handled implements, in game-like activities. The students will be able to use soccer skills in game-like activities. The students will be able to use all basketball skills in combination to complete a task. The students will be able to volley a ball, back and forth with a partner, using a forearm or overhead pass.
Essential Questions: What are different ways we may toss, throw, or catch in sport activities? What are different ways we may use the skill of striking in sport activities? What can we do, when in a game-like activity, to be more successful at scoring a goal in soccer? What can we do, when in a game-like activity, to be more successful at scoring a basket in basketball? In which situations do you use a forearm pass instead of a overhead pass in volleyball, and vice versa?	Learning Targets: Throwing and Catching in Game-Like Activities Striking in Game-Like Activities Using the Correct Type of Kick in Game-Like Activities Advancing the Ball Down the Court By Dribbling in Game-Like Activities Volleying Consecutively with a Partner
Topic 1: Tossing, Throwing, and Catching	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Throwing for Distance Throwing for Accuracy
Lesson Frame: Review of Throwing and Catching Form	I can listen respectfully to corrective feedback from others. (S4.E3.4) I can throw overhand using a mature pattern. (S1.E14.4a)
Lesson Frame: Modifications for Throwing and Catching in Game-Like Activities	I can throw overhand to a partner or at a target with accuracy at a reasonable distance. (S2.E14.4b) I can catch a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern. (S1.E16.4)
Lesson Frame: Tossing, Throwing and Catching in Game-Like Activities	I can throw to a moving partner with reasonable accuracy. (S1.E15.4)
Performance Tasks: Throwing and Catching Authentic Assessment	Notes:
Topic 2: Striking	Length: 2 Weeks

<p>Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.</p>	<p>Academic Vocabulary: Alternating Grip Closing Space Force</p>
Lesson Frame: Striking with Short-Handled Implements	I can strike an object with a short-handled implement while demonstrating mature form. (S1.E24.4a) I can strike and object with a short-handled implement, alternating hits with a partner. (S1.E24.4b)
Lesson Frame: Striking with Long-Handled Implements	I can strike an object with a long-handled implement, while demonstrating mature form and correct grip for the implement. (S1.E25.4)
Lesson Frame: Striking Skills in Game-Like Activities	I can combine traveling with striking skills in a small-sided practice task. (S1.E6.4) I can apply the concept of closing spaces in small-sided practice tasks. (S2.E1.4b) I can apply the concepts of direction and force when striking an object with a short-handled implement towards a target. (S2.E3.4b)
<p>Performance Tasks: Striking Written Assessment</p>	Notes:
Topic 3: Soccer Skills	Length: 2 Weeks
<p>Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.</p>	<p>Academic Vocabulary: Giving with the Ball</p>
Lesson Frame: Kicking to Pass and Kicking to Score	I can pass and receive a ball with the insides of the feet to a moving partner. (S1.E19.4a) I can pass and receive a ball with my feet to a stationary partner, "giving" on reception before returning the pass. (S1.E19.4b) I can kick along the ground and in the air with mature form. (S1.E21.4)
Lesson Frame: Trapping and Dribbling	I can dribble with the feet in general space with control of ball and body while increasing and decreasing speed. (S1.E18.4) I can dribble with feet in combination with other skills. (S1.E20.4)
Lesson Frame: Putting Skills Together in Game-Like Activities	I can combine movement concepts with skills in practice tasks. (S2.E2.4) I can recognize the types of kicks needed for different games and sports situations. (S2.E5.4c)
<p>Performance Tasks: Soccer Authentic Assessment</p>	Notes:
Topic 4: Basketball Skills	Length: 2 Weeks

<p>Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary: Open Space</p>
<p>Lesson Frame: Dribbling and Passing</p>	<p>I can combine traveling with dribbling in teacher- and/or student-designed small-sided practice tasks. (S1.E6.4 and S1.E26.4) I can dribble in self-space with both the preferred and the nonpreferred hands using a mature pattern. (S1.E17.4a) I can dribble in general space with control of ball and body while increasing and decreasing speed. (S1.E17.4b) I can dribble in general space with changes in direction and speed. (S2.E1.4c)</p>
<p>Lesson Frame: Shooting</p>	<p>I can listen respectfully to corrective feedback from others. (S4.E3.4)</p>
<p>Lesson Frame: Putting Skills Together</p>	<p>I can dribble in combination with other skills. (S1.E20.4) I can apply the concept of open spaces to combination skills involving traveling. (S2.E1.4a)</p>
<p>Performance Tasks: Basketball Skill Assessment</p>	<p>Notes:</p>
<p>Topic 5: Volleying</p>	<p>Length: 2 Weeks</p>
<p>Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary: Forearm Pass Setting/Overhead Pass Serving</p>
<p>Lesson Frame: Forearm Pass</p>	<p>I can volley underhand using a mature pattern. (S1.E22.4)</p>
<p>Lesson Frame: Setting</p>	<p>I can volley a ball with two-hand overhead pattern, sending it in an upward direction. (S1.E23.4)</p>
<p>Lesson Frame: Introduction to Serving</p>	<p>I can listen respectfully to corrective feedback from others. (S4.E3.4)</p>
<p>Performance Tasks: Volleying Skill Assessment</p>	<p>Notes:</p>

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 7 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a gymnastics routine using rolls/tumbles, jumps and balances. The students will be able to choreograph a Jump Band routine to match their own abilities.
Essential Questions: When, in sport, do we use the skills of chasing, fleeing and dodging? What are your own personal abilities and gymnastics and how can you develop them into a routine? What are your own personal abilities in Rhythms and Dance and how can you use them to choreograph a routine? How can we use dance to express ourselves?	Learning Targets: Chasing, Fleeing and Dodging in Activity Gymnastics Routines Jump Band Routines
Topic 1: Chasing, Fleeing and Dodging	
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Offensive Strategy Defensive Strategy
Lesson Frame: Review Chasing and Fleeing	I can apply simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) I can apply simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)
Lesson Frame: Chasing and Fleeing Games	I can apply simple offensive strategies and tactics in chasing and fleeing activities. (S2.E5.4a) I can apply simple defensive strategies and tactics in chasing and fleeing activities. (S2.E5.4b)
Lesson Frame: Dodging	I can work safely with peers and equipment in physical activity settings. (S4.E6.4)
Performance Tasks: Chasing, Fleeing and Dodging Written Assessment	Notes:
Topic 2: Tumbling/Basic Gymnastics	
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Gymnastics Jumps Fluidity
Lesson Frame: Basic Gymnastics Rolls and Tumbles	I can use spring-and-step take-offs and landings specific to gymnastics. (S1.E3.4)

Lesson Frame: Inverts, Gymnastics Balances, and Jumps	I can balance on different bases of support, demonstrating levels and shapes. (S1.E7.4) I can transfer weight from feet to hands, varying speed and using large extensions. (S1.E8.4) I can move into and out of balances with curling, twisting, and stretching actions. (S1.E10.4)
Lesson Frame: Routine Development	I can combine traveling with balance and weight transfer to create a gymnastics sequence. (S1.E12.4) I can combine movement concepts in gymnastics. (S2.E2.4)
Performance Tasks: Gymnastics Routines	Notes:
Topic 3: Rhythms and Dance	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Self-Expression
Lesson Frame: Dancing/Moving to an 8 Count	I can use various locomotor skills in a variety of dance experiences. (S1.E1.4)
Lesson Frame: Jump Bands	I can combine movement concepts with skills in dance environments. (S2.E2.4)
Lesson Frame: Choreography	I can combine locomotor movement patterns and dance steps to create and perform an original dance. (S1.E5.4) I can combine locomotor skills and movement concepts to create and perform a dance with a partner. (S1.E11.4)
Performance Tasks: Jump Band Routines	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 5 Weeks
Standards: 4 and 5	Outcomes: The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to learn new games that will be used with Physical Education. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities.
Essential Questions: What teamwork skills were needed to complete each Cooperation Challenge? Why are Outdoor Lifetime Recreational Activities so important?	Learning Targets: Good Teamwork/Cooperation During Cooperation Challenges Display of Etiquette During Outdoor Lifetime Recreational Activities
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Classroom Rules and Protocols	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
Lesson Frame: Acquaintance Activities	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Cooperative Play/Team Building	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Cooperation Teamwork Sportsmanship Brainstorming Problem Solving
Lesson Frame: Large Group Team Building Activities	I can accept players of all skill levels into the physical activity. (S4.E4.4b)
Lesson Frame: Small Group Team Building Activities	I can exhibit responsible behavior in independent group situations. (S4.E1.4)
Lesson Frame: Reflection	I can reflect on personal social behavior in physical activity. (S4.E2.4) I can describe and compare the positive social interactions when engaged in partner, small group, and large group physical activities. (S5.E4.4)
Performance Tasks: Cooperation Challenge Cards Cooperation Challenge Team Assessment	Notes:

Topic 3: Outdoor Lifetime/Recreational Activities	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Cancellation Scoring
Lesson Frame: Bocce Ball	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) I can rate the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
Lesson Frame: Horseshoes	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) I can rate the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
Lesson Frame: Lawn Games	I can exhibit etiquette and adherence to rules in a variety of physical activities. (S4.E5.4) I can rate the enjoyment of participating in challenging and mastered physical activities. (S5.E2.4)
Performance Tasks: Outdoor Lifetime Recreational Activities Written Assessment	Notes:

Unit Name: MISCELLANEOUS	Length: 7-8 Weeks
Standards: 3 and 4	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can work safely with peers and equipment in physical activity settings. (S4.E6.4)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can work safely with peers and equipment in physical activity settings. (S4.E6.4) I can rank the enjoyment of participating in different physical activities. (S5.E3.4)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 5 Weeks

<p>Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: TBD Depending on Holiday</p>	<p>I can engage actively in the activities of physical education class, both teacher-directed and independent. (S3.E2.4) I can work safely with peers and equipment in physical activity settings. (S4.E6.4)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes: Halloween Thanksgiving Christmas/Winter Activities Valentine's Day Easter/Spring Activities</p>

Course Name:	Physical Education - 5th Grade		
Description:	Exploring the use of physical skills and fitness to promote lifelong fitness	NASPE Standards: •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	10 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing/Cargo Net/Rope Climb - 2 Weeks Speed Stacking - 1 Week Fitnessgram Testing - 4 Weeks	1, 3, 4, and 5	The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.
Manipulative Skills and Sports	14 Weeks Soccer - 2 Weeks Basketball - 2 Weeks Volleyball - 2 Weeks Floor Hockey - 2 Weeks Softball - 2 Weeks Other Striking Sports - 1 Week Flag Football - 2 Weeks Frisbee Activities - 1 Week	1, 2, and 4	The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to volley a ball using an overhead pass. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities.
Motor Skills and Concepts	4 Weeks Chasing, Fleeing and Dodging - 1 Week Gymnastics and Dance - 3 Weeks	1 and 2	The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine that uses gymnastics and dance skills together.
Teamwork and Social Interaction	6 Weeks Protocols and Acquaintance Activities - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 1 Week Non-Traditional Games - 2 Weeks	1, 2, 4, and 5	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation.

Miscellaneous	3-4 Weeks Themed Activities - 1-2 Weeks Summer Fun - 1 Week Holiday Activities - 1 Week	2 and 3	The students will be able to develop their fitness levels through fun, physical focused activities.
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Unit Name: FITNESS	Length: 10 Weeks
Standards: 1, 3, 4, and 5	Outcomes: The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.
Essential Questions: How do the skill-related and health-related components of fitness differ? What is your own personal health goal and what are some steps you can attempt to reach it? What components of fitness (skill- and/or health- related) are met when jump roping? What components of fitness (skill- and/or health-related) are met when climbing? What is the benefit of self challenge in sport? What are the fitness benefits of speed stacking? What areas of fitness do you need to improve upon and what can you do to make those improvements?	Learning Targets: Skill-Related Components of Fitness Jump Rope Routine Development Positive Support of Peers Goal Development
Topic 1: Fitness Concepts	
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Agility Balance Power Reaction Time Coordination Speed
Lesson Frame: Health-Related Fitness Components	I can differentiate between skill-related and health-related fitness. (S3.E3.5) I can identify the need for warm-up and cool-down relative to various physical activities. (S3.E4.5)
Lesson Frame: Skill-Related Fitness Components	I can differentiate between skill-related and health-related fitness. (S3.E3.5)
Lesson Frame: Nutrition	I can analyze the impact of food choices relative to physical activity, youth sports and personal health. (S3.E6.5)
Lesson Frame: Fitness Plan	I can chart and analyze physical activity outside physical education class for fitness benefits of activities. (S3.E1.5) I can design a fitness plan to address ways to use physical activity to enhance fitness. (S3.E5.5b)
Performance Tasks: Fitness Concepts Assessment Fitness Plan	Notes:

Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Academic Vocabulary:
Lesson Frame: Short and Long Rope Jumping	I can create a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)
Lesson Frame: Routine Development	I can create a jump-rope routine with a partner, using either a short or long rope. (S1.E27.5)
Performance Tasks: Routine Development and Presentation	Notes:
Topic 3: Climbing/Cargo Net/Rope Climb	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Muscle Tension Personal Challenge Teamwork
Lesson Frame: Rules and Safety for Climbing Apparatus	I can participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. (S4.E2.5a) I can apply safety principles with age-appropriate physical activities. (S4.E6.5)
Lesson Frame: Climbing Apparatus Rotations	I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
Lesson Frame: Create a Climbing Game	I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
Performance Tasks: Create and Teach a Climbing Game	Notes:
Topic 4: Speed Stacking	Length: 1 Week
Standard(s): Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Stacking Basics	I can compare the health benefits of participating in selected physical activities. (S5.E1.5)
Lesson Frame: Stacking Activities	I can analyze different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response. (S5.E3.5)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Topic 5: FITNESSGRAM Testing	Length: 4 Weeks (2 x 2 Seperate Weeks)
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: FITNESSGRAM Pacing SMART Goals
Lesson Frame: Fitnessgram Testing	I can use appropriate pacing for a variety of running distances. (S1.E2.5)
Lesson Frame: Goal Setting	I can analyze results of fitness assessments (pre and post), comparing results to fitness components for good health. (S3.E5.5a)
Performance Tasks: FITNESSGRAM Results Goal Setting Worksheet	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 14 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to volley a ball using a overhead pass. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities.
Essential Questions: What are some offensive and defensive strategies we use in soccer? What are some offensive and defensive strategies we use in basketball? How do you know if you should pass using the forearms or overhead in volleyball? What are some offensive and defensive strategies we use in floor hockey? What are some offensive and defensive strategies we use in softball? When striking, how do we vary our force and direction in different sports? What are some offensive and defensive strategies we use in football?	Learning Targets: Soccer Game Play Basketball Game Play Volleying with a Partner Floor Hockey Game Play Softball Game Play Flag Football Game Play
Topic 1: Soccer	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Soccer Positions Closing Space Defense Offense
Lesson Frame: Skill Review	I can combine foot dribbling with other skills in 1 on 1 practice tasks. (S1.E18.5) I can pass with the feet using a mature pattern as both partners travel. (S1.E19.5a) I can receive a pass with the foot using a mature pattern as both partners travel. (S1.E19.5b) I can demonstrate mature patterns in kicking and punting in small-sided practice tasks. (S1.E21.5)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)
Lesson Frame: Game Play	I can dribble with feet with mature pattern in a variety of game list activities. (S1.E20.5) I can combine manipulative skills and traveling for execution to a target. (S1.E26.5)
Performance Tasks: Soccer Written Assessment Soccer Authentic Assessment	Notes:
Topic 2: Basketball	Length: 2 Weeks

Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Basketball Positions Closing Space Defense Offense
Lesson Frame: Skill Review	I can combine traveling with manipulative skills to shoot in basketball. (S1.E1.5c and S1.E26.5) I can combine dribbling with other skills during 1-on-1 practice tasks. (S1.E17.5)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in invasion small-sided practice tasks. (S2.E5.5a)
Lesson Frame: Game Play	I can dribble with mature pattern in a variety of small-sided games. (S1.E20.5) I can recognize the type of throw needed for different games and sports situations. (S2.E5.5c)
Performance Tasks: Basketball Written Assessment Basketball Authentic Assessment	Notes:
Topic 3: Volleyball	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Underhand Serve Overhand Serve Double Hit
Lesson Frame: Forearm Pass	I can recognize the type of volley needed for different games and sports situations. (S2.E5.5c)
Lesson Frame: Overhead Pass	I can volley a ball using a two-handed overhead pattern, sending it upward to a target. (S1.E23.5)
Lesson Frame: Serving	I can give corrective feedback respectfully to peers. (S4.E3.5)
Performance Tasks: Volleyball Written Assessment Volleyball Skill Assessment	Notes:
Topic 4: Floor Hockey	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Closing Space Defense Offense

Lesson Frame: Skill Review	I can combine traveling with manipulative skills for execution to a target. (S1.E1.5c) I can combine striking with a long-handled implement with receiving and traveling skills in a small-sided game. (S1.E25.5b) I can apply the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in small-sided practice tasks. (S2.E5.5b)
Lesson Frame: Game Play	I can recognize the type of strike action needed for different games and sport situations. (S2.E5.5c)
Performance Tasks: Floor Hockey Authentic Assessment	Notes:
Topic 5: Softball	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Softball Positions
Lesson Frame: Skill Review	I can catch a batted ball above the head, at chest or waist level, and along the ground using correct form. (S1.E16.5a) I can strike a pitched ball using a bat using correct form. (S1.E25.5a)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in small-sided practice tasks. (S2.E5.5b)
Lesson Frame: Game Play	I can catch a batted ball above the head, at chest or waist level, and along the ground using correct form. (S1.E16.5a) I can strike a pitched ball using a bat using correct form. (S1.E25.5a)
Performance Tasks: Softball Written Assessment Softball Authentic Assessment	Notes:
Topic 6: Other Striking Sports	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Forehand Backhand Drive Putt
Lesson Frame: Tennis/Pickleball/Badminton	I can strike an object consecutively with a partner, using a short-handled implement. (S1.E24.5)

Lesson Frame: Golf	I can recognize the type of strike action needed for different games and sport situations. (S2.E5.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 7: Flag Football	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Football Positions First Down Downs Turnover
Lesson Frame: Skill Review	I can throw overhand using a mature pattern with different sizes and types of objects. (S1.E13.5a) I can throw overhand to a large target with accuracy. (S1.E13.5a)
Lesson Frame: Offensive and Defensive Strategies	I can apply basic offensive and defensive strategies and tactics in invasion practice tasks. (S2.E5.5a)
Lesson Frame: Game Play	I can throw with accuracy when both partners are moving. (S1.E15.5a)
Performance Tasks: Football Written Assessment Flag Football Authentic Assessment	Notes:
Topic 5: Frisbee Activities	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary:
Lesson Frame: Frisbee Golf	I can express the enjoyment and/or challenge of participating in a favorite physical activity. (S5.E2.5)
Lesson Frame: Ultimate Frisbee	I can throw a frisbee accurately when my partner and I are moving. (S1.E15.5b) I can catch a frisbee with accuracy when my partner and I are moving. (S1.E16) I can catch a frisbee with reasonable accuracy in dynamic, small-sided practice tasks. (S1.E16.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 4 Weeks
Standards: 1 and 2	Outcomes: The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine that uses gymnastics and dance skills together.
Essential Questions: When, in sport, do we use the skills of chasing, fleeing and dodging? How can you combine gymnastics and dance skills to make a routine? How can we make routines fluid?	Learning Targets: Chasing, Fleeing and Dodging in Activity Gymnastics and Dance Routine
Topic 1: Chasing, Fleeing and Dodging	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Offensive Strategy Defensive Strategy
Lesson Frame: Review Chasing, Fleeing and Dodging	I can combine locomotor and manipulative skills in a variety of small-sided practice tasks/game environments. (S1.E1.5b) I can apply movement concepts to strategy in game situations. (S2.E3.5a)
Lesson Frame: Chasing, Fleeing and Dodging Games	I can combine locomotor and manipulative skills in a variety of small-sided practice tasks/game environments. (S1.E1.5b) I can apply movement concepts to strategy in game situations. (S2.E3.5a)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Gymnastics and Dance	Length: 3 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Fluidity

Lesson Frame: Dance Choreography	<p>I can demonstrate mature patterns of locomotor skills in gymnastics and dance. (S1.E1.5a)</p> <p>I can combine jumping and landing patterns with locomotor and manipulative skills in dance and gymnastics. (S1.E3.5)</p> <p>I can combine locomotor skills in cultural as well as creative dances with correct rhythm and pattern. (S1.E5.5)</p> <p>I can combine movement concepts with skills in small-sided practice tasks in gymnastics and dance with self-expression. (S2.E2.5)</p>
Lesson Frame: All Basic Gymnastics Skills, Inverts, Balances and Jumps	<p>I can transfer weight in gymnastics and dance environments. (S1.E8.5)</p> <p>I can perform curling, twisting, and stretching actions with correct application in dance and gymnastics. (S1.E10.5)</p> <p>I can combine actions, balances, and weight transfers to create a gymnastics sequence with a partner. (S1.E12.5)</p>
Lesson Frame: Routine Development	<p>I can combine balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)</p> <p>I can combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics and dance. (S2.E1.5)</p>
<p>Performance Tasks: Dance Choreography Gymnastics and Dance Routines and Performances</p>	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 6 Weeks
Standards: 1, 2, 4, and 5	Outcomes: The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to complete a variety of cooperative play challenges without teacher input. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation.
Essential Questions: What are characteristics of a good teammate? Why are Outdoor Lifetime Recreational Activities so important? Why is it important to learn new and different games within PE?	Learning Targets: Good Teamwork/Cooperation During Cooperation Challenges Display of Etiquette During Outdoor Lifetime Recreational Activities Openness to Learning New Games
Topic 1: Protocols and Acquaintance Activities	
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Length: 1 Week
Academic Vocabulary:	
Lesson Frame: Classroom Rules and Protocols	I can exhibit respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
Lesson Frame: Acquaintance Activities	I can exhibit respect for self with appropriate behavior while engaging in physical activity. (S4.E2.5b)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Cooperative Play/Team Building	
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Length: 2 Weeks
Academic Vocabulary:	Cooperation Teamwork Sportsmanship Brainstorming Problem Solving Acceptance Challenge
Lesson Frame: Large Group Team Building Activities	I can engage in physical activity with responsible interpersonal behavior. (S4.E1.5) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)

Lesson Frame: Small Group Team Building Activities	I can engage in physical activity with responsible interpersonal behavior. (S4.E1.5) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Lesson Frame: Reflection	I can describe the social benefits gained from participating in physical activity. (S5.E4.5)
Performance Tasks: Create a Perfect Teammate	Notes:
Topic 3: Outdoor Lifetime/Recreational Activities	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Cancellation Scoring
Lesson Frame: Bocce Ball	I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a) I can throw underhand to a large target with accuracy. (S1.E13.5b) I can critique the etiquette involved in rules of various game activities. (S4.E5.5)
Lesson Frame: Horseshoes	I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a) I can throw underhand to a large target with accuracy. (S1.E13.5b) I can critique the etiquette involved in rules of various game activities. (S4.E5.5)
Lesson Frame: Lawn Games	I can throw underhand using a mature pattern in non dynamic environments with different sizes and types of objects. (S1.E13.5a) I can throw underhand to a large target with accuracy. (S1.E13.5b) I can critique the etiquette involved in rules of various game activities. (S4.E5.5)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Non-Traditional Games	Length: 2 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Cell

Lesson Frame: Kickball Variations	I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Lesson Frame: Kinball	I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Lesson Frame: Tsegball	I can analyze movement situations and apply movement concepts in game environments. (S2.E3.5c) I can accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
Performance Tasks: Non-Traditional Games Written Assessment	Notes:

Unit Name: MISCELLANEOUS	Length: 3-4 Weeks
Standards: 2 and 3	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can engage actively in all of the activities of physical education. (S3.E2.5) I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary:
Lesson Frame: Favorite Activities	I can engage actively in all of the activities of physical education. (S3.E2.5) I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 1 Week

<p>Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Academic Vocabulary:</p>
<p>Lesson Frame: Christmas/Winter Activities</p>	<p>I can engage actively in all of the activities of physical education. (S3.E2.5) I can analyze movement situations and apply movement concepts in small-sided tasks. (S2.E3.5c)</p>
<p>Performance Tasks: Teacher Observation and Feedback Participation</p>	<p>Notes:</p>

Course Name:	Physical Education - 6th Grade		
Description:	Exploring the use of physical skills and fitness to promote lifelong fitness	NASPE Standards: •Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. •Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. •Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. •Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. •Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	
Academic Standards:	NASPE (National Association of Sport and Physical Education) Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Fitness	10 Weeks Fitness Concepts - 2 Weeks Jump Roping - 1 Week Climbing/Cargo Net/Rope Climb - 2 Weeks Speed Stacking - 1 Week Fitnessgram Testing - 4 Weeks	1, 2, 3, 4, and 5	The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.
Manipulative Skills and Sports	14 Weeks Soccer - 2 Weeks Basketball - 2 Weeks Volleyball - 2 Weeks Floor Hockey - 2 Weeks Softball - 2 Weeks Other Striking Sports - 1 Week Flag Football - 2 Weeks Frisbee Activities - 1 Week	1, 2, and 4	The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to underhand serve a ball. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities.
Motor Skills and Concepts	4 Weeks Chasing, Fleeing and Dodging - 1 Week Gymnastics and Dance - 3 Weeks	2, 3, 4, and 5	The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine, with 1 or 2 partners, that uses gymnastics and dance skills together.

Teamwork and Social Interaction	6 Weeks Protocols and Acquaintance Activities - 1 Week Cooperative Play/Team Building - 2 Weeks Outdoor Lifetime/Recreational Activities - 1 Week Non-Traditional Games - 2 Weeks	1, 3, 4, and 5	The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to create, and teach their classmates, a new physical activity/game. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation.
Miscellaneous	3-4 Weeks Themed Activities - 1-2 Weeks Summer Fun - 1 Week Holiday Activities - 1 Weeks	4 and 5	The students will be able to develop their fitness levels through fun, physical focused activities.

Unit Name: FITNESS	Length: 10 Weeks
Standards: 1, 2, 3, 4, and 5	Outcomes: The students will be able to define the differences between the skill-related and health-related components of fitness. The students will be able to develop a fitness plan to help reach a personal fitness goal. The students will be able to create a jump roping routine with a partner. The students will be able to increase muscular strength and endurance through a variety of climbing experiences. The students will be introduced to speed stacking. The students will complete the Fitnessgram Test and reflect on their results.
Essential Questions: How do the skill-related and health-related components of fitness differ? What is your own personal health goal and what are some steps you can attempt to reach it? What components of fitness (skill- and/or health- related) are met when jump roping? What components of fitness (skill- and/or health-related) are met when climbing? What is the benefit of self challenge in sport? What are the fitness benefits of speed stacking? What areas of fitness do you need to improve upon and what can you do to make those improvements?	Learning Targets: Fitness Program Jump Rope Routine Development Positive Support of Peers Goal Development
Topic 1: Fitness Concepts	Length: 2 Weeks
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: Health-Related Components of Fitness Skill-Related Components of Fitness Aerobic Anaerobic FITT Principle Resting Heart Rate Target Heart Rate
Lesson Frame: Health-Related vs. Skill-Related Components of Fitness	I can identify the components of skill-related fitness. (S3.M7.6) I can maintain a physical activity log for at least 2 weeks, and reflect on activity levels as documented in the log. (S3.M16.6)
Lesson Frame: Aerobic vs. Anaerobic Capacity	I can use the correct techniques and methods of stretching. (S3.M9.6) I can differentiate between aerobic and anaerobic capacity, and between muscular strength and endurance. (S3.M10.6)
Lesson Frame: FITT Principle	I can participate in self-selected physical activity outside of physical education class. (S3.M2.6) I can identify each of the components of the FITT Principle for different types physical activity. (S3.M11.6)

Lesson Frame: Heart Rate Exploration	I can define resting heart rate and describe its relationships to aerobic fitness and the perceived exertion scale. (S3.M13.6)
Lesson Frame: Nutrition	I can identify foods within each of the basic food groups and select appropriate servings and portions for his or her age and physical activity levels. (S3.M17.6)
Performance Tasks: Fitness Concepts Assessment Fitness Plan	Notes:
Topic 2: Jump Roping	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary:
Lesson Frame: Short and Long Jumping	I can participate in a variety of aerobic fitness activities. (S3.M3.6) I can identify major muscles used in selected physical activities. (S3.M14.6)
Lesson Frame: Routine Development	I can demonstrate correct technique for basic skills in 1 self-selected individual-performance activity. (S1.M24.6)
Performance Tasks: Routine Development and Presentation	Notes:
Topic 3: Climbing/Cargo Net/Rope Climb	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Muscle Tension Personal Challenge Teamwork
Lesson Frame: Rules and Safety for Climbing Apparatus	I can demonstrate correct technique for basics skills in 1 outdoor activity. (S1.M22.6)
Lesson Frame: Climbing Apparatus Rotations	I can make appropriate decisions based on weather, level of difficulty due to conditions or ability to ensure the safety of self and others. (S2.M13.6) I can recognize individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. (S5.M3.6)
Lesson Frame: Create a Climbing Game	I can identify major muscles used in selected physical activities. (S3.M14.6)
Performance Tasks: Create and Teach a Climbing Game	Notes:

Topic 4: Speed Stacking	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Stacking Basics	I can recognize individual challenges and copes in a positive way, such as extending effort, asking for help or feedback, and/or modifying the tasks. (S5.M3.6)
Lesson Frame: Stacking Activities	I can cooperate with a small group of classmates during team building activities. (S4.M5.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 5: FITNESSGRAM Testing	Length: 4 Weeks (2 x 2 Seperate Weeks)
Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Academic Vocabulary: FITNESSGRAM Pacing SMART Goals
Lesson Frame: Fitnessgram Testing	I can describe the role of warm-ups and cool-downs before and after physical activity. (S3.M12.6)
Lesson Frame: Goal Setting	I can participate in moderate to vigorous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day. (S3.M6.6) I can set and monitor a self-selected physical activity goal based on current fitness levels. (S3.M8.6) I can design and implement a fitness program for an area of weakness based on the results of health-related assessment. (S3.M15.6)
Performance Tasks: FITNESSGRAM Results Goal Setting Worksheet	Notes:

Unit Name: MANIPULATIVE SKILLS and SPORTS	Length: 14 Weeks
Standards: 1, 2, and 4	Outcomes: The students will be able to use soccer skills, and offensive and defensive strategies, in game play. The students will be able to use basketball skills, and offensive and defensive strategies, in game play. The students will be able to underhand serve a ball. The students will be able to use striking skills, and offensive and defensive strategies, in game play. The students will be able to explore striking skills in new striking sports. The students will be able to use throwing and catching skills, and offensive and defensive strategies, in flag football game play. The students will be able to use their frisbee throwing and catching skills in two different frisbee activities.
Essential Questions: What are some offensive and defensive strategies we use in soccer? What are some offensive and defensive strategies we use in basketball? How do you know if you should pass using the forearms or overhead in volleyball? What are some offensive and defensive strategies we use in floor hockey? What are some offensive and defensive strategies we use in softball? When striking, how do we vary our force and direction in different sports? What are some offensive and defensive strategies we use in football?	Learning Targets: Soccer Game Play Basketball Game Play Underhand Serve Floor Hockey Game Play Softball Game Play Flag Football Game Play
Topic 1: Soccer	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Soccer Positions Closing/Reducing Space Open Space Defense Offense Transition
Lesson Frame: Skill Review	I can foot dribble with control, changing speed and direction in a variety of practice tasks. (S1.M9.6)
Lesson Frame: Offensive and Defensive Strategies	I can maintain defensive-ready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. (S1.M11.6) I can create open space by using locomotor movements in combination with movement. (S1.M1.6) I can reduce open space on defense by making the body larger and reducing passing angles. (S2.M4.6)
Lesson Frame: Game Play	I can shoot on goal with power in a dynamic environment. (S1.M10.6) I can transition from offense to defense or defense to offense by recovering quickly. (S2.M6.6)
Performance Tasks: Soccer Written Assessment Soccer Authentic Assessment	Notes:

Topic 2: Basketball	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Basketball Positions Closing/Reducing Space Open Space Defense Offense Transition Pivot Give and Go Fake
Lesson Frame: Skill Review	I can pass and receive with hands in combination with locomotor patterns of running and change of direction and speed, with competency, in invasion games. (S1.M4.6) I can perform a pivot, give and go and fake without defensive pressure. (S1.M7.6) I can dribble with my dominant hand using a change of speed and direction in a variety of practice tasks. (S1.M8.6)
Lesson Frame: Offensive and Defensive Strategies	I can execute at least 1 of the following offensive tactics to create open space: moving to open space without the ball, using a variety of passes, pivots and fakes, give and go. (S2.M2.6) I can reduce open space by not allowing the catch or by allowing the catch but not the return pass. (S2.M5.6)
Lesson Frame: Game Play	I can shoot on goal with power in a dynamic environment. (S1.M10.6) I can transition from offense to defense or defense to offense by recovering quickly. (S2.M6.6)
Performance Tasks: Basketball Written Assessment Basketball Authentic Assessment	Notes:
Topic 3: Volleyball	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Underhand Serve Overhand Serve Double Hit Home Position
Lesson Frame: Forearm Pass	I can two-hand-volley with control in a variety of practice tasks. (S1.M17.6) I can reduce offensive options for opponents by returning to home position. (S2.M8.6)
Lesson Frame: Overhead Pass	I can strike with a mature overhand pattern in a non dynamic environment for volleyball. (S1.M13.6)

Lesson Frame: Serving	I can perform a legal underhand serve with control for volleyball. (S1.M12.6) I can transfer weight for the correct timing for the striking pattern. (S1.M15.6)
Performance Tasks: Volleyball Written Assessment Volleyball Skill Assessment	Notes:
Topic 4: Floor Hockey	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Closing/Reducing Space Open Space Defense Offense Transition
Lesson Frame: Skill Review	I can dribble with an implement with control, changing speed and direction in a variety of practice tasks. (S1.M9.6) I can strike, with an implement, a stationary object for accuracy and distance. (S1.M19.6)
Lesson Frame: Offensive and Defensive Strategies	I can create open space by using locomotor movements in combination with movement. (S1.M1.6) I can reduce open space on defense by making the body larger and reducing passing angles. (S2.M4.6)
Lesson Frame: Game Play	I can shoot on goal with power in a dynamic environment. (S1.M10.6) I can transition from offense to defense or defense to offense by recovering quickly. (S2.M6.6)
Performance Tasks: Floor Hockey Authentic Assessment	Notes:
Topic 5: Softball	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Softball Positions Open Spaces Defensive Plays
Lesson Frame: Skill Review	I can throw with a mature pattern for distance of power appropriate to the practice task. (S1.M2.6) I can catch with mature pattern form a variety of trajectories using different objects in varying practice tasks. (S1.M21.6) I can strike a pitched ball with an implement with force in a variety of practice tasks. (S1.M20.6)

Lesson Frame: Offensive and Defensive Strategies	I can identify open spaces and attempt to strike objects into that space. (S2.M10.6) I can identify the correct defensive play based on the situation. (S2.M11.6)
Lesson Frame: Game Play	I can identify open spaces and attempt to strike objects into that space. (S2.M10.6) I can identify the correct defensive play based on the situation. (S2.M11.6)
Performance Tasks: Softball Written Assessment Softball Authentic Assessment	Notes:
Topic 6: Other Striking Sports	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Forehand Backhand Drive Putt
Lesson Frame: Tennis/Pickleball/Badminton	I can demonstrate the mature form of the forehand and backhand strokes with a short-handled implement. (S1.M14.6) I can forehand-volley with a mature form and control using a short-handled implement. (S1.M16.6) I can create open space in net/wall games with a short-handled implement by varying force and direction. (S2.M7.6)
Lesson Frame: Golf	I can strike, with an implement, a stationary object for accuracy and distance. (S1.M19.6) I can select appropriate shot and/or club based on location of the object in relation to the target. (S2.M9.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 7: Flag Football	Length: 2 Weeks
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement.	Academic Vocabulary: Football Positions First Down Downs Turnover Pivots Fakes Jab Steps Open Space Transition

Lesson Frame: Skill Review	I can catch with mature pattern form a variety of trajectories using different objects in varying practice tasks. (S1.M3.6) I can throw, while stationary, a leading pass to a moving receiver. (S1.M5.6) I can perform pivots, fakes and jab steps designed to create open space during practice tasks. (S1.M6.6)
Lesson Frame: Offensive and Defensive Strategies	I can create open space by using the width and length of the field/court on offense. (S2.M3.6)
Lesson Frame: Game Play	I can create open space by using the width and length of the field/court on offense. (S2.M3.6) I can transition from offense to defense or defense to offense by recovering quickly. (S2.M6.6)
Performance Tasks: Football Written Assessment Flag Football Authentic Assessment	Notes:
Topic 5: Frisbee Activities	Length: 1 Week
Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary:
Lesson Frame: Frisbee Golf	I can throw with a mature pattern for distance or power appropriate to the practice task. (S1.M2.6) I can demonstrate self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)
Lesson Frame: Ultimate Frisbee	I can catch with a mature pattern from a variety of trajectories using different objects in varying practice tasks. (S1.M3.6) I can pass and receive with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games. (S1.M4.6) I can transition from offense to defense or defense to offense by recovering quickly. (S2.M6.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Unit Name: MOTOR SKILLS and CONCEPTS	Length: 4 Weeks
Standards: 2, 3, 4, and 5	Outcomes: The students will be able to successfully use chasing, fleeing and dodging skills in game-like activities. The students will be able to create a routine, with 1 or 2 partners, that uses gymnastics and dance skills together.
Essential Questions: When, in sport, do we use the skills of chasing, fleeing and dodging? How can you combine gymnastics and dance skills to make a routine? What are some different forms of dance?	Learning Targets: Chasing, Fleeing and Dodging in Activity Gymnastics and Dance Routine
Topic 1: Chasing, Fleeing and Dodging	Length: 1 Week
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.	Academic Vocabulary: Offensive Strategy Defensive Strategy
Lesson Frame: Review Chasing, Fleeing and Dodging	I can create open space by using locomotor movements in combination with movement. (S2.M1.6) I can use physical activity equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)
Lesson Frame: Chasing, Fleeing and Dodging Games	I can accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback. (S4.M4.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Gymnastics and Dance	Length: 3 Weeks
Standard(s): Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Folk Dance International Dance Self-Expression
Lesson Frame: Dance	I can demonstrate correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance. (S1.M1.6) I can identify how self-expression and physical activity are related. (S5.M5.6)
Lesson Frame: All Basic Gymnastics Skills, Inverts, Balances and Jumps	I can vary application of force during dance or gymnastics activities. (S2.M12.6)
Lesson Frame: Routine Development	I can participate in a variety of aerobic fitness activities. (S3.M3.6) I can participate in a variety of lifetime recreational activities. (S3.M5.6)

Performance Tasks: Dance Choreography Gymnastics and Dance Routines and Performances	Notes:

Unit Name: TEAMWORK and SOCIAL INTERACTION	Length: 6 Weeks
Standards: 1, 3, 4, and 5	Outcomes: The students will be able to demonstrate proper rules and etiquette in a variety of physical activity settings. The students will be able to work in small groups to create, and teach their classmates, a new physical activity/game. The students will display good sportsmanship and etiquette in a variety of Outdoor Lifetime Recreational Activities. The students will be introduced to 4 different Non-Traditional Games that require teamwork and cooperation.
Essential Questions: What positive traits do you bring to a team/small group? Why are Outdoor Lifetime Recreational Activities so important? Why is it important to learn new and different games within PE?	Learning Targets: Good Teamwork/Cooperation During Cooperation Challenges Display of Etiquette During Outdoor Lifetime Recreational Activities Openness to Learning New Games
Topic 1: Protocols and Acquaintance Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Classroom Rules and Protocols	I can describe how being physically active leads to a healthy body. (S5.M1.6) I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)
Lesson Frame: Acquaintance Activities	I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors. (S4.M1.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 2: Cooperative Play/Team Building	Length: 2 Weeks

<p>Standard(s): Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Cooperation Teamwork Sportsmanship Brainstorming Problem Solving Acceptance Challenge</p>
<p>Lesson Frame: Large Group Team Building Activities</p>	<p>I can demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity. (S5.M6.6) I can identify and use appropriate strategies to self-reinforce positive fitness behaviors. (S4.M2.6)</p>
<p>Lesson Frame: Group Development of Create a Game</p>	<p>I can cooperate with a small group of classmates during team building activities. (S4.M5.6)</p>
<p>Lesson Frame: Teaching/Playing Create a Game</p>	<p>I can demonstrate respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity. (S5.M6.6) I can identify positive and negative results of stress and appropriate ways to dealing with each. (S3.M18.6)</p>
<p>Performance Tasks: Create a Game</p>	<p>Notes:</p>
<p>Topic 3: Outdoor Lifetime/Recreational Activities</p>	<p>Length: 1 Week</p>
<p>Standard(s): Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others.</p>	<p>Academic Vocabulary: Cancellation Scoring</p>
<p>Lesson Frame: Bocce Ball</p>	<p>I can demonstrate a mature throwing pattern for a modified target game. (S1.M18.6) I can participate in a variety of lifetime recreational outdoor pursuits. (S3.M5.6) I can identify the rules and etiquette for physical activities (S4.M6.6)</p>
<p>Lesson Frame: Horseshoes</p>	<p>I can demonstrate a mature throwing pattern for a modified target game. (S1.M18.6) I can participate in a variety of lifetime recreational outdoor pursuits. (S3.M5.6) I can identify the rules and etiquette for physical activities (S4.M6.6)</p>

Lesson Frame: Lawn Games	I can demonstrate a mature throwing pattern for a modified target game. (S1.M18.6) I can participate in a variety of lifetime recreational outdoor pursuits. (S3.M5.6) I can identify the rules and etiquette for physical activities (S4.M6.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 4: Non-Traditional Games	Length: 2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Cell
Lesson Frame: Kickball Variations	I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6) I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)
Lesson Frame: Kinball	I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6) I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)
Lesson Frame: Tsegball	I can exhibit personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors. (S4.M1.6) I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)
Performance Tasks: Non-Traditional Games Written Assessment	Notes:

Unit Name: MISCELLANEOUS	Length: 3-4 Weeks
Standards: 4 and 5	Outcomes: The students will be able to develop their fitness levels through fun, physical focused activities.
Essential Questions: How do the activities played/participated in, approve fitness?	Learning Targets: Safe Play with Peers Participation in Physical Activity
Topic 1: Themed Activities	Length: 1-2 Weeks
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: TBD Depending on Activity	I can use physical activity equipment appropriately and safely, with the teacher's guidance. (S4.M7.6) I can identify components of physical activity that provide opportunities for reducing stress and social interaction. (S5.M2.6) I can describe how moving competently in a physical activity setting creates enjoyment. (S5.M4.6) I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)
Performance Tasks: Teacher Observation and Feedback Participation	Notes: International Arts Festival Winter Olympics
Topic 2: Summer Fun	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:

Lesson Frame: Favorite Activities	<p>I can use physical activity equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)</p> <p>I can identify components of physical activity that provide opportunities for reducing stress and social interaction. (S5.M2.6)</p> <p>I can describe how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)</p> <p>I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p>
Performance Tasks: Teacher Observation and Feedback Participation	Notes:
Topic 3: Holiday Activities	Length: 1 Week
Standard(s): Standard 4: The physically literate individual exhibits responsible personal and social behavior that respect self and others. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary:
Lesson Frame: Christmas/Winter Activities	<p>I can use physical activity equipment appropriately and safely, with the teacher's guidance. (S4.M7.6)</p> <p>I can identify components of physical activity that provide opportunities for reducing stress and social interaction. (S5.M2.6)</p> <p>I can describe how moving competently in a physical activity setting creates enjoyment. (S5.M4.6)</p> <p>I can demonstrate respect for self and others in activities and games by following rules, encouraging others and playing in the spirit of the game or activity. (S5.M6.6)</p>
Performance Tasks: Teacher Observation and Feedback Participation	Notes:

Course Name:	7th Grade PE		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Team Sports: basketball, volleyball, flag football, soccer	12 weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports: badminton, bowling, disc golf	7 Weeks	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball: mat ball, super kickball, ultimate kickball, kickball, long ball	10 Days	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing: dodgeball, ultimate dodgeball, doctor/doctor, empire mania, Berlin dodgeball, wolf ball, warzone, roadkill, field dodgeball, net ball	10 days	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games: yoshi, pirate ball, capture the flag, steal the ball, wazone	10 days	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5"	Students will be able to monitor fitness progression throughout the year.

Unit: Team Sports	Length: 12 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What is the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball?	Learning Targets: Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: Volleyball	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets.

	I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.
	I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court.
	I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 2: Basketball	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.

Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for lay-ups, and free throws.</p> <p>I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: dribbling relays, dribble knock-out, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.</p> <p>I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, and student demonstrations.</p>	Notes:
Topic 3: Soccer	Length: 2-3 weeks
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks</p>
Lesson Frame: Introductory Skills	<p>We will: demonstrate what skills we currently possess and skills we need to progress.</p> <p>I will: demonstrate proper form when it comes to dribbling, passing, and shooting.</p>
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides.

	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knock-out, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch. I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 4: Flag Football	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference
Lesson Frame: Introductory Skills	We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement. I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication.

	I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook. I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 5: Baseball/Softball	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out
Lesson Frame: Introductory Skills	We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense. I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flies, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.</p> <p>I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flies, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, and student demonstrations.	Notes:

Unit Name: Individual Sports	Length: 7 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: BADMINTON-Name the three different types of shots and when you would use them against your opponent? Explain how you serve the birdie in a singles game compared to a doubles game.BOWLING-How do you keep score in bowling? What's the purpose of the arrows on the lane? DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group?	Learning Targets: Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: Badminton	Length: 2-3 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: drive, drop shot, lob, clear, backhand, forehand, birdie, ace, line violations, net violations, out of boundaries, hits per side
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down badminton nets. I will: follow directions and pay attention to how to properly set-up/take down badminton nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, drive, drop shot, clear, kill shot, and lob, serve-receive formation, and serving. I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play I will: demonstrate proper serving form, spiking form, and the different badminton shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and DOUBLES tournament play.	Notes:

Topic 2: Bowling	Length: 2-3 Weeks
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: spare, strike, turkey, gutter, line violation, bowling etiquette</p>
Lesson Frame: Equipment management	<p>We will: learn and understand proper bowling etiquette. I will: follow directions and pay attention to Mr. Matt Beyer as I pick out the proper sized bowling ball for my size.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper technique when it comes to rolling a weighted ball as well as proper hand and foot placement. I will: demonstrate proper formation when it comes to bowling a ball as well as demonstrate understanding of proper scorekeeping and and violations.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: individual bowling and team bowling (Baker's). I will: demonstrate proper bowling etiquette, footwork, and hand placement when bowling. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Student score sheets</p>	Notes:
Topic 3: Disc Golf	Length: 2-3 Weeks

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn and understand course layout, safety, as well as proper throwing form at targets. I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws. I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one. I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Student score cards</p>	<p>Notes:</p>

Unit Name: Kickball	Length: 10 Days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: KICKBALL	Length: 2 days per kickball game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.

Topic 2: MATBALL	Length: 2 days per kickball game
<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
Lesson Frame: Equipment management	<p>We will: demonstrate how to properly set up bases for all kickball games.</p> <p>I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks:</p> <p>Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 3: LONG BALL	Length: 2 days per kickball game
<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
Lesson Frame: Equipment management	<p>We will: demonstrate how to properly set up bases for all kickball games.</p> <p>I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>

Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
Topic 4: SUPER KICKBALL	Length: 2 days per kickball game
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
Lesson Frame: Equipment management	<p>We will: demonstrate how to properly set up bases for all kickball games.</p> <p>I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
Topic 5: ULTIMATE KICKBALL	Length: 2 days per kickball game

<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games.</p> <p>I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks:</p> <p>Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play.</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>

Unit Name: Dodging, Chasing, Fleeing	Length: 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: TRENCH BALL, DODGEBALL, DOCTOR/DOCTOR, BERLIN DODGEBALL, ULTIMATE DODGEBALL, FIELD DODGEBALL, WOLF BALL, EMPIRE MANIA, WARZONE, NETBALL, ROADKILL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR	Length: 1 day per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: TRENCH BALL-dodging, chasing, fleeing, trench; DODGEBALL-dodging, chasing, fleeing; DOCTOR/DOCTOR-doctor, dodging, chasing, fleeing; BERLIN DODGEBALL-dodging, chasing, fleeing; ULTIMATE DODGEBALL- dodging, chasing, fleeing, boundaries, line violation, catch, out, strategies
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each set up is different. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 2: Field Dodgeball/Wolf Ball	Length: 1 day per game

<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>dodging, chasing, fleeing, out, inning, offense, defense; WOLF BALL-dodging, chasing, fleeing, bases, out, Wolf ball, foul ball; FIELD DODGEBALL/WOLF BALL-boundaries, foul territory, spatial awareness</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the cones and bases for each game.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks:</p> <p>Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.</p>	<p>Notes:</p>
<p>Topic 3: Empire Mania</p>	<p>Length: 1 day per game</p>
<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the cones and pinnies for this game.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>

Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 4: Netball	Length: 1 day per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.	Notes:
Topic 5: Roadkill	Length: 1 day per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule
Lesson Frame: Equipment management	We will: learn to properly line up in this game; cars versus animals. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations.	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations. Notes:

Unit Name: Invasion Games	Length: 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: YOSHI	Length: 2 days per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called.

	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense.	Notes:
Topic 2: Pirate Ball	Length: 2 days per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, jail, juke, communication, safe zone
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball). I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, authentic assessment, and game play assessments.	Notes:
Topic 3: Capture the Flag/Steal the Ball	Length: 2 days per game

<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, jail, safe zones, communication, boundaries, flag guarding, stiff arm</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understand of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks:</p> <p>Skills rubrics, defensive safety assessment, authentic assessment, game play assessments</p>	<p>Notes:</p>
<p>Topic 4: Warzone</p>	

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations.</p>	<p>Notes:</p>

Unit Name: Fitness Testing	Length: 15 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: PACER	Length: 3 times a year (fall, winter, spring)
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart. I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: Muscular Strength/Muscular Endurance	Length: 3 times a year (fall, winter, spring)

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to set up exercise mats and understand the reason behind the blue strips. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups. I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.</p>
<p>Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist</p>	<p>Notes:</p>
<p>Topic 3: Flexibility</p>	<p>Length: 3 times a year (fall, winter, spring)</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Introductory Skills</p>	<p>We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.</p>

	I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch.
	I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Course Name:	8th Grade PE		
Credits:	N/A		
Prerequisites:	N/A		
Description:	Students will be able to demonstrate proper techniques and forms, as well as build on teamwork and strategic game play throughout the school year.		
Academic Standards:	NASPE Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Team Sports: basketball, volleyball, flag football, soccer	12 weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to work on skill progression, build social interactions within a team setting, and develop cognitive as well as psychomotor skills during game-like situations.
Individual Sports: badminton, bowling, disc golf	7 Weeks	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Kickball: mat ball, super kickball, ultimate kickball, kickball, long ball	10 Days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Dodging, Chasing, Fleeing: dodgeball, ultimate dodgeball, doctor/doctor, empire mania, Berlin dodgeball, wolf ball, warzone, roadkill, field dodgeball, netball	10 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Invasion Games: yoshi, pirate ball, capture the flag, steal the ball, wazone	10 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Fitness Testing	15 days	NASPE Standards 1, 2, 3, 4, 5	Students will be able to monitor fitness progression throughout the year.

Unit: Team Sports	Length: 12 weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: VOLLEYBALL-What is the most common error when it comes to bumping the volleyball? Why is the toss the most important part of the overhand serve? Why is it important to stay low with hands on top of one another rather than interlocked when playing offense and defense? What is the point of a free ball? What purpose does the 10-foot line serve? BASKETBALL-What are the five basic tips when dribbling a basketball? What does BEEF stand for in the shooting method? SOCCER-What's the difference between a direct and indirect kick? What does offsides mean in soccer? What are the different traps used in soccer? What dribbling tips are beneficial for game play situations? FLAG FOOTBALL- Why are passing routes so important? What are the different positions in football and what does each position's job? What does offsides/pass interference mean in football? BASEBALL/SOFTBALL-What does tagging up mean? Where is there always a force out, why? What is the difference between a strike and a ball?	Learning Targets: Students will increase hand-eye coordination when throwing and catching any type of ball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, passing, dribbling, shooting, and serving depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: Volleyball	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: bump, set, spike, serve, 10-foot line, kill, tip, drive, block, ace, line violations, net violations, lift, carry
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down volleyball nets. I will: follow directions and pay attention to how to properly set-up/take down volleyball nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for bumping, setting, spiking, blocking, serve-receive formation, serving.

	I will: demonstrate proper formation when it comes to serving, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: Blob, Raising the Titanic, One Team Volleyball, Plus One Volleyball, Race to Be the Best, and King/Queen of the Court.
	I will: demonstrate proper passing form, serving form, spiking form, and blocking form. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 2: Basketball	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: chest pass, bounce pass, over the head pass, dribble, lay-up, jump shot, free throw, travel, double dribble, foul, lane violation, 3-second violation, turnover, carry, technical
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress.
	I will: demonstrate proper form when it comes to dribbling, passing, and shooting as well as proper defensive formation.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of turnovers and fouls, and proper technique for layups, and free throws.
	I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribbling relays, dribble knockout, hot-spot-shoot-out, lay-up relays, monkey in the middle, tip 21, sideline basketball, 7-up, lightning, and 5v5v5.

	I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, BEEF method shooting checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.	Notes:
Topic 3: Soccer	Length: 2-3 weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dribble, foot trap, chest trap, heading, offsides, sliding, red card, yellow card, penalty kick, kick-off, goalie kick, corner kick, throw-in, drop ball, direct/indirect kicks
Lesson Frame: Introductory Skills	We will: demonstrate what skills we currently possess and skills we need to progress. I will: demonstrate proper form when it comes to dribbling, passing, and shooting.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for trapping, heading, throw-ins, corner kicks, direct/indirect kicks, as well as demonstrate proper understanding of offsides. I will: demonstrate proper formation when it comes to dribbling, shooting, passing, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: dribble relays, dribble knockout, 4-team soccer, foosball soccer, 4-corners, sideline soccer, and head or catch. I will: demonstrate proper passing form, shooting form, dribbling form, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY!	Notes:

Topic 4: Flag Football	Length: 2-3 weeks
<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>positions, routes, tackle, touchdown, field goal, 2-point conversion, offsides, line of scrimmage, goal line, pass interference</p>
Lesson Frame: Introductory Skills	<p>We will: demonstrate proper formation when catching the ball, as well as proper throwing formation (spiral), and ball placement.</p> <p>I will: demonstrate proper form when it comes to throwing a football, catching a football, kicking a football, and snapping a football.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of field boundaries, positions, offsides, line of scrimmage, pass interference, as well as demonstrating effective teamwork and communication.</p> <p>I will: demonstrate proper formation when it comes to throwing, catching, and kicking a football, offense/defense play as well as demonstrate understanding of penalties during game play.</p>
Lesson Frame: Lead-Up Games	<p>We will: demonstrate proper understanding of the following games: football bingo, football 21, ultimate football, and create your own playbook.</p> <p>I will: demonstrate proper hand eye coordination when it comes to throwing and catching, as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks:</p> <p>Skills rubrics, playbook routes, spiral checklist, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	Notes:
Topic 5: Baseball/Softball	Length: 2-3 weeks

<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: positions, ball, strike, walk, running bases, pop fly, steal, slide, foul ball, leading off, tagging up, infield fly, force out</p>
<p>Lesson Frame: Introductory Skills</p>	<p>We will: demonstrate proper hand-eye coordination when it comes to throwing and catching a ball, swinging a bat, running the bases, and proper understanding of offense/defense.</p> <p>I will: demonstrate proper technique in throwing to a target, fielding, catching, hitting, and running.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field dimensions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground balls, catching pop flies, hand-eye coordination when swinging the bat, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the following games: all ball, wiffle ball, Cal Ripken Quick Ball, and rag ball.</p> <p>I will: demonstrate proper catching and throwing technique, hitting form, fielding ground balls, catching pop flies, calling the ball, and proper base running technique as well as teamwork and communication. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Skills rubrics, timed base running, authentic assessment, game play assessments, student demonstrations, and TOURNAMENT PLAY.</p>	<p>Notes:</p>

Unit Name: Individual Sports	Length: 7 Weeks
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: BADMINTON-Name the three different types of shots and when you would use them against your opponent? Explain how you serve the birdie in a singles game compared to a doubles game.BOWLING-How do you keep score in bowling? What's the purpose of the arrows on the lane? DISC GOLF-What are the different types of throws and when would you use them? How do you keep score in disc golf? What is the proper etiquette when it comes to throwing in a group?	Learning Targets: Students will increase hand-eye coordination. Students will be able to demonstrate teamwork and effective communication. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique specific to each individualized sport. Students will demonstrate proper understanding of strategic play when it comes to specific placement of disc, bowling ball, or birdie.
Topic 1: Badminton	Length: 2-3 Weeks
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: drive, drop shot, lob, clear, backhand, forehand, birdie, ace, line violations, net violations, out of boundaries, hits per side
Lesson Frame: Equipment management	We will: learn to properly assemble and set up and take down badminton nets. I will: follow directions and pay attention to how to properly set-up/take down badminton nets.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique for forehand, backhand, drive, drop shot, clean, kill shot, and lob, serve-receive formation, and serving. I will: demonstrate proper formation when it comes to serving, offense/defense play as well as demonstrate understanding of court boundaries and violations.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: relay races, king/queen of the court, reaction time, tournament play I will: demonstrate proper serving form, spiking form, and the different badminton shots. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Skills rubrics, serving checklist, authentic assessment, game play assessments, student demonstrations, and DOUBLES tournament play.	Notes:
Topic 2: Bowling	Length: 2-3 Weeks

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: spare, strike, turkey, gutter, line violation, bowling etiquette</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn and understand proper bowling etiquette. I will: follow directions and pay attention to Mr. Matt Beyer as I pick out the proper sized bowling ball for my size.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper technique when it comes to rolling a weighted ball as well as proper hand and foot placement. I will: demonstrate proper formation when it comes to bowling a ball as well as demonstrate understanding of proper scorekeeping and and violations.</p>
<p>Lesson Frame: Lead-Up Games</p>	<p>We will: demonstrate proper understanding of the following games: individual bowling and team bowling (Baker's). I will: demonstrate proper bowling etiquette, footwork, and hand placement when bowling. I will also demonstrate proper understanding of the lead up games.</p>
<p>Performance Tasks: Student score sheets (Tournament Play)</p>	<p>Notes:</p>
<p>Topic 3: Disc Golf</p>	<p>Length: 2-3 Weeks</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: putter, mid-range, long range, backhand, forehand, hammer throw, safety, how to keep score, order of throws</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn and understand course layout, safety, as well as proper throwing form at targets.</p>

	I will: follow directions and pay attention when walking to each hole as well as be aware of my surroundings for distractions of any kind; traffic, weather, MES students, wooded area.
Lesson Frame: Rules/Boundaries of game	We will: learn the difference between a Frisbee and a disc as well as be able to demonstrate the different types of throws. I will: demonstrate proper throwing form when it comes to forehand, backhand, and the hammer throw. I will also demonstrate proper course etiquette when it comes to staying on school grounds and crossing the street.
Lesson Frame: Lead-Up Games	We will: demonstrate proper understanding of the following games: ready, set, fire and hole in one. I will: demonstrate proper disc golf etiquette as well as demonstrate understanding on how to keep score for disc golf. I will also demonstrate proper understanding of the lead up games.
Performance Tasks: Student score cards	Notes:

Unit: Kickball	Length: 10 Days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: KICKBALL-What does tagging up mean? Where is there always a force out, why? What are the different positions played? MATBALL-How do you score runs? Where does the offensive team play? What are the different ways to get an out? What do you do when you are out? LONG BALL-How do you score runs? How many bases are there? What happens when you take both feet off of the base while running? Why is it important to have good communication with your team while you are on defense? What are the different strategies used to win at this game? SUPER KICKBALL-How do you score runs in this game? How do you get out in this game? Why is it important to get the ball to your pitcher? ULTIMATE KICKBALL-How do you run the bases on offense in this game? How do you score runs in this game; are points good or bad? How do you get points added to your team's score? How do you play defense?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the kickball. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate understanding as to the history of each sport. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, and running depending on what unit it being taught. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: KICKBALL	Length: 2 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games.
	I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.

	I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 2: MATBALL	Length: 2 days
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).
Lesson Frame: Equipment management	We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.
Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)	Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.
Topic 3: LONG BALL	Length: 2 days

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
<p>Topic 4: SUPER KICKBALL</p>	<p>Length: 2 days</p>

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games. I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc. I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>
<p>Topic 5: ULTIMATE KICKBALL</p>	<p>Length: 2 days</p>

<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>Vocabulary specific to sport (KICKBALL GAMES-positions, running bases, pop fly, steal, slide, leading off, force out, foul ball, tagging up), rules of the game (KICKBALL GAMES-how to score runs, the difference between all five kickball games, scoreboard, playing all nine positions, difference in rules between inside play versus outside play), strategic play (KICKBALL GAMES-bunting, kick placement, sacrifice fly, tagging up, when to run).</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: demonstrate how to properly set up bases for all kickball games.</p> <p>I will: demonstrate proper set up and take down of equipment during all kickball games, knowing which bases to put where for game play, as well as what type of base.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of field positions, foul territory, batter's box, base line, running through the bases, force out, tagging up, etc.</p> <p>I will: demonstrate proper formation when it comes to throwing to a target, catching with two hands, fielding ground kicks, catching pop flies, hand-eye coordination when kicking the ball, offense/defense play as well as demonstrate understanding of field boundaries and violations.</p>
<p>Performance Tasks:</p> <p>Skills rubrics, proper kicking technique checklist, authentic assessment, game play assessments, student demonstrations, and mini kickball tournament play. (Tournament Play)</p>	<p>Notes: This is the same lesson frame that we utilize for all kickball games; kickball, matball, long ball, super kickball, and ultimate kickball.</p>

Unit Name: Dodging, Chasing, Fleeing	Length: 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: TRENCH BALL, DODGEBALL, DOCTOR/DOCTOR, BERLIN DODGEBALL, ULTIMATE DODGEBALL, FIELD DODGEBALL, WOLF BALL, EMPIRE MANIA, WARZONE, NETBALL, ROADKILL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, kicking, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: TRENCH BALL, DODGEBALL, BERLIN DODGEBALL, ULTIMATE DODGEBALL, DOCTOR, DOCTOR	Length: 1 day per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: Vocabulary specific to game (TRENCH BALL-dodging, chasing, fleeing, trench; DODGEBALL-dodging, chasing, fleeing; DOCTOR/DOCTOR-doctor, dodging, chasing, fleeing; BERLIN DODGEBALL-dodging, chasing, fleeing; ULTIMATE DODGEBALL- dodging, chasing, fleeing; FIELD DODGEBALL-dodging, chasing, fleeing, out, inning, offense, defense; WOLF BALL-dodging, chasing, fleeing, bases, out, Wolf ball, foul ball; EMPIRE MANIA-dodging, chasing, fleeing; NETBALL-dodging, chasing, fleeing, goalie; ROADKILL-dodging, fleeing), rules of the game (TRENCH BALL, DODGEBALL, DOCTOR, DOCTOR,ULTIMATE DODGEBALL-boundaries, line violation, catch, out, strategies; FIELD DODGEBALL/WOLF BALL-boundaries, foul territory, spatial awareness; EMPIRE MANIA-spatial awareness, communication, teamwork, passing/catching; NETBALL-exercises, boundaries, double block rule; ROADKILL-boundaries, new life, catching, teamwork, 5-second rule.
Lesson Frame: Equipment management	We will: learn to properly set up for each dodgeball game as each set up is different. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Topic 2: Field Dodgeball/Wolf Ball	Length: 1 day per game
<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>FIELD DODGEBALL-dodging, chasing, fleeing, out, inning, offense, defense; WOLF BALL-dodging, chasing, fleeing, bases, out, Wolf ball, foul ball; FIELD DODGEBALL/WOLF BALL-boundaries, foul territory, spatial awareness</p>
Lesson Frame: Equipment management	<p>We will: learn to properly set up the cones and bases for each game.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
Performance Tasks: Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations.	Notes:
Topic 3: Empire Mania	Length: 1 day per game

<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>dodging, chasing, fleeing, spatial awareness, communication, teamwork, passing/catching</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the cones and pinnies for this game.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks:</p> <p>Skills rubrics, proper throwing and catching checklist, authentic assessment, game play assessments, and student demonstrations. (Tournament Play)</p>	<p>Notes:</p>
<p>Topic 4: Netball</p>	<p>Length: 1 day per game</p>

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: dodging, chasing, fleeing, goalie, exercises, boundaries, double block rule</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly set up the exercise mats, dodgeballs, exercise equipment, and goals for this game. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)</p>	<p>Notes:</p>
<p>Topic 5: Roadkill</p>	<p>Length: 1 day per game</p>

<p>Standard(s):</p> <p>NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns.</p> <p>NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others.</p> <p>NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary:</p> <p>dodging, fleeing, boundaries, new life, catching, teamwork, 5-second rule</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to properly line up in this game; cars versus animals.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper understanding of the various rules that are a touch different in each game, as well as know the different boundary lines, and different strategies in each game.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks:</p> <p>Skills rubrics, proper throwing and catching checklist, hitting a moving target assessment, gameplay assessments, spatial awareness, and student demonstrations. (Tournament Play)</p>	<p>Notes:</p>

Unit Name: Invasion Games/Tournament Play	Length: 10 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to progress in skills and strategies to prepare themselves for game-play situations and/or tournament play if students meet skill related benchmarks.
Essential Questions: YOSHI: How do you win? Boundaries? How do you get back into the game? What happens when you hear, "Yoshi!" What is the purpose of dodging, chasing, and fleeing? What equipment is needed? PIRATE BALL-How do you win? What are the boundaries? How do you get 'out' in this game? How do you get back 'in' the game? What does equipment/player set up look like at the start of the game? What is the object of the game? CAPTURE THE FLAG/STEAL THE BALL: Equipment needed? Boundaries? How do you get captured? How do you get out of jail? Why is it important to communicate with your teammates? Inside/outside game? How do you win? WARZONE: How do you set up for the game? What other games are combined into this game? Safety precautions? What is the object of the game?	Learning Targets: Students will increase hand-eye coordination when throwing and catching the dodgeballs. Students will be able to demonstrate teamwork and effective communication during game-like settings. Students will be able to demonstrate proper skill technique to throwing, catching, running, chasing, and fleeing, as well as dodging. Students will demonstrate proper understanding of strategic play when it comes to offense vs defense.
Topic 1: YOSHI	Length: 2 days per game
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork, yoshi, juke, communication
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats and correctly put on our flags.
	I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the various rules, as well as know the different boundary lines, and different strategies in each game, as well as understand the course of direction needed to go when Yoshi is called.
	I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks:	Notes:
Skills rubrics, dodging, chasing, and fleeing checklist, authentic assessment, game play assessments, and student demonstration on proper safety technique associated with flag pulling and offense/defense. (Tournament Play)	

Topic 2: Pirate Ball	Length: 2 days per game
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: jail, juke, communication, safe zone, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork</p>
Lesson Frame: Equipment management	<p>We will: learn to properly set up the exercise mats, hula hoops, cones, and four different types of balls used to play that day (ie: soccer, basketball, dodgeball, volleyball).</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>
Lesson Frame: Rules/Boundaries of game	<p>We will: learn and demonstrate proper understanding of the safety zones, spatial awareness, and safety concerns when dodging, chasing, and fleeing in this game.</p> <p>I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.</p>
<p>Performance Tasks: Skills rubrics, authentic assessment, and game play assessments. (Tournament Play)</p>	Notes:
Topic 3: Capture the Flag/Steal the Ball	Length: 2 days per game
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: jail, safe zones, communication, boundaries, flag guarding, stiff arm, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork</p>
Lesson Frame: Equipment management	<p>We will: learn to properly set up the cones, hula hoops, jail zone, and pinnies for this game.</p> <p>I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.</p>

Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understand of the difference between Capture the Flag and Steal the ball as well as understanding key terminology; safe zones, jail, spatial awareness and safety. Safety is no accident. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, defensive safety assessment, authentic assessment, game play assessments (Tournament Play)	Notes:
Topic 4: Warzone Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Length: 2 days per game Academic Vocabulary: yoshi, netball, dodgeball, capture the flag, communication, strategy, offense, defense, dodging, chasing, fleeing, spatial awareness, boundaries, safety, throw/catch, teamwork
Lesson Frame: Equipment management	We will: learn to properly set up the exercise mats, dodgeballs, chairs, volleyball cart, basketball cart, tchoukball nets, football flags, and hula hoops. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each game.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper understanding of the importance of offensive/defensive strategy as well as the importance of communication throughout each round. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of court boundaries and violations.
Performance Tasks: Skills rubrics, fitness checklist, game play assessments, and student demonstrations. (Tournament Play)	Notes:

Unit Name: Fitness Testing	Length: 15 days
Standards: NASPE Standards 1, 2, 3, 4, 5	Outcomes: Students will be able to monitor fitness progression throughout the year.
Essential Questions: What are the five fitness components? What are the four standard FITNESSGRAM tests students in Manawa are tested on? Why is it important to stay in target heart rate zone? Which fitness component aligns with the FITNESSGRAM test? Why is it important to set short & long term goals?	Learning Targets: Students will learn the five fitness components as well as increase in flexibility, muscular strength, muscular endurance, and cardiovascular endurance.
Topic 1: PACER	Length: 3 times a year (fall, winter, spring)
Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate
Lesson Frame: Equipment management	We will: learn to properly set up cones 20 meters apart. I will: follow directions and pay attention to the beep before leaving the start line.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper endurance and running techniques to increase cardiovascular endurance. I will: demonstrate proper understanding when it comes to respecting my classmates as well as demonstrate understanding of pacing and increasing cardiovascular endurance.
Performance Tasks: Partner FITNESSGRAM PACER checklist	Notes:
Topic 2: Muscular Strength/Muscular Endurance	Length: 3 times a year (fall, winter, spring)

<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Equipment management</p>	<p>We will: learn to set up exercise mats and understand the reason behind the blue strips. I will: follow directions and pay attention to how to properly set-up/put away equipment daily for each FITNESSGRAM test.</p>
<p>Lesson Frame: Rules/Boundaries of game</p>	<p>We will: learn and demonstrate proper technique when it comes to sit-ups and 90 degree push ups. I will: demonstrate proper sit-up technique as well as 90 degree push-up technique. I will also demonstrate honesty and integrity when it comes to keeping track of my partner's scores.</p>
<p>Performance Tasks: Partner FITNESSGRAM sit-up checklist/90 degree push-up checklist</p>	<p>Notes:</p>
<p>Topic 3: Flexibility</p>	<p>Length: 3 times a year (fall, winter, spring)</p>
<p>Standard(s): NASPE Standard 1: The physically literate individual demonstrates competency and variety of motor skills and movement patterns. NASPE Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. NASPE Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. NASPE Standard 4: The physically literate individual exhibits responsible, personal, and social behavior that respects self and others. NASPE Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>	<p>Academic Vocabulary: cardiovascular endurance, flexibility, muscular strength, muscular endurance, sit-up, 90 degree push-ups, sit and reach, shoulder stretch, body composition, target heart rate, resting heart rate, maximum heart rate</p>
<p>Lesson Frame: Introductory Skills</p>	<p>We will: demonstrate proper formation when testing upper arm and shoulder girdle flexibility.</p>

	I will: follow directions and pay attention to how to properly perform the shoulder stretch for both the right and left side.
Lesson Frame: Rules/Boundaries of game	We will: learn and demonstrate proper technique when it comes to performing the shoulder stretch. I will: demonstrate proper technique when performing the shoulder stretch on both the right & left shoulders.
Performance Tasks: Partner FITNESSGRAM Shoulder Stretch Checklist: Yes/No (Circle)	Notes:

Course Name:	Social Thinking and Me		
Credits:	N/A		
Prerequisites:	Incredible Flexible You		
Description:	Students will learn how to become social thinkers in this year long social skills group. Students will meet weekly with other students in a structured social learning environment led by special education and speech/language teachers.		
Academic Standards:	DPI Social Emotional Competencies		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
What is Social Thinking?	4 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit is an introduction to social thinking. Students will get an overview of what social thinking is and how how it differs from other types of thinking.
Social Thinking = Flexible Thinking	4 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	In this unit students will learn how to be flexible thinkers. Flexible thinking allows students to remain calm and try to figure out social situations. Everyone has different thoughts and feelings and may look at situations in a different way. When students think in different ways about a situation and notice how others may think about that same situation (their perspective), they are being flexible.
Social Thinking Vocabulary	6 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit presents social thinking vocabulary to help them learn. This vocabulary will help them be better social detectives to figure out what's happening at different places, and with different people.
We All Have Feelings	7 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	In this unit students will learn that everyone has feelings all the time and there are many different feelings that people have. They will begin to understand that as they get better at knowing their own feelings, they will get better at making smart guesses about how others are feeling.

Thinking With Your Eyes	11 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit outlines the importance of using our eyes to pick up on the social cues around us. This means looking around us, noticing the person or people we are near or with, and noticing what's going on.
Thinking about Hidden Rules and Expected Behavior	7 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit works with students on identifying hidden rules in various situations using the skills they have learned in previous units. Expected behaviors are those that most people do in a situation or certain place. Unexpected behaviors are those that most people wouldn't do in a given situation or place. Very often no one tells us exactly what they hidden rules are and we have to figure them out for ourselves.
Keeping my Body, Eyes, Ears and Brain in the Group	9 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit outlines the expectations of being in a group. In order to be a part of a group plan we need to have our brain, eyes, ears, and body in the group. We are always a part of a group unless we are physically away from everyone else. That means that we are all expected to think about how to interact with others in a group at all times.
Thinking of Others Versus Just Me	4 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit outlines the importance of thinking of others feelings and how our behaviors, both expected and unexpected, will make them feel.
How Big is my Problem?	4 Lessons	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	This unit explores problems and all of the different sizes that they come in. When students start to thinking about the size of their problem and stay calm when they have glitches others will have good thoughts about them.

<p>Thinking about my Reaction Size</p>	<p>4 Lessons</p>	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	<p>This unit further explores problems and all of the different sizes that they come in. Students will now learn how about the expected and unexpected reactions to problems of different sizes.</p>
<p>Doing an Activity or Just Hanging Out</p>	<p>5 Lessons</p>	<ol style="list-style-type: none"> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others. 	<p>This unit ties all of the components of becoming a social thinker together and applies them to real life activities that students may engage in with a group or peers.</p>

Unit Name: What is Social Thinking?	Length: 4/30-45 minute lessons
Standards: Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit is an introduction to social thinking. Students will get an overview of what social thinking is and how it differs from other types of thinking.
Essential Questions: How is social thinking different from other types of thinking and learning? Why do I need to learn social thinking?	Learning Targets: Students will understand that social thinking has to do with other people and ourselves when we are around other people. Whereas not social thinking topics are facts that we can gather by using books or the internet. Students will understand that social thinking will help them interpret what others are thinking or feeling. That will help them figure out the best way to behave so others will want to be around them.
Lesson Frame: Social Thinking or Not?	I can determine if something is a social thinking topic.
Lesson Frame: Thinking About Social Thinking	I can use my social thinking to figure out what people are communicating.
Lesson Frame: Using Social Thinking to Figure Out What People Are Communicating	I can use my social smarts in different situations.
Lesson Frame: Using Our Social Smarts	I can think about others in a situation, how they are feeling and what they might be thinking.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: social thinking, nonverbal communication

Unit: Social Thinking = Flexible Thinking	Length: 4/30-45 minute lessons
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation including positive and negative options.	Outcomes: In this unit students will learn how to be flexible thinkers. Flexible thinking allows students to remain calm and try to figure out social situations. Everyone has different thoughts and feelings and may look at situations in a different way. When students think in different ways about a situation and notice how others may think about that same situation (their perspective), they are being flexible.
Essential Questions: What does it mean to be a flexible thinker? Why should I want to be a flexible thinker?	Learning Targets: Students will learn to think with their eyes to find clues in a situation and consider the thoughts and feelings of people around them. Students will understand that when they are flexible thinkers those around them will have good thoughts about them.
Lesson Frame: Same Thing, Different Way	I can use my flexible thinking to brainstorm many ways to do the same thing.
Lesson Frame: Identify Ways to Think and be Flexible	I can identify different ways to use my flexible thinking.
Lesson Frame: Flexible Thinking in my Own Words	I can describe both a flexible and stuck thinking response to a situation.
Lesson Frame: Who Looks Like They're Being Flexible?	I can identify what flexible thinking looks like.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: flexible thinking stuck thinking

Unit Name: Social Thinking Vocabulary	Length: 6/30-45 minute lessons
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation including positive and negative options.	Outcomes: This unit presents social thinking vocabulary to help them learn. This vocabulary will help them be better social detectives to figure out what's happening at different places, and with different people.
Essential Questions: How are my thoughts connected to my feelings? How do we use our eyes to find social cues in a situation? Why do we need to follow hidden rules?	Learning Targets: Students will learn that they have thoughts about other people and they have thoughts about them. Those thoughts can make them have feelings about those around them. Students will learn to think with their eyes to find social clues and cues in a situation by looking around and using their brain to think about what they are observing. Students will learn that by following hidden rules they use behavior that helps people around them feel comfortable and calm.
Lesson Frame: Thinking and Feeling	I can identify if I'm having a small, medium, or big thought.
Lesson Frame: Using Your Senses to Figure Things Out	I can identify which sense to use to figure out different social cues or situations.
Lesson Frame: Thinking with Your Eyes	I can look at things going on around me and use my brain to figure out what the clues n
Lesson Frame: Hidden Rules and the Situation	I can figure out hidden rules in various situations.
Lesson Frame: Using Social Memory	I can use my social memory to recall information about others in social situations.
Lesson Frame: Making Smart Guesses	I can use information or think with my eyes to find clues and make smart social guesses
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Thoughts and Feelings Thinking with your Eyes Hidden Rules Social Memory Smart Guess

Unit Name: We All Have Feelings	Length: 7/30-45 minute lessons
Standards: 1. Learners will be able to predict how someone else may feel in a variety of situations. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to recognize and label a variety of their own basic emotions.	Outcomes: In this unit students will learn that everyone has feelings all the time and there are many different feelings that people have. They will begin to understand that as they get better at knowing their own feelings, they will get better at making smart guesses about how others are feeling.
Essential Questions: Why is it important for those around us to know our feelings? Are all feelings the same? How do we want to make others feel?	Learning Targets: Students will learn that by expressing our feelings to others they will help to get us what we need. Students will learn that we can have small and big feelings. Sometimes we may feel a little sad and sometimes we may feel really sad. Students will learn that we want to act in a way that makes others have good feelings about us.
Lesson Frame: Noticing Body Language and Emotions	I can identify different emotions.
Lesson Frame: Identifying Our Own Feelings in Different Situations	I can identify how I feel in different situations.
Lesson Frame: Identifying the Feelings of Others in Different Situations	I can identify how others feel in different situations.
Lesson Frame: Talking about Feelings in my Own Words	I can use my own words to describe how I'm feeling.
Lesson Frame: What are they Feeling?	I can use my eyes to determine how people are feeling.
Lesson Frame: Thinking About the Size of my Feelings	I can identify the size of feelings in different situations.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Emotions Feelings

Unit Name: Thinking With Your Eyes	Length: 11/30-45 minute lessons
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit outlines the importance of using our eyes to pick up on the social cues around us. This means looking around us, noticing the person or people we are near or with, and noticing what's going on.
Essential Questions: How does thinking with our eyes help us? What does it mean to think with our eyes? When should we think with our eyes?	Learning Targets: Students will learn that thinking with their eyes will help them be safe, figure out what people are doing and why, figure out what they are supposed to be doing in a situation, let others know they are interested in them and paying attention. Students will learn that thinking with their eyes means looking around them and noticing the people they are near or with. Students will learn that they should think with their eyes throughout their day and everywhere they are.
Lesson Frame: Hiders and Finders	I can use my eyes to determine if someone is thinking about me.
Lesson Frame: Thinking With Your Eyes-Part 1	I can use my eyes to look at a situation and people in a situation to figure out what I'm seeing.
Lesson Frame: Thinking With Your Eyes-Part 2	I can use my eyes to look at a situation and people in a situation to figure out what I'm seeing.
Lesson Frame: Using Our Social Smarts	I can think about others in a situation, how they are feeling and what they might be thinking.
Lesson Frame: Putting it all Together	I can think about what I see and what it might mean.
Lesson Frame: Being a Social Detective	I can use my eyes, ears, and other senses to notice other people and what's happening around them.
Lesson Frame: Thinking With Your Eyes to Find Clues	I can use my eyes to discover clues and use my brain to figure out what they mean.
Lesson Frame: What to Say and When to Say it! Part 1	I can use my eyes to figure out when it's a good time to talk to someone and what to say.
Lesson Frame: What to Say and When to Say it! Part 2	I can use thinking with my eyes to help me figure out what to say in a conversation.
Lesson Frame: More Practice Thinking With Your Eyes	I can think with my eyes to help me figure out a situation.
Lesson Frame: Think With Your Eyes About Different Situations	I can think with my eyes in various situations.

Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Group Plan Thinking With Your Eyes Social Detective

Unit Name: Thinking About the Hidden Rules and Expected Behavior	Length: 7/30-45 minutes/lesson
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit works with students on identifying hidden rules in various situations using the skills they have learned in previous units. Expected behaviors are those that most people do in a situation or certain place. Unexpected behaviors are those that most people wouldn't do in a given situation or place. Very often no one tells us exactly what the hidden rules are and we have to figure them out for ourselves.
Essential Questions: How can I figure out the hidden rules of a situation? Why should I use expected behavior? What happens if I use unexpected behavior? How can I figure out what the expected behavior is?	Learning Targets: Students will figure out the hidden rules of a situation by using their social detective skills. Students will learn that using expected behavior those around them will feel happy and relaxed. Students will learn that unexpected behaviors will make those around them have not-so-good feelings like annoyed, nervous, confused, or even worried. Students will figure out expected behavior by thinking with their eyes or asking for help.
Lesson Frame: Looking for Hidden Rules	I can identify an expected behavior in a situation.
Lesson Frame: Expected and Unexpected Behavior in a Situation	I can identify an unexpected behavior in a situation.
Lesson Frame: Identifying Expected and Unexpected Behavior for Different Situations	I can identify an unexpected behavior in a situation.
Lesson Frame: How Expected/Unexpected Behaviors Affect Feelings Part 1	I can think about how my behaviors make others feel.
Lesson Frame: How Expected/Unexpected Behaviors Affect Feelings Part 2	I can think about how my behavior make others feel.
Lesson Frame: Describing Expected and Unexpected Behaviors	I can explain what an expected or unexpected behavior is.
Lesson Frame: Connecting Thoughts, Feelings, and Behaviors	I can identify an expected behavior in a situation. I can identify an unexpected behavior in a situation.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Expected Behavior Unexpected Behavior Hidden Rules

Unit Name: Keeping My Body, Eyes, Ears, and Brain in the Group	Length: 9/30-45 minute lessons
Standards: Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit outlines the expectations of being in a group. In order to be a part of a group we need to have our brain, eyes, ears, and body in the group. We are always a part of a group unless we are physically away from everyone else. That means that we are all expected to think about how to interact with others in a group at all times.
Essential Questions: How can I keep my brain in the group? How can I show others that I care about the group? What does it mean to be in the group?	Learning Targets: Students will learn that in order to keep their brain in the group they need to use their body, eyes, ears and brain together. Students will learn that they can show others that they care about the group by keeping their body, eyes, ears and brain in the group. Students will learn that being in the group means keeping their brain in the group, listening to what others are saying, looking at what they are doing, and thinking about what they are thinking and feeling. Being in the group means making comments, asking questions, and using appropriate body language.
Lesson Frame: Body In-Body Out? Brain In-Brain Out?	I can identify if someone's brain is in or out of the group. I can identify if someone's body is in or out of the group.
Lesson Frame: What is a Group and Why Does Being Part of a Group Matter?	I can define what a group is. I can identify which behaviors who others that I am interested in them.
Lesson Frame: Body in the Group: What Does that Look Like?	I can identify the expected behaviors of being part of a group.
Lesson Frame: Using Our Body, Eyes, Ears and Brain to Show Others We're in the Group	I can identify the expected behaviors of being part of a group.
Lesson Frame: More Practice on Body, Eyes, Ears, and Brain in the Group	I can identify the expected behaviors of being part of a group.
Lesson Frame: Adding Our Brains to the Group	I can use my brain to make smart guesses about how people are feeling, what they plan to do next, and what the group plan is.
Lesson Frame: Using My Body and Brain to Listen While in a Group	I can demonstrate expected body language to use while in a group.
Lesson Frame: Thinking About Expected Behaviors in Different Situations	I can identify expected behaviors in different scenarios.
Lesson Frame: The Hidden Rules, Expected and Unexpected Behavior: Figuring it all Out!	I can identify the hidden rules in different situations. I can identify expected and unexpected behaviors in different behaviors.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Group Plan Directional Signals Physically Present Body Language

Unit Name: Thinking of Others and Not Just Me	Length: 4/30-45 minute lessons
Standards: Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit outlines the importance of thinking of others feelings and how our behaviors, both expected and unexpected, will make them feel.
Essential Questions: What does it mean to be a "just me person?" What does it mean to be a "thinking of others person"?	Learning Targets: Students will learn that being a just me person is an unexpected behavior. It can be seen as being selfish because they are doing things to show them that they don't consider their thoughts, feelings or what makes them feel calm, Students will learn that being a thinking of others person is being cooperative and thinking about others and how their behavior may make them think and feel.
Lesson Frame: Group Mural	I can demonstrate the expected behaviors for being a part of a group.
Lesson Frame: Identifying Just Me and Thinking of Others Behaviors	I can identify the behaviors that make a just me thinker. I can identify the behaviors that make a thinking of others person.
Lesson Frame: How Others Feel	I can identify the feelings others feel when I am being a thinking of others person. I can identify the feelings others feel when I am being a just me person.
Lesson Frame: Describing Just Me and Thinking of Others Behavior	I can identify the behaviors that make a just me thinker. I can identify the behaviors that make a thinking of others person.
Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Thoughts Feelings Thinking of Others Person Flexible Thinking Just Me Person

Unit Name: How Big is My Problem?	Length: 4/30-45 minute lessons
Standards: Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit explores problems and all of the different sizes that they come in. When students start to thinking about the size of their problem and stay calm when they have glitches others will have good thoughts about them.
Essential Questions: What is a small problem? What is a medium problem? What is a big problem?	Learning Targets: Students will learn that a small problem is a little unexpected problem that can be easily fixed. Students will learn that a medium problem is one that we didn't expect and isn't easy to quickly fix. Students will learn that a big problem is one that causes people we care about to become hurt or sick. Big problems are serious problems that adults are in charge of. They're too big for kids to figure out what to do.
Lesson Frame: Problems Come in All Sizes	I can label whether a problem is small, medium, or big.
Lesson Frame: Identifying the Size of Problems	I can identify whether a problem is small, medium or big.
Lesson Frame: Why Problems are Different Sizes	I can explain why something is a small, medium, or big problem.
Lesson Frame: Thinking About Problem Sizes in My Own Life	I can categorize different problems into small, medium or big.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Big Problems Medium Problems Small Problems

Unit Name: Thinking About my Reaction Size	Length: 4/30-45 minute lessons
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit further explores problems and all of the different sizes that they come in. Students will now learn how about the expected and unexpected reactions to problems of different sizes.
Essential Questions: What is the expected behavior when reacting to problems? What is the unexpected behavior when reacting to problems?	Learning Targets: Students will learn that it is expected that the reaction to a problem would match the size of their problem. Students will learn that is is unexpected when their reaction size is bigger than the size of their problem. This can cause others to feel stressed by their behavior which can create a whole new problem.
Lesson Frame: Try This Reaction on For Size!	I can act out the expected reaction for a given problem size.
Lesson Frame: Identifying the Size of Different Reactions	I can think with my eyes and use my social thinking to match a reaction size to the size of a problem.
Lesson Frame: My Reactions and Other People	I can identify how my reaction to a problem (expected or unexpected) will make others feel.
Lesson Frame: Matching My Reaction to the Size of the Problem	I can identify two possible reactions to a problem.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Reaction Size Overreacting Adjusting Our Reaction

Unit Name: Doing an Activity or Just Hanging Out	Length: 5/30-45 minute lessons
Standards: 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	Outcomes: This unit ties all of the components of becoming a social thinker together and applies them to real life activities that students may engage in with a group or peers.
Essential Questions: What are the three parts of doing an activity or just hanging out? What is the expected behavior when participating in an activity or just hanging out?	Learning Targets: Students will learn that doing an activity or just hanging out is made up of set up, doing the activity or the time spent hanging out, and clean up. Students will learn that the expected behavior when doing an activity or just hanging out is to participate in all parts of the activity and do so quickly and efficiently.
Lesson Frame: Ready....Set....Set Up!	I can identify the decisions I need to make in order to set up a game as part of a group.
Lesson Frame: Identifying the Three Parts of an Activity/Hanging Out	I can categorize parts of an activity as set up, doing the activity/hanging out, or clean up.
Lesson Frame: When Set Up and Clean Up Take too Long	I can identify when set up or clean up is taking too long in a given situation.
Lesson Frame: Talking About the Three Parts of Play/Hanging Out in My Own Words	I can describe the three parts of play/hanging out in my own words.
Performance Tasks: Completion of Social Thinking Think Sheets Group Activities Group Discussion	Academic Vocabulary: Set Up Clean Up Do the Activity

RESOLUTION NO. SY1819#6

RESOLUTION AUTHORIZING A TAXABLE TAX AND REVENUE ANTICIPATION
PROMISSORY NOTE FOR CASH FLOW PURPOSES
IN AN AMOUNT NOT TO EXCEED \$1,000,000

(Taxable Revolving Line of Credit)

WHEREAS, the School District of Manawa, Waupaca County, Wisconsin (the "District"), may be in temporary need of funds from time to time in an amount not to exceed \$1,000,000 outstanding at any one time to meet the immediate expenses of operating and maintaining the public instruction in the District during the current school year and in anticipation of taxes, state aids, income, revenue, cash receipts and other monies to be received by the District for the current school year (the "Expenses");

WHEREAS, the school districts are authorized by the provisions of Section 67.12(8)(a)1, Wisconsin Statutes, to borrow money for such Expenses;

WHEREAS, Premier Community Bank, Waupaca, Wisconsin (the "Bank") has agreed to provide the District with a taxable revolving line of credit (the "Line of Credit") to cover such Expenses which Line of Credit shall be authorized by this Resolution in accordance with the provisions of Section 67.12(8)(a)1, Wisconsin Statutes;

WHEREAS, as required by Section 67.12(8)(a)1, Wisconsin Statutes, the total amount borrowed pursuant to the Line of Credit shall be for the purpose of meeting the immediate expenses of operating and maintaining the public instruction in the District during the current school year, and together with any other borrowings for such purposes during the current school year, shall not exceed one-half of the estimated receipts for the operation and maintenance of the District for the current school year as heretofore certified by the District Clerk;

WHEREAS, any draws or disbursements pursuant to the Line of Credit shall be made on or before June 30 of the current school year, and the Line of Credit shall repaid in full by November 1 of the next school year;

WHEREAS, the tax for the operation and maintenance of the schools of the District for the current school year will be voted to be collected on the next tax roll prior to any draw or disbursement on the Line of Credit; and,

WHEREAS, to the best of the knowledge, information and belief of the School Board, the District complies with the revenue limits set forth in Sections 121.91 and 121.92, Wisconsin Statutes.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that:

1. **Authorization.** The District be authorized to borrow funds for the purpose of paying the immediate expenses of operating and maintaining the public instruction in the District pursuant to Section 67.12(8)(a)1, Wisconsin Statutes, from the Bank from time to time as needed pursuant to the Line of Credit so that the amount outstanding at any one time does not exceed \$1,000,000 in accordance with the terms and conditions of the Bank's commitment letter attached hereto as Exhibit A-1 (the "Commitment"). To the extent the District has a policy regarding borrowing with requirements that are not met with respect to this financing, such policy requirements are hereby waived.

2. **Terms of the Note(s).** To evidence such borrowing, the District President and District Clerk are hereby authorized, empowered and directed to make, execute, issue, sell and deliver to the Bank, as set forth below, for and on behalf of the District, its Taxable Tax and Revenue Anticipation Promissory Note (the "Note") payable to the Bank.

The Note shall be dated as of its date of issuance; shall bear interest at the fixed rate of 2.00% per annum from its dated date until paid; and shall mature no later than November 1 of the following fiscal year. In no event will the interest rate on the Note exceed the rate permitted by applicable law. Interest on the Note shall be paid when the Note matures. The Note is subject to optional redemption at the option of the District at any time.

3. **Irrepealable Tax; Segregated Fund; Compliance With Revenue Limits.** So long as the Note, or interest thereon, remain unpaid, the aforesaid tax for operation and maintenance of the District (including the amount budgeted to pay interest on the Note) shall be and continues irrepealable. The District shall segregate in a special fund, tax monies and other available revenues received for operation and maintenance of the District sufficient to pay the principal of and interest on the Note as the same becomes due. Said special fund shall be used for the sole purpose of paying the principal of and interest on the Note. If there shall be insufficient sums in said special fund to meet such payments, the District shall promptly pay the same when due from other monies available in or attributable to the current school year. This covenant specifically includes monies (i.e. deferred tax and state aid payments) attributable to the current school year which are not received prior to the end of the current school year. The District complies with and covenants to continue to comply with the revenue limits set forth in Sections 121.91 and 121.92, Wisconsin Statutes.

4. **Form, Execution and Payment of Note; Disbursement Requests; Appointment of Acting Officers.** The Note shall be issued as a master note and delivered to the Bank in substantially the form attached hereto as Exhibit B-1 (the "Master Note"). Any disbursements under the Master Note shall be made pursuant to a disbursement request in substantially the form attached hereto as Exhibit C-1 (the "Disbursement Request"). The Master Note and any Disbursement Requests shall be executed on behalf of the District by the District President and District Clerk, or other authorized officer under Section 120.05, Wisconsin Statutes to sign on their behalf, sealed with its official or corporate seal, if any, and delivered to the Bank. A facsimile signature of either of the officers may be imprinted on the Master Note in lieu of the manual signature of such officer, but unless the District has contracted with a fiscal agent under Section 67.10(2), Wisconsin Statutes, at least one of the signatures shall be manual. In the event that any of the officers whose signatures appear on the Master Note shall cease to be such officers before the delivery of the Master Note or any Disbursement Request, such signatures shall, nevertheless, be valid and sufficient for the purposes to the same extent as if they remained in office until such delivery. The Master Note and any Disbursement Request shall be payable in lawful money of the

United States of America by the District Clerk or District Treasurer. In accordance with Section 120.05(3), Wisconsin Statutes, the School Board hereby appoints the Vice President to discharge the duties of the President and any one of the other School Board members to discharge the duties of the District Clerk as Acting Clerk in connection with the issuance of the Master Note and any Disbursement Request in the event the President and/or the District Clerk are unable to discharge such duties due to disability or absence.

5. **Certification and Draw Request; Disbursement.** The appropriate officers and agents are hereby authorized and directed to present any certifications or other documents requested by the Bank at the times amounts are borrowed pursuant to this Resolution. Each draw or disbursement under the Master Note shall be evidenced by a Disbursement Request to be delivered to the Bank.

6. **Summary of Disbursements.** The District hereby directs the Bank to keep a record of the amounts disbursed pursuant to this Resolution and any Disbursement Request on Exhibit D-1.

7. **Conflicting Resolutions; Severability; Effective Date.** All prior resolutions, rules or other actions of the School Board or any parts thereof in conflict with the provisions hereof shall be, and the same are, hereby rescinded insofar as the same may so conflict. In the event that any one or more provisions hereof shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions hereof. The foregoing shall take effect immediately upon adoption and approval in the manner provided by law.

Adopted and recorded this 15th day of October, 2018.

By: _____
District President

(SEAL)

And: _____
District Clerk



**CREDIT COMMITMENT FOR
SCHOOL DISTRICT OF MANAWA**

Premier Community Bank (the "Bank") is pleased to provide the School District of Manawa (the "Borrower") with a financing Commitment for a Taxable Revolving Line of Credit for \$1,000,000 (the "Commitment"). This Commitment is subject to the acceptance by the Borrower of the following terms and conditions.

Taxable Revolving Line of Credit

<u>Borrower:</u>	School District of Manawa
<u>Type of Credit:</u>	Taxable Revolving Line of Credit
<u>Loan Amount:</u>	\$1,000,000
<u>Purpose:</u>	Working Capital: Immediate expenses of operating and maintaining the public instruction during the Borrower's fiscal year.
<u>Interest Rate:</u>	2% (fixed rate). In addition, in no event will the interest rate exceed that permitted by any applicable law. Interest shall be payable from the day any amount is drawn on the Taxable Revolving Line of Credit. Interest shall be payable at the maturity date.
<u>Disbursements/ Draws:</u>	The Taxable Revolving Line of Credit is revolving so principal can be drawn and repaid in any amount(s) and/or at any time(s) during the term of the loan provided that no draw on the Taxable Revolving Line of Credit may be made after June 30th.
<u>Closing Costs:</u>	None
<u>Loan Fees:</u>	The Bank <u>will not</u> charge any origination or application fees
<u>Collateral:</u>	The Borrower shall pledge taxes for operation and maintenance of the Borrower heretofore levied and other available current fiscal year revenues, including state aids (the "Revenues"), sufficient to pay the Taxable Revolving Line of Credit, together with the interest thereon, when due. The Revenues shall be deposited in a special fund.

Maturity/Term: 12-month term but no later than November 1, 2019 (the "Maturity Date"). The entire principal balance outstanding plus all accrued and unpaid interest is due on the Maturity Date.

Amortization: N/A

Prepayment: The Taxable Revolving Line of Credit may be repaid in whole or in part at any time without penalty.

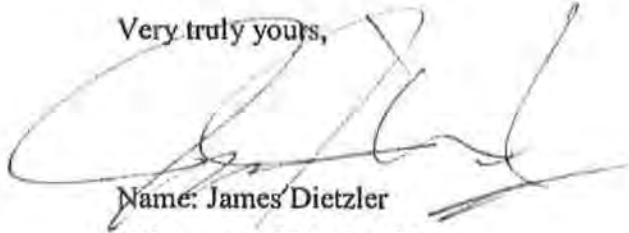
Conditions: The Taxable Revolving Line of Credit shall be subject to the following requirements:

- (1) The School Board of the Borrower approves a resolution (the "Resolution") authorizing temporary borrowing pursuant to Section 67.12(8)(a)(1), Wisconsin Statutes at a lawfully called and conducted meeting.
- (2) The Taxable Revolving Line of Credit is evidenced by a tax and revenue anticipation promissory note (the "Master Note") duly authorized, issued and executed by the Borrower under Section 67.12(8)(a)(1), Wisconsin Statutes. Any disbursements or draws on the Taxable Revolving Line of Credit shall be evidenced by a "Disbursement Request".
- (3) The Borrower provides its most recent audited financial statements.

All of the aforesaid shall be provided by the Borrower at the Borrower's expense.

Expiration of Commitment: This Commitment shall be accepted by official action of the School Board of the Borrower at a meeting duly called, noticed, held and conducted in a manner established by the School Board and required by the pertinent Wisconsin Statutes. Unless accepted or terminated, this Commitment shall expire on December 5, 2018. If the loan documentation required by the Bank hereunder is not completed and the Taxable Revolving Line of Credit has not been extended by the Bank to the Borrower for any reason by December 5, 2018, then this Commitment shall expire on said date.

Very truly yours,



Name: James Dietzler

Title: Asst. Vice President

ACCEPTANCE

This Commitment as outlined above was accepted by action of the School Board on _____, 2018.

District President

District Clerk

Exhibit B-1

(Master Note)

UNITED STATES OF AMERICA
STATE OF WISCONSIN
WAUPACA COUNTY
SCHOOL DISTRICT OF MANAWA

TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTE

DATED _____, 2018

MASTER NOTE

FOR VALUE RECEIVED, the School District of Manawa, Wisconsin (the "District") hereby acknowledges itself to owe and promises to pay in lawful money of the United States of America to Premier Community Bank, or registered assigns (the "Bank"), on or before November 1, 2019 (the "Maturity Date"), the sum of not to exceed ONE MILLION DOLLARS (\$1,000,000), (but only so much as shall have been advanced and remain outstanding) together with interest on the unpaid principal balance from the respective dates the outstanding principal amounts were advanced at the fixed rate of 2.00% per annum. Moreover, in no event will the interest rate on the Note exceed the rate permitted by applicable law. Interest shall be payable at maturity. This is a revolving Note so principal can be drawn and repaid in any amounts and/or at any time prior to the Maturity Date; provided, however, that no draws be made after June 30, 2019. Disbursements of the proceeds of this Note shall be made by the Bank to the District from time to time within two (2) business days after the receipt of one or more Disbursement Requests in the form attached to the Resolution as Exhibit C-1. During the term of this Master Note, multiple disbursements may be made so long as the total amount outstanding at any time during the term of this Note does not exceed ONE MILLION DOLLARS (\$1,000,000). The Bank shall record such disbursements and corresponding principal repayment schedule on a cumulative basis in the format attached to the Resolution as Exhibit D-1.

The principal and interest on this Note will be paid by the District Clerk or District Treasurer at the District office: 800 Beech Street, Manawa, Wisconsin. Interest shall be paid based on the actual number of days elapsed over a 365 day year.

This Note may be prepaid by the District at any time without penalty.

This Note is issued pursuant to Section 67.12(8)(a)1, Wisconsin Statutes, for the public purpose of paying the immediate expenses of operating and maintaining the public instruction in the District during the current school year; does not exceed one half of the estimated receipts for the operation and maintenance of the District for the current school year and shall not extend beyond November 1 of the next school year as authorized by a resolution of the governing body

of the District duly adopted at a lawful open meeting held on October 15, 2018. Said resolution is recorded in the official minutes of said governing body for said date.

It is hereby certified and recited that all conditions, things and acts required by law to exist or to be done prior to and in connection with the issuance of this Note have been done, have existed and have been performed in due form and time; that the aggregate indebtedness of the District, including this Note and others issued simultaneously herewith, does not exceed any limitation imposed by law or the Constitution of the State of Wisconsin; and that the District has irrevocably pledged taxes heretofore levied and other revenues, including state aids, sufficient to pay this Note, together with interest thereon, when and as payable.

IN WITNESS WHEREOF, the District, by its governing body, has caused this Note to be executed by its duly qualified officers and to be sealed with its official or corporate seal, if any, as of the day and year first above written.

By: _____
District President

(SEAL)

And: _____
District Clerk

EXHIBIT C-1

(Disbursement Request)

UNITED STATES OF AMERICA
STATE OF WISCONSIN
WAUPACA COUNTY
SCHOOL DISTRICT OF MANAWA
TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTE
DISBURSEMENT REQUEST

No. _____

\$ _____

For value received, the School District of Manawa, Wisconsin (the "District"), acting by and through its School Board (the "Governing Body"), and pursuant to a resolution adopted by the Governing Body on October 15, 2018 (the "Resolution") and the District's Taxable Tax and Revenue Anticipation Promissory Note, dated _____, 2018, in the maximum outstanding principal amount of \$1,000,000 (the "Master Note"), requests the disbursement of \$ _____, which when added to the previous disbursements made pursuant to the Master Note which are outstanding and have not been repaid as of the date of this Disbursement Request, represents a total amount outstanding as of the date of this Disbursement Request of \$ _____ which amount does not exceed \$1,000,000.

This Disbursement Request shall be subject to the terms and provisions of the Master Note.

The undersigned hereby certify that the total amount borrowed by the District during the current school year pursuant to Section 67.12(8)(a), Wisconsin Statutes, including the amount borrowed pursuant to this Disbursement Request and all amounts previously borrowed pursuant to the Master Note or other tax and revenue anticipation promissory notes issued pursuant to Section 67.12(8)(a), Wisconsin Statutes, does not exceed one-half the estimated receipts for the operation and maintenance of the District for the current school year.

The undersigned further certify that as of the date of this Disbursement Request, there is no legislation, reorganization, proceeding, order, controversy, investigation or litigation pending or threatened in any manner questioning or affecting (a) the corporate existence or boundaries of the District; (b) the right or title of any of its officers to his or her respective office; (c) any of the proceedings authorizing the issuance of the Notes; (d) the validity or enforceability of the Notes; (e) the budget or any of the taxes heretofore voted or levied by the District; or (f) any amounts pledged for the payment of the Notes under the Resolution.

IN WITNESS WHEREOF, said District, by its Governing Body, has caused this Disbursement Request to be executed by the District and its corporate seal (if any) to be hereunto affixed, as of this ___ day of _____, 20__.

SCHOOL DISTRICT OF MANAWA,
WISCONSIN

District President

(SEAL)

District Clerk

EXHIBIT D-1

\$1,000,000

SCHOOL DISTRICT OF MANAWA, WISCONSIN
TAXABLE TAX AND REVENUE ANTICIPATION PROMISSORY NOTE

<u>Number of Disbursement Request</u>	<u>Date of Disbursement</u>	<u>Amount of Disbursement</u>	<u>Date of Repayment</u>	<u>Principal Repaid</u>	<u>Available Principal Under Master Note</u>
_____	_____	\$ _____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
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_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of Overview & Comments
Number	1- Overview & Comments - Vol. 27, No.2 - For Board
Status	

WISCONSIN OVERVIEW AND COMMENTS

**Volume 27, Number 2
July, 2018**

Legal Alerts

1. Curriculum Requirements

The State legislature has, over the past year, incorporated a number of additional mandatory topics into K-12 public education curriculum. Neola policies do not generally incorporate specific curriculum components, with a few exceptions (e.g. human growth and development, Policy 2414). This is provided as information to our clients. The following curriculum components have been added to Wisconsin's required curriculum provisions:

Financial Literacy: 2017 Wisconsin Act 94, effective December 2, 2017, created Wis. Stat. § 121.02(1)(L)7., which requires School Districts to adopt academic standards for financial literacy and incorporate instruction into the curriculum in grades kindergarten to twelve (12).

Nutrition: 2017 Wisconsin Act 152 amends the "personal development" elements of the curriculum to eliminate the express requirement to educate students on the "health values of dairy products" and instead to incorporate the "nutritive value of foods, as outlined in the Dietary Guidelines for Americans, a joint publication of the Federal Department of Health and Human Services and the Department of Agriculture, and knowledge of the role of a nutritious diet in promoting health, preventing chronic disease, and maintaining a healthy weight." Section 118.01(2)(d)2.b., Wis. Stats. This revision to the academic standards has been incorporated into Policy 2131 - Educational Outcome Goals and Expectations.

Opioids: 2017 Wisconsin Act 262, published on April 10, 2018, requires the inclusion of education regarding prescription drug abuse and prevention, as well as the effects of prescription drugs on highway safety and on suicide and suicide prevention. These topics are added to existing curriculum requirements regarding "personal development" found in Section 118.01(2)(d), Wis. Stats. This revision to the academic standards has been incorporated into Policy 2131 - Educational Outcome Goals and Expectations.

2. Early College Credit Program – Formerly Youth Options

In the 2017-2019 Biennial Budget bill, the legislature eliminated the Course Options and Youth Options programs and replaced them with the Early College Credit Program and the Start College Now Program. Neola provided a policy revision in Update 27-1 for the Early College Credit Program (formerly Youth Options).

When the Early College Credit Program was created, the legislature also moved authority to attend a Wisconsin technical college while in high school to those parts of the statutes that govern the technical college system (Chapter 38). Attendance at a technical college is still permitted for certain high school students, but is treated separately than provisions governing attendance at other institutions of higher education. Districts are provided here with a policy, as a sub-policy to the Early College Credit Program, that governs the Start College Now Program. This program, like the Early College Credit Program, took effect July 1, 2018, and first applies to participation in the Fall of 2018. Note that a student must notify the Board by March 1, 2018 of the student's intent to enroll in a technical college under the program in the upcoming Fall. This was the same procedure that took place for enrollment at a technical college under the Youth Options program.

Policy 2271 was revised to replace the Youth Options Program with the Early College Credit Program. This was completed early this year in Update 27-1. Further updates to the policy may be necessary as the program is fully implemented. At this time; however, the Wisconsin Department of Public Instruction has not yet issued administrative rules to fully implement the Program. Revisions have been incorporated into the administrative guidelines to reflect exclusions from the ECCP program requirements for certain post-secondary credit granting arrangements.

Neola continues to monitor the program and in the event regulations are promulgated, and those regulations require revisions to the policy template, we will communicate that timely.

BYLAWS & POLICIES

Policy 0144.1 - Compensation (Revised)

The policy incorporating a recent statutory modification allowing board members to refuse salary has been clarified to deal with the procedure for Board members who are not in the initial year of their term who also wish to refuse to accept salary. This modification is recommended for consistency with Wisconsin Statute 120.07, Wis. Stats..

Policy 0161 – Parliamentary Authority (Revised)

This revision has been made to provide an option for additional flexibility that is acknowledged in *Roberts Rules of Orders* for smaller Boards, as opposed to large assemblies. In addition, expanded disclaimer language has been added to avoid challenges to Board action on the basis of procedural objections. These modifications are recommended but not required.

Policy 0164.2 – Special Meetings (Revised)

Policy 0165.3 - Special Meetings (Deleted)

Policy language regarding special meetings have been combined into one policy for clarity and to better represent the distinctions between special meetings in common school districts and unified districts. Appropriate legal references have been added to the policy. This revision is recommended for clarity and consistency with statute.

Policy 1213 – Student Supervision and Welfare (Revised)

Policy language was clarified to indicate that it pertains exclusively to administrators rather than including administrative assistants who are support staff members. This revision is recommended for clarity.

Policy 1460 - Physical Examination (Revised)

This policy has been revised to reflect the requirement that an administrator who has been offered employment will undergo a tuberculosis screening questionnaire or other tests in accordance with applicable law. Further, the policy has been revised to require that any non-employment recommendations should be directly related to the defined job responsibilities and a reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities.

Policy 1461 - Unrequested Leaves of Absence/Fitness for Duty (Revised)

This policy has been revised to reflect that it is about administrators who may be unable to perform their duties.

Policy 1623 - Section 504 / ADA Prohibition Against Disability Discrimination (Revised)

Reference to "work days" has been changed to "business days" to be consistent with other policies concerning complaints processing. Note that the use of "working days" is used in some statutory timelines, as is the term "business days". Both terms are defined as any day of the week excluding weekends or recognized holidays. This revision is recommended for consistency.

Policy 2131 - Academic Standards (Revised)

As noted above, the legislature has amended the academic standards, which are incorporated into policy. The revisions provided here reflect the legislative changes and should be adopted in order to have accurate policy language.

Policy 2270 – Religion In The Curriculum (Revised)

Language has been removed from the policy which could be construed as inconsistent with the Board's authority. This revision is recommended for consistency with law and other policies.

Policy 2271 - Early College Credit Program (Revised)

The policy, as noted above, is revised to note that notice of ECCP options must first be provided to 8th grade students, although participation is limited to high school students. The policy is also revised to remove an incorrect statutory reference.

Policy 2271.01 - Start College Now Program (New)

Districts are provided here with a policy, as a sub-policy to the Early College Credit Program, that governs the Start College Now Program. This program, like the Early College Credit Program, took effect July 1, 2018, and first applies to participation in the Fall of 2018. Note that a student must notify the Board by March 1, 2018 of the student's intent to enroll in a technical college under the program in the upcoming Fall. This was the same procedure that took place for enrollment at a technical college under the Youth Options program.

Policy 2412 - Homebound Instruction (Revised)

The policy has been revised to reflect current law and standards as it relates to homebound instruction. For further information review of the relevant Wisconsin Department of Public Instruction document is recommended (https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/homeboundinstruction_sd.pdf). This revision is recommended for consistency with the law.

Policy 2461 - Recording of IEP Team Meetings (Revised)

The use of tape recorders at IEP meetings is not addressed in State or Federal law. The decision about whether parents may tape such meetings is left to the discretion of the local Districts. Any policy limiting or prohibiting a parent's right to tape record an IEP meeting should provide for exceptions if they are necessary to ensure that the parent is able to understand the IEP or the IEP process or to implement other parental rights. A policy limiting or prohibiting a parent's right to tape record IEP meeting involves complex issues of federal constitutional law. Also, it is noted that when recording an IEP meeting, it must be maintained by the district, it must be treated as a pupil record pursuant to State and Federal law.

When making revisions to these policies or adopting this policy for a first time, a District should consult their attorneys.

Policy 3120 - Employment of Professional Staff (Revised)

This policy has been revised to reflect that the Board, by a majority vote, is required to approve the employment of all employees.

This revision is recommended for consistency with law and other policies.

Policy 3120.04 – Employment of Substitutes (Revised)

The policy is revised to allow for either the employment of, or the contracting with a service to provide substitute teachers, and to account for the ever-expanding types of licensure available. The District's interest is in having substitutes that are properly certified and preferably grade level and subject matter certified, but must retain flexibility to use any of various mechanisms for certification.

Revision is also made to clarify and make it easier for the District Administrator who has the authority to end a current assignment or to remove an individual from the substitute list altogether for any reason not arbitrary, capricious, or discriminatory. These revisions are recommended for clarity and consistency.

Policy 3120.10 & Policy 4120.10 - Job Sharing (Revised)

This policy has been revised to remove the seniority language, as it is no longer applicable. Please note, the language regarding half-time positions was maintained, and while it is rare, and is done on a case-by-case basis, employees may employ two employees to hold one full-time position.

These revisions are recommended for clarity and consistency.

Policy 1422, Policy 3122 & Policy 4122 - Nondiscrimination and Equal Employment Opportunity (Revised)

This policy has been revised to remove the language regarding collective bargaining agreements and encourage the use of the Districts Employee Handbook regarding sanctions and monitoring.

Policy 3139 - Staff Discipline (Revised)

An option has been added to the policy to allow for employment termination by the District Administrator unless Board action is required by law. A legal reference to the statutory grievance procedure has also been added to the policy. This revision is optional.

Policy 3160 - Physical Examination (Revised)

This policy has been revised to add a drafting note regarding the legality of blanket pre-employment drug testing. Further, the policy has been revised to require that any non-employment recommendations should be directly related to the defined job responsibilities and a reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities.

Policy 3230 & Policy 4230 - Conflict of Interest (Revised)

The policy is revised to clarify the prohibition on providing tutoring services for a fee. Many School District employees, particularly teachers, serve as private tutors for students on their own time and arranged outside of school. Provided that these paid services are truly outside the scope of the regular duties of the individual and are not a requirement of any program, class, or project, this can be permitted. These revisions are recommended for clarity and consistency.

Policy 1630.01, Policy 3430.01 and Policy 4430.01 - Family & Medical Leave of Absence ("FMLA") (Revised)

These policies were revised to clarify that, in circumstances where leave is governed solely by the federal Family and Medical Leave Act, an employee may take leave intermittently or on a reduced leave schedule after the birth of a child or placement of a child for adoption or foster care only if the employer agrees (as contrasted with intermittent leave based on a serious health condition of a child where intermittent leave is medically necessary). This revision is recommended for consistency with the law.

Policy 4139 – Staff Discipline (Revised)

An option has been added to the policy to allow for employment termination by the District Administrator unless Board action is required by law. A legal reference to the statutory grievance procedure has also been added to the policy. This revision is optional.

Policy 4160 - Physical Examination (Revised)

This policy has been revised to add a drafting note regarding the legality of blanket pre-employment drug testing. Further, the policy has been revised to require that any non-employment recommendations should be directly related to the defined job responsibilities and a reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities.

Policy 4162 - Controlled Substance and Alcohol Policy for Employees that Transport Students (Revised)

This policy has been revised to specify which substances must be tested. The scope of the policy has been clarified to include those employees who perform safety-sensitive functions, as opposed to only "drivers."

This revision is recommended for consistency with law.

Policy 4440 - Job-Related Expenses (Revised)

This policy has been revised to reflect that the District will identify an individual who will be responsible for determining the validity of job-related expenses.

This revision is recommended for consistency with law and other policies.

Policy 5111 – Eligibility of Resident/Nonresident Students (Revised)

Revisions to this policy are made to better describe residency requirements. Also, the policy is revised to eliminate the suggestion that Districts make determinations regarding the immigration status of potential students. This is not the purview of, nor a permissible exercise of local School Districts. Standard residency considerations apply to all student-age individuals, regardless of alienage (with the lone exception of student exchange programs through District-sponsored F-1 status or, in some cases, outside organization-sponsored J-1 status). This revision is recommended for consistency with the law.

Policy 5200 – Attendance (Revised)

The policy has been updated to reference revisions to the law which now permit, but do not require, delivery of notices under the law by way of electronic mail.

The policy update is recommended to assure accuracy as to the permitted notice mechanisms, and must be updated to reflect that mailing notice is only permitted after telephone, personal contact, or email communication (unless the parent has refused email).

Policy 5512 – Use of Tobacco by Students (Revised)

In the continuing efforts to keep up with modern realities, including the constant evolution of student conduct requiring disciplinary or other correction action, this policy is revised to include prohibition on the use of nicotine patches and nicotine gum at the school. Note that possession and use of nicotine products by minors is already prohibited by Wisconsin law.

Policy 5515 – Student Use Of Motor Vehicles (Revised)

Specific office options have been provided for securing permission for a student to drive a motor vehicle on school grounds. This revision is recommended but not required.

Policy 5516 - Hazing (Revised)

This policy is revised to remove the requirement that the Hazing policy be distributed as presently required. There is no separate legal requirement that a hazing policy be created or disseminated; only the bullying policy is required. Hazing is a separate but often inter-related concept and therefore it is reasonable and good practice to have a policy prohibiting it, but the policy references Policy 5517 - Bullying and that policy is subject to annual distribution.

The revision is recommended to avoid taking more responsibility than is required by law in terms of distributing the various policies to students, parents, etc.

Policy 5530 – Drug Prevention (Revised)

Language has been added to this policy to be consistent with the requirements of Wisconsin Act 262, now reflected in Section 118.01(2)(d), Wis. Stats., with respect to the components of education regarding drug abuse issues. This revision is required for consistency with law.

Policy 5540 - The Schools and Governmental Agencies (Revised)

This policy has been revised to reflect that a school official will *attempt* to contact the student's parent before law enforcement questions a student, unless specifically requested not to because such contact would unduly impede the investigation.

The addition of the word *attempt* was included, because school personnel do not have a requirement to reach the parents prior to law enforcement questioning a student.

Policy 5630 – Corporal Punishment (Revised)

This policy has been revised to more closely track the statutory language and also includes an acknowledgement of the need to harmonize the existing corporal punishment statutory language with other State law and policy governing seclusion and restraint (until legislative clarification is available).

Policy 5772 - Weapons (Revised)

The reference to “the criminal justice or juvenile delinquency system” has been changed to be consistent with other policy references. These revisions are recommended for clarity and consistency.

Policy 5870 - Student/Parent Rights (Revised)

The policy deals primarily with student production of goods or services for nonprofit organizations and the like. An option is added to the policy related to the Intellectual Property rights that may or may not attach to any original work product of a student or students. It is recommended that the District not assume to grant or deny a student's rights with respect to work product that may be subject to some IP protection. Rather, this option allows the District to note simply that any such rights (a) will not be the staff members property unless the staff member articulates that in advance and has approval to pursue the project accordingly; and (b) the District does not take any position or make any guarantees with regard to the protectable nature of any item.

The option is not required, but is provided as an option for Districts to consider.

Policy 6330 – Leasing School Property (Revised)

Language which has expired with the passage of time is now removed from the policy and a clarifying clause has been added due to the different powers of common and unified school districts. A legal reference pertaining to unified districts has been added. These revisions are recommended for consistency with current law.

Policy 6520 - Payroll Deductions (Revised)

The policy has been modified to include Section 457 of the Internal Revenue Code, along with the existing reference to Section 403(b).

Policy 6700 – Fair Labor Standards Act (Revised)

This policy is revised to eliminate the requirement that the policy be distributed annually. The law requires posting notices concerning the FLSA, but not distributing the policy every year.

Note as well that this policy provides the Board an opportunity to authorize the use of compensatory time off or to delegate such authority to the District Administrator. In either case, compensatory time off, in lieu of cash overtime payments, may be used only when agreement exists between the specific employee and either the District Administrator or the Board, as selected. Previously, the use of comp time was authorized through collective bargaining to an entire classification of employees. The absence of CBA's covering that issue requires that its continued use be subject to individual agreements.

This revision is recommended for consistency with the law.

Policy 6830 - Audit (Revised)

Minor revisions are made to the policy to clarify and better represent the audit process utilized by Districts and to note that the auditor must prepare the report, but the District administrator is responsible for assuring the report is properly submitted to DPI (which may be accomplished through the auditor).

These revisions are recommended for clarity and consistency with current law.

Policy 7217 - Weapons (Revised)

Reference to 3 inch lock back knives has been removed to be consistent with law and other District policies regarding weapons.

Policy 7440 - Facility Security (Revised)

This policy has been revised to identify that any parent visiting the District are required to comply with Policy 9150 - School Visitors and any other relevant policies and administrative guidelines.

Further, additional grammatical changes have been made.

This revision is recommended for consistency with law and other policies.

Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices (Revised)

This policy has been revised to address staff and school official use of wireless communication devices for business-related purposes (regardless of whether the PCD is provided by the Board or privately owned by the employee). The policy contains provisions related to safe and appropriate use of PCDs, confidentiality of information contained on PCDs, privacy, and archiving.

Policy 8146 - Notification of Educational Options (Revised)

This policy has been revised to reflect the changes to the terminology used regarding Educational Options.

This revision is recommended for consistency with law and other policies.

Policy 8310 - Public Records (Revised)

The policy has been revised to add clarity to the "personal use" exception related to "notes" under the Wisconsin Public Records Law. The Wisconsin Court of Appeals recently issued an unpublished decision interpreting the personal use exception. The analysis of whether a record falls under this exception is fact-intensive, and must be analyzed on a case-by-case basis, but generally the analysis relies on two considerations: (1) was the creation of the notes part of the creator's job responsibilities, or merely as a means to assist in recollection at a later time; and (2) even if originally created for personal usage and not in the discharge of a job duty, were the notes shared with others so as to change the nature of their usage to something other than personal?

Other general updates were also made to the policy language.

In addition, the section related to Records Retention was changed to an option. A School District may adopt the entire schedule, individual sections, or a modified version.

The Wisconsin Public Records Board and the Wisconsin Department of Public Instruction recommend that School Districts adopt the Wisconsin School District Records Retentions Schedule: (<http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>) and submit the Notification Form to the Wisconsin State Historical Society.

Policy 8340 - Providing a Reference (Revised)

The policy was revised to include options for providing employment references. Importantly, Policy 8340 also addresses the ESSA's prohibition on aiding and abetting sexual abuse. More specifically, School Districts should have policies in place prohibiting school employees from providing references in situations where the employee knows, or has probable cause to believe, that the former employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law.

These revisions are recommended for clarity and consistency with current law.

Policy 8405 - Environmental Health and Safety Program (Revised)

This policy was revised to incorporate the options regarding establishment of a District safety committee. Additionally, options regarding indoor environmental quality plan were incorporated.

This revision is recommended for consistency with law and other policies.

Policy 8407 – School Resource Officer Program (New)

Although there are references to a District's interaction with law enforcement in a variety of policies and guidelines, this new policy is designed to acknowledge the existence of a School Resource Officer Program itself, and provide a framework for establishing the written agreement between a law enforcement agency and the Board.

This policy is recommended for Districts with a School Resource Officer program.

Policy 8462 - Mandatory Reporting of Child Abuse and Neglect and Threats of Violence (Revised)

The policy has been revised to reflect the mandatory reporting requirement in the context of a threats of violence targeting the school. This requirement was put in place as part of the school safety legislation passed early this year by the Wisconsin legislature. In addition, reference to mandatory training requirements and procedural options concerning both the training as well as the District's efforts to combat child abuse, neglect, and threats of school violence are added.

Some of the revisions, specifically those requiring reporting of threats of violence, as well as information pertaining to training efforts are required. Other revisions are recommended to make the policy more robust and more user-friendly, but are not required.

Policy 8500 – Food Services (Revised)

This policy has been revised to include language regarding the timeframe for forwarding complaints to the Civil Rights Division of the USDA Food and Nutrition Service.

Note that this requirement comes from a DPI audit of a District's policies. There is no regulatory basis for the 3-day requirement and correspondence with both USDA representatives and DPI representatives confirms that the source of this expectation is unclear, but believed to be the function of an MOU between the USDA and DPI. Requests for the MOU are pending. At this time, it is recommended that the revision be made and adhered to (i.e. training needs to be provided to the staff member responsible for coordinating any complaints) to assure successful audit. Likewise, an optional revision to the circumstances justifying characterizing unpaid meal account balances as bad debt has been made, per one auditor's suggestion, to provide greater flexibility to the administration to continue efforts to collect the funds beyond the end of the school year in which incurred if the administrator feels it appropriate and worthwhile. Note that this is not required and may place additional responsibilities on the administration to affirmatively determine that further efforts are unnecessary. Finally, the policy template includes some corrections to the placement of and description of options relative to the provision of alternate meals. Alternate meals may be provided or not provided to paid or reduced price lunch students with negative account balances and no current funds per the District's decision. The USDA recommends and encourages the provision of alternate meals, as does DPI, but ultimately it is the local School Food Authority that makes the determination as to how to handle it. Programs that do provide such lunches, are expected to do so in a way that minimizes the distress placed on the student as a function of being identified as not having sufficient funds to pay for lunch.

Revision is recommended and, according to current DPI audit expectations, required.

Policy 8760 - Student Accident Insurance (Revised)

Revisions to this policy are made to allow the District to select whether to require insurance. There is no such requirement in the law, and for some Districts, this may present a concern of a disparate impact on groups based on protected classification. It is recommended that any District intending to require proof of insurance for extracurricular participation consult with local counsel prior to doing so.

This revision is recommended but not required.

Policy 9130 - Public Requests, Suggestions, or Complaints (Revised)

The portion of the policy dealing with "Guidelines For Matters Regarding Instructional Materials" has been modified to clarify the appeal steps and provide additional guidance to the Board on the methods it may use to conduct the final review of a committee's decision when under appeal.

A drafting note has also been added to the section dealing with the composition of the committee to caution against including Board members at the review committee level as it could give rise to later complications when the Board itself acts in an appeal capacity.

These revisions are recommended for clarity but not required.

Policy 9160 - Public Attendance at School Events (Revised)

This policy has been revised to add a cross reference to Policy 7217 - Weapons. It requires that persons attending school events will be subject to the provisions to the Districts adopted Weapons policy.

ADMINISTRATIVE GUIDELINES

AG 2260 - Nondiscrimination and Access to Equal Educational Opportunity (Revised)

This AG has been revised to include language that the District intends to support and promote nondiscriminatory practice in all District and school activities. Further, this AG has been revised to provide clarity in the language.

AG 2261 – Procedure for Complaints or Appeals Under the ESSA (Revised)

Updates were made to Administrative Guideline 2261 to conform to the requirements of the Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA).

AG 2271 - Early College Credit Program (Revised)

The guideline is revised to incorporate the provisions of 2017 Wisconsin Act 307 which excluded certain programs from the required measures, particularly tuition expenses, associated with student receipt of postsecondary credit for certain programs under certain conditions. Those exclusionsary circumstances are described in the guideline's revisions.

AG 2412 - Homebound Instruction (Delete)

This AG should be deleted as the language has become outdated and the revisions to District policy encompass current standards established in State law and by the Department of Public Instruction.

AG 3122.01 & AG 4122.01 - Drug-Free Workplace (Revised)

Reference to "material" such as "firearms" and "explosives" have been removed from this policy and replaced with reference to "substances", since the policy deals with drugs, alcohol and controlled substances. These revisions are recommended for clarity and consistency.

AG 1623, AG 3123, & AG 4123 – Section 504/ADA - Prohibition Against Disability Discrimination in Employment (Revised)

The reference to a "negotiated collective bargaining agreement" has been removed from the accommodation discussion as the filling of vacancies is no longer a legal subject of bargaining since Act 10.

AG 3160A/AG 4160A - Physical Examination (Revised)

These AGs have been modified to incorporate the use of a *licensed medical practitioner* as is allowable by State law.

AG 3362.01 & AG 4362.01 - Reporting Threatening Behaviors (Renumbered)

This guideline has been re-numbered to be consistent with Policy 3362.01 & Policy 4362.01 - Threatening Behavior Toward Staff Members.

AG 3440B - Use of Private Car for School Business (Revised)

This AG has been revised to add a cross reference to Policy and AG 8660 - Transportation by Private Vehicle, requiring that all transportation of students must be done consistent with this policy and guideline.

AG 4111A - Creating a Position (Revised)

This AG has been revised to reflect that a job description will be prepared for each new support staff member and that until the Board approves the position no person can be employed to fill the position.

AG 4440B - Use of Private Car for School Business (Revised)

This AG has been revised to add a cross reference to Policy and AG 8660 - Transportation by Private Vehicle, requiring that all transportation of students must be done consistent with this policy and guideline.

AG 5111 – Admission to the District (Revised)

The guideline is revised to clarify the purpose of temporary enrollment, which is to allow a parent to provide proof of residency for enrollment. If no such proof is provided, and the student is not homeless, then the Board will need to determine whether the student may pay tuition to attend. The *Thayer* rule in Wisconsin requires that any school-age individual domiciled in the territory of a School District is entitled to attend unless the sole reason the student is in the District's boundaries is to attend school. A student is a resident then, if he or she can establish a domicile and any reason for being there other than to attend that school.

AG 5112B - Young Kindergarten Programs (Delete)

This AG is being recommended for deletion, as it is not a program utilized in Wisconsin Districts.

AG 5340B - Health Emergencies and First Aid Care (Revised)

This guideline has been revised to reflect that any administration of medication and emergency care will be consistent with Board approved Policy 5330 - Administration of Medication/Emergency Care and AG 5330 - Administration of Medications and AG 5330A - Student Accident/Illness/Concussion.

AG 5514.01 - Use of Motor Vehicles (Delete)

This AG has been recommended for deletion, as the language was previously incorporated in to AG5515.

AG 6510B – Payroll Authorization (Revised)

The guideline has been updated to reflect current authorization practices.

AG 6610A - Student Activity Fund (Revised)

This AG has been revised to clarify the process by which monies collected should be deposited with the school office.

AG 6700 – Fair Labor Standards Act (Revised)

The guideline is revised to reference coaches as exempt under the teacher category based on a U.S. Department of Labor Opinion letter from the Agency Administrator stating that a coach performs the duties of teaching, and clarifying that the exemption does not require that a job requires a teaching certificate in order to be exempt, but rather only states that a teaching certificate is definitive evidence that a position is a teaching position. Coaches, instruct, impart knowledge, etc., and that is the requirement to qualify for the exemption. It is important to note, however, that a coach may still be a non-exempt employee if otherwise employed by the District and the primary function the person serves is a non-exempt function.

Some additional corrections and improvements are made to the guideline as well.

AG 8462 - Student Abuse and Neglect (Revised)

The guideline has been revised to reflect current law related to mandatory reporting obligations, to better incorporate statutory terms, such as “emotional damage”, and other such terminology used in the statute. It also includes new provisions introduced as part of the School Safety Package. Likewise, it includes options recommended by the U.S. Department of Health and Human Services, Centers for Disease Control and Prevention in its materials related to preventing child sexual abuse by youth-serving organizations. These revisions focus on both performing background checks on staff and volunteers that include components targeted at uncovering a history of sexual abuse or deviance relative to children, as well as, providing training targeted at identifying the signs of victimization.

AG 9130 - Public Requests, Suggestions, or Complaints (Revised)

The corresponding administrative guideline has been clarified to remove the reference to the appeal process from the guideline, as the appeal process is covered within the policy and the guideline is more properly focused on only the committee procedures, as opposed to subsequent appeal procedures.

These revisions are recommended for clarity but not required.

FORMS

Form 6605 F1 - Crowdfunding (New)

A sample form has been developed for use in reviewing project proposals for crowdfunding solicitations.

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of COMPENSATION
Number	po0144.1
Status	
Adopted	April 25, 2016
Last Revised	April 23, 2018

0144.1 - **COMPENSATION**

As approved by the electors at the annual meeting, Board members shall receive an annual salary or an amount for each School Board meeting the member actually attended, unless the member has provided timely annual notice of refusal to accept the salary. Notice must be provided prior to taking the oath of office and performing any service for the initial year of election or appointment, and may be renewed for subsequent years by notice at least thirty (30) days prior to the member's taxable year, unless statutory exceptions apply. Board members not included in the preceding sentence may refuse to accept the salary by providing notice to the Board Clerk and Treasurer at least thirty (30) days before the start of the Board member's next taxable year. Although the notification applies only to that taxable year, Board members may renew the refusal to accept the salary by sending timely annual notification.

Expenses of a Board member when authorized by the Annual Meeting shall be reimbursed when incurred in the performance of his/her duties or in the performance of functions authorized by the Board and duly vouchered.

The following guidelines have been established by the Board of Education to ensure appropriate and proper reimbursement of expenses for Board members.

- A. When attending a Board-approved, WASB, or CESA #6 conference, all fees, parking, mileage, meals, and housing will be reimbursed.
- B. No entertainment expenses or purchases of alcoholic beverages are reimbursable.
- C. The District reimbursement form detailing the amount and nature of each expense must be submitted to the District office for approval after the expenses have been incurred.

Revised 12/18/17

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Book Policy Manual
Section For Board Review - Vol. 27, No. 2
Title Copy of PARLIAMENTARY AUTHORITY
Number po0161
Status
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0161 - PARLIAMENTARY AUTHORITY

The parliamentary ~~procedure~~^{authority} governing the Board ~~of Education for the orderly conduct of meetings,~~ shall be Robert's Rules of Order, Newly Revised as defined in Chapter XVI, "Boards and Committees" (including such procedural flexibility allowed in Section 49 of Robert's: "Procedure in Small Boards"). ~~Robert's Rules of Order that apply to small boards, Newly Revised, as defined in Chapter XVI, "Boards and Committees"~~

Any failure to comply with the above procedural protocols will not affect the validity of any substantive action taken by the Board within its legal authority.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of SPECIAL MEETINGS
Number	po0164.2
Status	
Adopted	April 25, 2016
Last Revised	December 18, 2017

0164.2 - **SPECIAL MEETINGS**

A special meeting of the Board shall be held upon the written request of any School Board member provided there is compliance with the [following](#) notice provisions of ~~these Bylaws and~~ State law.

Said notice shall state the date, time, place, and subject matter of such special meeting, as well as the name and address of the District. A notice of any special meeting shall be posted at least twenty-four (24) hours before said special meeting at the Board office and such other places as the Board may determine. A copy of said notice shall be served upon each member of the Board by personal delivery to the member or his/her residence or by first-class mail, at least twenty-four (24) hours prior to the meeting. A special meeting may be held without prior notice if all Board members are present and consent or if each member consents in writing even if s/he does not attend.

The District Administrator and those administrators directed by the District Administrator shall attend all meetings, when feasible. Administrative participation shall be by professional counsel, guidance, and recommendation - as distinct from deliberation, debate, and voting of Board members.

Revised 6/19/17

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of SPECIAL MEETINGS
Number	po0165.3
Status	
Adopted	April 25, 2016

[DELETE - Added to 0164.2](#)

0165.3 - **SPECIAL MEETINGS**

~~Said notice shall state the date, time, place, and subject matter of such special meeting, as well as the name and address of the District. A notice of any special meeting shall be posted at least twenty four (24) hours before said special meeting at the Board office and such other places as the Board may determine. A copy of said notice shall be served upon each member of the Board by personal delivery to the member or his/her residence or by first class mail, at least twenty four (24) hours prior to the meeting. A special meeting may be held without prior notice if all Board members are present and consent or each member consents in writing even if s/he does not attend.~~
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Legal 120.11(2), Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of STUDENT SUPERVISION AND WELFARE
Number	po1213
Status	
Adopted	October 17, 2016

1213 - STUDENT SUPERVISION AND WELFARE

Administrators~~Administrative staff members~~ because of their proximity to students are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the administrator ~~staff member~~. It is the intent of the Board of Education to direct the preparation of guidelines that would minimize that possibility.

An administrator~~administrative staff member, or a person who works or volunteers with children~~, who is found to have had sexual contact with a student, including a student age sixteen (16) or older, shall be referred to the proper authorities and be subject to discipline up to and including discharge.

This section should not be construed as affecting any obligations on the part of staff to report suspected child abuse under Wis. Stats. 48.981 and Policy 8462.

It is the responsibility of the District Administrator to maintain the following standards:

- A. Each administrator~~administrative staff member~~ shall maintain a standard of care for supervision, control, and protection of students commensurate with assigned duties and responsibilities.
- B. An administrator~~administrative staff member~~ should not volunteer to assume responsibility for duties s/he cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- C. ~~An administrative staff member shall provide proper instruction in the safety matters presented in assigned course guides.~~
- D. Each administrator~~administrative staff member~~ shall immediately report any accident or safety hazard s/he detects.
- E. Each administrator~~administrative staff member~~ shall immediately report any knowledge of threats of violence by students.
- F. An administrator~~administrative staff member~~ shall not send students on any personal errands.
- G. An administrator~~administrative staff member~~ shall not associate with students, at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs.

This provision should not be construed as precluding an administrative staff member from associating with students in private for legitimate or proper reasons.

- H. If a student comes to an administrator~~administrative staff member~~ to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the administrator~~staff member~~ may help the student make contact with certified or licensed individuals in the District or community who specialize in the assessment, diagnosis, and treatment of the student's problem. Under no circumstances should an administrator~~staff member~~ attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior.
- I. An administrator~~administrative staff member~~ shall not transport students in a private vehicle without the approval of the District Administrators.
- J. A student shall not be required to perform work or services that may be detrimental to his/her health.

K. ~~Administrator~~~~Administrative staff members~~ shall not engage students in private and/or personal social media and online networking media.

L. ~~Administrator~~~~Administrative staff members~~ are expressly prohibited from posting any video or comment pertaining to any student on private and/or personal social networking media.

Most information concerning a child in school is a confidential student record under Federal and State laws. Any ~~administrator~~~~administrative staff member~~ who shares confidential information with another person not authorized to receive the information may be subject to discipline or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse (see Policy 8330).

Pursuant to the laws of the State and Board Policy 8462, each ~~administrator~~~~administrative staff member~~ shall report to the proper legal authorities immediately, any sign of suspected child abuse or neglect.

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Legal 48.981, 948, 948.095 Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Number	po1422
Status	
Adopted	October 17, 2016

1422 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board ~~of Education~~ does not discriminate in the employment of administrative staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices.

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

Carmen O'Brien
Director of Curriculum Assessment
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawa.k12.wi.us

Daniel Wolfgram
High School/Junior High School Principal
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5310
dwolfgram@manawa.k12.wi.us

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

The COs are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public.

Reports and Complaints of Unlawful Discrimination and Retaliation

Employees are expected to promptly report incidents of unlawful discrimination and/or retaliation to an administrator, supervisor, or other supervisory employee so that the Board may address the conduct. Any administrator, supervisor, or other supervisory employee who receives such a complaint shall file it with the CO at his/her first opportunity, but no later than two (2) business days.

Employees who believe they have been unlawfully discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint will not adversely affect the complaining individual's employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. COs shall accept complaints of unlawful discrimination/retaliation directly from any member of the School District community (District employees, students, parent(s), and member of the Board), resident of the District, or a visitor to the District. Upon receipt of a complaint, either directly or through a school building administrator, a CO will begin an investigation, or the CO will designate a specific individual to conduct such a process. The CO will provide a copy of this policy to any person who files a complaint. All members of the School District community must

report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.

Any Board employee who directly observes unlawful discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any Board employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO must contact the employee within two (2) business days to advise him/her of the Board's intent to investigate the alleged wrongdoing.

Investigation and Complaint Procedure (See Form 1422 F2)

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

Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful discrimination or retaliation with the United States Department of Education Office for Civil Rights, the Wisconsin Equal Rights Division, or the Equal Employment Opportunity Commission ("EEOC").

Complaint Procedure

An individual who believes s/he has been subjected to unlawful discrimination/retaliation (hereinafter referred to as the "Complainant"), may file a complaint, either orally or in writing, with a Principal, the CO, District Administrator, or other supervisory employee. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall assume the role of CO for such complaints.

Due to the sensitivity surrounding complaints of unlawful discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) business days.

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

All complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the person who allegedly engaged in the misconduct. In making such a determination, the CO should consult the Complainant to assess his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deems appropriate in consultation with the District Administrator.

Within two (2) business days of receiving the complaint, the CO will initiate an investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

Simultaneously, the CO will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including this Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;

- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful discrimination/retaliation. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used. The CO may consult with the Board's legal counsel before finalizing the report to the District Administrator.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and the Respondent.

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

If the District Administrator determines the Complainant was subjected to unlawful discrimination/retaliation, s/he must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the District Administrator may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the District Administrator's final decision. In an attempt to resolve the complaint, the Board shall review the findings and may meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of its decision. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the employee alleging the misconduct pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The Board will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants will be advised that their identities may become known to the Respondent(s) through the investigation process.

During the course of an investigation, the CO will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that s/he learns and/or provides during the course of the investigation.

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

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable State law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies [and/or the Employee Handbook](#).

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

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination/retaliation, or participates as a witness in an investigation is prohibited. Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised their rights, aided or encouraged any other person in the exercise of any right granted or protected by those laws.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff where appropriate, as well as all information regarding the Board's policy, administrative guidelines, and discrimination in general.

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Legal

111.31 et seq., 111.335(d)(2), 118.195, 118.20, Wis. Stats.
Fourteenth Amendment, U.S. Constitution
20 U.S.C. Section 1681, Title IX of Education Amendment Act
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
34 C.F.R. Part 110 (7/27/93)
42 U.S.C. 2000e et seq., Civil Rights Act of 1964
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended
29 C.F.R. Part 1635

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of PHYSICAL EXAMINATION
Number	po1460
Status	
Adopted	October 17, 2016
Last Revised	April 23, 2018

1460 - PHYSICAL EXAMINATION

The Board ~~of Education~~ requires any candidate **who has been offered employment**, ~~who has been offered a position in which s/he will come in contact with children or prepare food for children~~, as a condition of employment, to submit to an examination, including a tuberculosis screening questionnaire, subject to further tests, in order to determine the physical capacity to perform assigned duties. Such examinations shall be done in accordance with 118.25 Wis. Stats., the District Administrator's guidelines, applicable law and/or the [Employee Handbook](#). ~~employee handbook.~~

The Board shall also require the candidate, based on a contingent job offer, to submit to a test for controlled substances the results of which must indicate there is no evidence of unlawful drug use. Such examinations shall be done in accordance with the District Administrator's guidelines and applicable law.

Employees will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act in order to allow the report of the medical examination to be released to the Board/District Administrator and to allow the District Administrator or his/her designee to speak to the health care provider who conducted the medical examination in order to get clarification (see Form 1460 F2).

Reports of all such examinations or evaluations shall be delivered to the District Administrator, who shall protect their confidentiality. Reports will be discussed with the employee or candidate. In compliance with the Genetic Information Nondiscrimination Act (GINA) and Board Policy 1422.02 the successful candidate who is required to submit to a medical examination, as well as the health care provider who is designated by the Board to conduct the examination, are directed not to collect genetic information or provide any genetic information, including the candidate's family medical history, in the report of the medical examination.

Employees will be notified of the results of the medical examination upon receipt. Any and all reports of such examination will be maintained in a separate confidential personnel file in accordance with the Americans with Disabilities Act, as amended ("ADA") and the Genetic Information Nondiscrimination Act (GINA).

In the event of a report of a condition that could influence job performance ~~of the District Administrator~~, the [Board President](#) ~~District Administrator~~ shall base a non-employment recommendation to the Board upon a conference with the examining physician and substantiation that the condition is directly correlated to defined job responsibilities and reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities.

In the event of a report of a condition that could influence job performance of an administrator other than the District Administrator, the District Administrator shall base a non-employment recommendation to the Board upon a conference with the examining physician and substantiation that the condition is directly correlated to defined job responsibilities and reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities.

Freedom from tuberculosis in a communicable form is a condition of employment. ~~for positions in which the employee will come in contact with children or prepare food.~~

The Board shall assume any fees for required examinations.

Legal

118.25, Wis. Stats.

121.52(b), Wis. Stats.

29 C.F.R., Part 1630

29 C.F.R. Part 1635

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

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY
Number	po1461
Status	
Adopted	October 17, 2016
Last Revised	July 17, 2017

1461 - UNREQUESTED LEAVES OF ABSENCE/FITNESS FOR DUTY

It is the policy of the Board ~~of Education~~ to protect the students and employees of this District from the effects of contagious diseases and other circumstances that render ~~administrators~~ ~~school administrative employees~~ unable to perform their duties.

The Board authorizes the District Administrator to place an ~~administrator~~ ~~administrative employee~~ on leave for physical or mental condition that affects the employees ability to perform assigned duties in conformance with the law.

The District Administrator shall require that the ~~administrator~~ ~~administrative employee~~ submit to an appropriate examination by a healthcare provider designated by the Board and compensated by the District.

The employee will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) in order to allow the report of the medical examination to be released to the Board/District Administrator and to allow the District Administrator to speak to the health care provider who conducted the medical examination in order to get clarification. Refusal ~~by the administrator~~ to submit to an appropriate examination requested by the District Administrator or to execute the HIPAA release will be grounds for disciplinary action, up to and including termination.

As required by Federal law and regulation and Board Policy 1422.02, the District Administrator shall direct the provider designated by the ~~District Board~~ to conduct the examination not to collect genetic information or provide any genetic information, including the individual's family medical history, in the report of the medical examination.

Pursuant to State law and in accordance with the Americans with Disabilities Act, as amended (ADA) and the Genetic Information Nondiscrimination Act (GINA), the results of any such examination shall be treated as a confidential medical record and will be exempt from release, except as provided by law. If the District inadvertently receives genetic information about an individual who is required to submit to an appropriate examination from the medical provider, it shall be treated as a confidential medical record, as required by the ADA.

If, as a result of his/her such examination, the ~~administrator~~ ~~administrative staff member~~ is found to be unable to perform assigned duties, the ~~administrator~~ ~~administrative staff member~~ shall be placed on leave of absence with such compensation to which s/he is entitled until proof of recovery, satisfactory to the District Administrator, is furnished.

~~Should an administrative staff member refuse to submit to an examination, such action constitutes insubordination.~~

The District Administrator may designate any period of leave under this policy as qualifying leave under State and/or Federal FMLA leave entitlement, consistent with Policy 3430.01 as provided by law.

Legal

29 C.F.R., Part 1630

29 C.F.R. Part 1635

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

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

111.32, et. seq., the Wisconsin Fair Employment Act

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Number	po1623
Status	
Adopted	October 17, 2016

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

The Board ~~of Education~~ prohibits discrimination against any employee or applicant based upon his/her disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability, or otherwise discriminate against qualified individuals with disabilities in regard to job application procedures, the hiring, advancement or discharge of employees, employee compensation, job training, or other terms, conditions and privileges of employment. The Board further will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aides or services," learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

A qualified person with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires and, with or without reasonable accommodation, can perform the essential functions of the job in question.

The Board will provide a reasonable accommodation to a qualified individual who has an actual disability or who has a record of a disability, unless the accommodation would impose an undue hardship on the operation of the District's program and/or activities. A reasonable accommodation is not necessarily required for an individual who is merely regarded as having a disability.

Compliance Officers

The Board designates the following individuals to serve as the District's 504 COs/ADA Coordinators (hereinafter referred to as the "COs").

Carmen O'Brien
Director of Curriculum Assessment
School District of Manawa
800 Beech Street
Manawa, WI 54949

Daniel Wolfgram
High School/Junior High School Principal
School District of Manawa
800 Beech Street
Manawa, WI 54949

920-596-5840
cobrien@manawa.k12.wi.us

920-596-5310
dwoifgram@manawa.k12.wi.us

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

The COs are responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act, as amended ("ADA"). A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the District COs.

The COs will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. (See Complaint Procedure below.)

Training

The COs will also oversee the training of employees in the District so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.

Notice

Notice of the Board's policy on nondiscrimination in employment practices and the identity of the COs will be posted throughout the District, and published in the District's recruitment statements or general information publications.

Complaint Procedures

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation or misapplication of Section 504. In addition, employees will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

Internal complaints must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed with COs within the time limits specified below. The COs are available to assist individuals in filing a complaint.

Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. An employee with a complaint based on alleged discrimination on the basis of disability may first discuss the problem with the CO.
- B. If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the CO. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the complainant or someone authorized to sign for the complainant, describe the alleged discriminatory action in sufficient detail to inform the CO of the nature and date of the alleged violation, and propose a resolution. The complaint must be filed within thirty (30) calendar days of the circumstances or event giving rise to the complaint, unless the time for filing is extended by the CO for good cause.

- C. The CO will conduct an independent investigation of the matter (which may or may not include a hearing). This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and other evidence relevant to the complaint. The CO will provide the complainant with a written disposition of the complaint within ten (10) ~~businesswork~~ days. If no decision is rendered within ten (10) ~~businesswork~~ days, or the decision is unsatisfactory in the opinion of the complainant, the employee may file, in writing, an appeal with the District Administrator. The CO shall maintain the District's files and records relating to the complaint.
- D. The District Administrator will, within ten (10) ~~businesswork~~ days of receiving the written appeal, conduct a hearing with all parties involved in an attempt to resolve the complaint.
- The District Administrator will render his/her decision within ten (10) ~~businesswork~~ days of the hearing.
- E. The employee may be represented, at his/her own cost, at any of the above-described meetings/hearings.
- F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If it is determined that the complainant was subjected to unlawful discrimination, the CO must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, effective, and tailored to the specific situation.

OCR Complaint

At any time, if an employee believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the ADA, the individual may file a complaint with the U.S. Department of Education's Office for Civil Rights ("OCR"). The OCR can be reached at:

U.S. Department of Education
Office for Civil Rights
Citigroup Center
500 W. Madison Street
Suite 1475
Chicago, IL 60661
(312) 730-1560
FAX: (312) 730-1576
TDD: (877) 521-2172
E-mail: OCR.Chicago@ed.gov

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination, or participates as a witness in an investigation, is prohibited. Specifically, the Board will not discriminate/retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.

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Legal 29 C.F.R. Part 1630
 29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended
 34 C.F.R. Part 104
 42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")
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Last Revised	December 18, 2017

1630.01 - FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")

Introduction

In accordance with Federal and State law, the Board ~~of Education~~ will provide family and medical leave to administrative staff. The Board's Family and Medical Leave Act policy is intended to conform to and comply with, but not exceed, the requirements of the Federal Family and Medical Leave Act of 1993 ("FMLA") and the Wisconsin Family and Medical Leave Act ("WFMLA"). To the extent that this policy is ambiguous or conflicts with the FMLA or the WFMLA, the FMLA and the WFMLA will govern.

Family and medical leave taken under this policy may be covered by Federal law, State law, or both. When leave taken by a staff member under this policy is governed by both Federal and State law, the more generous provision will control in the event of a conflict. However, when leaves are governed by State or Federal law, but not both, the applicable law will control under this policy. In this regard, staff members should note that certain leaves may be covered by both State and Federal law for only a portion of the leave. To the extent permitted by law, leave under the FMLA, leave under the WFMLA and leave granted under the Board's other policies will run concurrently (at the same time).

Eligibility Requirements

To be eligible for leave under the FMLA, a staff member must have been employed by the Board for at least twelve (12) months in the past seven (7) years **and** must have worked at least 1,250 hours during the twelve (12) month period immediately preceding the commencement of the requested leave. All full-time instructional staff members are deemed to meet the 1,250 hour requirement.

To be eligible for leave under the WFMLA, a staff member must have been employed for more than fifty-two (52) consecutive weeks and have worked or been paid for at least 1,000 hours in the preceding fifty-two (52) weeks. The kind and amount of leave available to the staff member under this policy, as well as the staff member's rights during leave, depend upon whether the staff member satisfies the above requirements.

Qualifying Reasons for Leave

The Board provides family and medical leave for eligible staff members under the following circumstances:

- A. for the birth of the eligible staff member's child and to care for a newborn child
- B. for placement with the eligible staff member of a child for adoption or foster care
- C. to care for an eligible staff member's spouse, child or parent with a "serious health condition"

The term "child" generally includes a legal ward or a biological, adopted foster or stepchild. For leaves governed exclusively by the FMLA, the term also includes a son or daughter for whom the staff member has assumed the day-to-day obligations of a parent. A child must be either under eighteen (18) years of age or unable to care for himself/herself due to a physical or mental disability or, for leave under State law only, unable to care for himself/herself due to a serious health condition.

"Parent" includes a staff member's spouse's legal guardian only if the staff member is requesting leave under the WFMLA.

"Spouse" includes a qualified domestic partner for leaves governed by the WFMLA. Domestic partnerships must be registered with the county of residence and proof of such registration may be requested prior to approval of leave. Unregistered domestic partners must

demonstrate that they are 1) both over age eighteen (18); 2) not in a domestic partnership or marriage with another individual; 3) they share a common residence; 4) they are not related in any way that would prohibit marriage under Wisconsin law; 5) they consider each other to be immediate family members and agree to be responsible for the other's living expense.

- D. because of a serious health condition that makes the eligible staff member unable to perform the essential functions of his/her position
- E. because of a qualifying exigency resulting from active military service by the employee's spouse, son, daughter, or parent in covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves

Qualifying exigencies, as defined by Federal regulations, include: 1) short- notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation; (maximum fifteen (15) calendar days); 7) post- deployment activities; 8) caring for a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty; and 9) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.

- F. to care for a service member who is the employee's parent, spouse, child or next of kin who, while on active military duty, sustains a serious injury or illness or aggravation of a pre-existing illness or injury while in the line of duty, while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, in the line of duty which renders the service member medically unfit to perform the member's office, grade, rank, or rating

Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation or therapy. In accordance with applicable regulations, a veteran's serious injury or illness incurred or aggravated in the line of active duty can also be manifested by: 1) a physical or mental condition with a VA Service Disability Rating of 50% or greater and is the condition precipitating the need for leave; or 2) a physical or mental condition that substantially impairs the ability to secure or substantially follow a gainful occupation, or would do so absent treatment; or 3) an injury, including psychological, for which the veteran has been enrolled in the Dept. of V.A. Program of Comprehensive Assistance for Family Care Givers. Leave is available for up to twenty-six (26) weeks in a twelve (12) month period. This type of leave is available for serious injury or illness which results in:

1. inpatient medical treatment, recuperation or therapy;
2. outpatient services at a military treatment facility or assignment to a unit established for the purpose of providing command and control of service members receiving outpatient medical services; or
3. assignment to the temporary disability retired list.

The maximum twenty-six (26) weeks of Federal leave to care for a service member includes, and is not in addition to, all other FMLA leave. In other words, employees may not take more than a total of twenty-six (26) weeks of FMLA leave during a single twelve (12) month period for any qualifying reasons under the FMLA. For instance, if an employee takes the maximum twelve (12) weeks of Federal FMLA leave for his/her own serious health condition, the employee may then only take fourteen (14) weeks of FMLA leave within that same twelve (12) month period to care for a military family member injured in the line of duty.

The District Administrator will determine whether an employee's request for leave qualifies under one (1) of the above categories.

Amount of Leave Available

Under the FMLA, if the staff member satisfies the eligibility requirements set forth above, s/he is entitled to a total of twelve (12) work weeks of leave in a calendar year for any of the reasons stated above, with the exception of leave to care for an injured service member, which is provided as described in (F) above.

Under the WFMLA, if the staff member satisfies the eligibility requirements set forth above, s/he is entitled to ten (10) work weeks of leave in a calendar year as follows:

- A. a total of six (6) weeks of leave for the birth of his/her natural child and/or the placement of a child with the staff member for, or as a precondition to, adoption;
- B. a total of two (2) weeks of leave to care for a covered family member with a serious health condition; and
- C. a total of two (2) weeks of leave due to the staff member's serious health condition.

Board policy calls for concurrent Federal/State leave coverage whenever a staff member is eligible for leave under both the FMLA and WFMLA to the extent available under the law. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

Definitions of Serious Health Conditions

In conjunction with the certification provided by a healthcare provider, the Board reserves the right to determine whether an illness, injury, impairment or physical or mental condition constitutes a serious health condition entitling a staff member to family or medical leave under State or Federal law.

In general, a "serious health condition" under this policy means an illness, injury, impairment, or physical or mental condition that involves one (1) of the following:

A. Hospital Care

Inpatient care (i.e., an overnight stay) in a hospital or other care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.

B. Absence Plus Treatment

A period of incapacity of more than three (3) consecutive calendar days* (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:

1. treatment two (2) or more times by a healthcare provider, a nurse, physician's assistant or physical therapist under a healthcare provider's supervision, order or referral as appropriate within thirty (30) days of the first date of incapacity; or
2. treatment by a healthcare provider on at least one (1) occasion that results in a regimen of continuing treatment under the supervision of the healthcare provider and occurs within seven (7) days of the first day of incapacity.

*Under the WFMLA, leave may also be available for a "serious health condition" of less than three (3) consecutive days in duration.

C. Pregnancy

Any period of incapacity due to pregnancy, or for prenatal care.

D. Chronic Conditions Requiring Treatment

A chronic condition which:

1. requires periodic visits of at least two (2) times per year for treatment by a healthcare provider, or by a nurse or physician's assistant under a healthcare provider's supervision;
2. continues over an extended period of time (including recurring episodes of a single underlying condition); and
3. may cause episodic rather than continuing periods of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

E. Permanent/Long-Term Conditions Requiring Supervision

A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The staff member or his/her~~You or your~~ family member must be under the continuing supervision of, but need not be receiving active treatment by, a healthcare provider (e.g., Alzheimer's disease, a severe stroke, or the terminal stages of a disease). The continued existence of such a chronic condition is subject to certification no more than once every six (6) months.

F. Multiple Treatments (Non-Chronic Conditions)

Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a healthcare provider or by a provider of healthcare services under orders of, or on referral by, a healthcare provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3) consecutive calendar days in the absence of medical intervention or treatment, including: cancer (chemotherapy, radiation, etc.); severe arthritis (physical therapy); or kidney disease (dialysis).

Required Staff Member Notice

The staff member must provide the District Administrator with notice in a reasonable and practicable manner before leave taken under this policy is to begin, if the need for leave is foreseeable (e.g., an expected birth, placement or adoption or foster care, or planned medical treatment for the staff member's~~your~~ own serious health condition or that of a family member). When requesting partial or intermittent leave in connection with childbirth or adoption under the WFMLA, the staff member must provide at least as much notice as required for taking other non-emergency or non-medical leave, as well as a definite schedule for the leave. Where advance notice is not practical due to uncertainty as to when leave will be required to begin, a change in circumstances or medical emergency, notice must be given as soon as

practical. Leave will be accounted for in increments no greater than the smallest increment used for other similar leaves, but in no event greater than one (1) hour increments. Leave entitlement will not be reduced by more than the amount of leave actually taken.

Staff members must provide an explanation as to why proper advance notice was not provided in such cases and may be required to verify the explanation. Notice that was not provided timely without reasonable explanation may result in the denial of the leave request.

The staff member must provide a written request for leave, the reasons for the requested leave, and the anticipated beginning date and duration of the leave by submitting a FMLA leave request form to the District Administrator (forms available from the U.S. Department of Labor).

When planning medical treatment, the staff member should consult with his/her supervisor and make a reasonable effort to schedule the leave so as not to disrupt unduly the District's operations, subject to the approval of the staff member's healthcare provider. The staff member is ordinarily expected to consult with his/her supervisor in order to work out a treatment schedule which best suits his/her needs, as well as the District's.

If a staff member must take more leave than originally anticipated, s/he must notify the District Administrator within two (2) business days of learning of the circumstances necessitating the extension.

Certification By Healthcare Provider

If a staff member requests leave due to his/her own serious health condition or the serious health condition of his/her spouse, child or parent, the Board requires that the leave request be supported by certification issued and signed by the healthcare provider for the individual with a serious health condition. For service member leave, any certification permitted under 29 C.F.R. 825.310 shall be allowed. The Board reserves the right to certify all information permitted by law.

The staff member must provide the fully completed certification to the District Administrator within fifteen (15) calendar days of the date that the certification is provided to the staff member, unless it is not practicable to do so despite the staff member's diligent, good faith efforts. If it is not practicable to return the certification within fifteen (15) calendar days, it must be returned to the District Administrator as soon as practicable.

If the staff member fails to submit the certification, the leave or continuation of leave may be delayed until the certification is submitted. Further, any absence prior to the date the certification is furnished may be considered unauthorized. A staff member who is absent without authorization may be disciplined, up to and including termination.

The District Administrator will give a staff member a reasonable opportunity to cure any deficiency in a certification, but not fewer than seven (7) calendar days. It is the responsibility of the staff member or family member with a serious health condition to use a healthcare provider who will complete and furnish an accurate certification in a timely manner.

A member of the administration, other than the staff member's direct supervisor, may contact the healthcare provider to clarify illegible answers and to authenticate the certification. If the certification is incomplete or otherwise unclear, the administrator must request that the employee obtain updated or completed information from the healthcare provider and return it directly to the administrator.

If the District Administrator doubts the validity of a certification, the District Administrator may require, at the Board's expense that the staff member obtain a second opinion from a Board-designated provider, not regularly employed by the Board. If the opinions of the staff member's and the Board's healthcare providers differ, a third, final and binding opinion may be obtained. The staff member must cooperate in obtaining a second or third opinion including facilitating the transfer of pertinent records to the subsequent healthcare providers.

The District Administrator may request re-certifications on a periodic basis as permitted by law.

Designation of Leave

In all circumstances, it is the responsibility of the District Administrator to designate leave, whether paid or unpaid, as FMLA leave and to give the staff member notice of the designation and his/her rights and responsibilities under this policy.

The District Administrator will give the staff member the notice on each occasion that s/he notifies his/her supervisor of the need for leave that may be FMLA-qualifying, including, but not limited to, when the staff member requests another type of leave for an FMLA-qualifying reason. In the case of intermittent or reduced schedule leave, only one (1) notice will be provided unless the circumstances regarding the leave have changed.

Absent extenuating circumstances, the District Administrator will provide to the employee a "Designation Notice" stating whether a request for leave has been approved or denied within five (5) business days. At a minimum, the staff member will be verbally notified whether leave is being designated as FMLA leave within five (5) business days of the date the staff member provides information to the District Administrator sufficient to enable him/her to determine that the leave is being taken for an FMLA-qualifying reason.

The District Administrator will confirm the verbal notice with the written notice as soon as feasible, but no later than the first payday following the verbal notice (unless the payday is less than one (1) week after the verbal notice, in which case the notice must be no later than the subsequent payday).

Manner In Which Leave Can Be Taken

Leave available under this policy may be taken in full and, under certain circumstances, may also be taken intermittently or on a reduced leave schedule. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason. Reduced schedule leave is leave that reduces the usual number of working hours per day or week. The staff member must consult with his/her supervisor and make a reasonable effort to schedule intermittent or reduced schedule leave so it does not unduly disrupt the District's operations.

When leave is governed only by the FMLA, intermittent or reduced schedule leave to be with the employee's newborn child, or after the placement of a child with the employee for adoption or foster care, requires the District's agreement, unless the intermittent or reduced schedule leave is due to a serious health condition.

Intermittent or reduced schedule leave due to a serious health condition must be medically necessary. Medically necessary means there must be a medical need for the leave and the leave can be best accommodated through an intermittent or reduced leave schedule, as certified by the healthcare provider in the Certification.

When leave is governed only by the FMLA, the District Administrator may offer a staff member a temporary transfer to another position for which s/he is qualified with equivalent pay and benefits that better accommodates the intermittent or reduced schedule leave when the need for leave is foreseeable based on planned medical treatment or the staff member takes such leave for the birth of a child or for placement of a child for adoption or foster care. The staff member may reject this offer in which case there will be no adverse effect on the leave or entitlement to return to the same or similar position following leave. Any time spent by the staff member in an alternative position will not count against the employee's FMLA leave entitlement.

Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced-leave schedule governed only by the FMLA, which would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave, must elect either to:

- A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- B. transfer temporarily to an available alternative position offered by the District Administrator for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

Coordinating Leaves - Substitution

Generally, leave taken under this policy is unpaid. However, for leave governed exclusively by the FMLA, the staff member may use the following leaves provided by the Board, if available:

- A. vacation or personal leave, if available, for any family or medical leave;
- B. accrued paid family leave (i.e., paid leave covering the particular circumstances for which the staff member is seeking leave), if available, for birth, adoption, or to care for a seriously ill family member; and
- C. accrued paid medical or sick leave, if available, to care for a seriously ill family member, or for the staff member's own serious health condition.

A staff member may not substitute paid leave for unpaid FMLA leave taken under this policy in any situation where the Board would not normally provide such paid leave.

For leaves governed by the WFMLA, a staff member may substitute paid or unpaid leave, which s/he have earned and accrued, for leave taken under this policy, if available. The Board reserves the right to deny substitution as permitted by law.

Any paid leave substituted for unpaid FMLA leave or WFMLA leave will decrease, in whole or in part, the staff member's FMLA and/or WFMLA leave entitlement.

Continuation of Benefits

A staff member will remain eligible for group health insurance benefits under the Board's group health plan during leave taken under this policy under the same conditions as coverage would have been provided if the staff member had been actively employed during the entire leave. However, the staff member has the option of choosing not to retain such coverage during family or medical leave.

During leave taken under this policy, the Board will continue to pay any portion of group health insurance premiums for coverage that it was responsible for paying immediately prior to the leave as required by law. The staff member will be responsible for paying his/her portion of health insurance premiums regardless of whether his/her family and medical leave is paid or unpaid. It is the staff member's responsibility to make arrangements with the District Administrator for making premium payments for group health insurance during leaves.

To the extent permitted by law, the Board reserves the right to require the staff member to place up to eight (8) weeks of health insurance premiums in escrow prior to leave, or to discontinue coverage if such premiums are received more than thirty (30) days late.

The staff member's entitlement to benefits other than group health benefits during a period of family or medical leave is determined by the Board's policy regarding provision of such benefits when a staff member is on other types of leave.

If a staff member fails to return to work or fails to remain at work for a period provided under the law, the District may recover its portion of the premiums paid for medical benefit coverage during the leave, unless the reason for the staff member's failure to return to work is due to the continuation of the serious health condition or the onset of a new serious health condition.

Accrual of Benefits

The use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave. A staff member will not continue to accrue seniority or any other employment benefit during leave taken under this policy, except that such benefit shall accrue if the staff member elects to use other leaves provided by the Board, and if such benefits would normally accrue during such leave.

Employment Restoration

A staff member will generally be reinstated to the same position s/he held when leave began or a position with equivalent pay, benefits, and other terms and conditions of employment, if such position remains available, and the staff member possesses the ability to perform the essential functions of the job satisfactorily, with or without any accommodation that may be required by the Americans With Disabilities Act of 1990. The staff member, however, has no greater right to reinstatement or benefits than if s/he had been actively employed during the leave. Further, if the staff member gives unequivocal notice of intent not to return to work, s/he is not entitled to be reinstated.

A staff member who exceeds his/her FMLA/WFMLA leave, but remains off work under a non-FMLA/WFMLA leave policy, is not entitled to reinstatement to the same or a similar position under the FMLA/WFMLA; however, the staff member **may** be eligible to be reinstated under the non-FMLA/WFMLA leave policy.

A staff member who is able to return to work prior to the expiration of leave must notify his/her supervisor immediately. Upon such notice, the District Administrator will promptly reinstate the staff member to active employment, provided s/he has the present skill and ability to perform the essential functions of his/her job satisfactorily with or without accommodation. However, the reinstatement need not occur until the third business day following the staff member's notification of his/her ability to return to work.

Fitness For Duty Certification

If leave is due to the staff member's serious health condition, s/he must present certification to return to work to his/her supervisor upon returning to work. The staff member's principal attending physician must complete the certification. The certification must indicate that the staff member has been released to return to work. It must also specify any physical or other limitation on the staff member's ability to perform regular or other duties and the duration of the limitations. No certification will be required when the staff member returns from intermittent leave, except as otherwise permitted or required by the Americans With Disabilities Act of 1990.

The certification will be limited to the particular health condition that caused the staff member's need for leave, except as otherwise permitted by the Americans With Disabilities Act of 1990. If the staff member is an "individual with a disability" within the meaning of the ADA, any fitness-for-duty physical examination or inquiry by the District will be job-related and consistent with business necessity.

Reinstatement may be delayed until the staff member submits the certification. Under such circumstances, if the staff member does not promptly provide a certification or qualify for another leave of absence, s/he may be disciplined, up to and including termination.

With the staff member's permission, the Board's healthcare provider may contact the staff member's healthcare provider to clarify and authenticate the certification, but no additional information may be requested or required, and the staff member's return to work may not be delayed while the contact is being made. No second or third fitness for duty certification may be required.

Confidentiality

All medical information relating to leave, whether written or verbal, shall be kept confidential to the maximum extent possible. All medical documents including, but not limited to, medical certifications and return-to-work statements must be maintained in confidential, secure files separate from personnel files.

No Discrimination

Leave under this policy will not be used as a negative factor in employment actions, such as hiring, promotions, disciplinary actions or under attendance policies.

Miscellaneous

The District Administrator may designate another administrator to perform his/her duties under this policy.

A staff member who fraudulently obtains leave under this policy is not protected by this policy's job restoration or maintenance of health benefits provisions.

The District Administrator shall see that the policy is posted properly.

The District Administrator shall provide a copy of the policy upon the request of a staff member.

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Legal

29 U.S.C. 2601 et. seq.

29 C.F.R. Part 825

103.10, Wis. Stats.

Wis. Admin. Department of Workforce Development (DWD) 225

National Defense Authorization Act of 2010

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS
Number	po2131
Status	
Adopted	October 17, 2016

2131 - EDUCATIONAL OUTCOME GOALS AND EXPECTATIONS

~~In fulfillment of the District's~~ Since the mission ~~of the District is~~ to provide a quality education for all of the students, the Board ~~of Education~~ believes the mission is being accomplished when students confirm that they have achieved the following educational goals as outlined in State statute.

Academic Skills and Knowledge

- A. Basic skills including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening, and communicate by speaking and writing.
- B. Analytical skills including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgements and argue persuasively.
- C. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the right and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.
- D. The skill and attitudes that will further lifelong intellectual activity and learning.
- E. Knowledge in computer science, including problem-solving, computer applications, and the social impact of computers.

Vocational Skills

- A. An understanding of the range and nature of available occupations and the required skills and abilities.
- B. Preparation to compete for entry-level jobs not requiring postsecondary school education.
- C. Preparation to enter job-specific vocational training programs.
- D. Positive work attitudes and habits.

Citizenship

- A. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
- B. A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. Constitution, and the constitution and laws of the State.
- C. The skills to participate in political life.

- D. An understanding of the functions of organizations in society.
- E. Knowledge of the role and importance of biological and physical resources.
- F. Knowledge of State, National, and world history.
- G. An appreciation and understanding of different value systems and cultures.
- H. An understanding, at all grade levels, of human relations, particularly with regard to American Indians, Black Americans, and Hispanics.

Personal Development

- A. The skills needed to cope with social change.
- B. Knowledge of the human body and the means to maintain lifelong health, including:
 1. knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness;
 2. knowledge of the nutritive value of foods, as outlined in the Dietary Guidelines of Americans, and knowledge of the role of a nutritious diet in promoting health, preventing chronic disease, and maintaining a healthy weight~~true and comparative vitamin content of food and healthy values of dairy products and their importance for the human diet;~~
 3. knowledge of physiology and hygiene, sanitation, the effects of controlled substances consistent with ch. 161 and alcohol upon the human system, symptoms of disease and the proper care of the body. No student may be required to take instruction in human growth and development, self-esteem, responsible decision-making, interpersonal relationships, sexual activity, human sexuality, reproduction, contraception, family life, parenting, sex stereotypes and protective behavior if his/her parent files with the teacher or principal a written request that the student be exempted. Instruction in physiology and hygiene shall include instruction on sexually transmitted diseases and shall be offered in every high school.
 4. awareness about drug abuse, including prescription drug abuse, and prevention.
- C. An appreciation of artistic and creative expression and the capacity for self-expression.
- D. The ability to construct personal ethics and goals.
- E. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22, of the constitution insofar as such qualities and principles affect family and consumer education.
- F. Knowledge of the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances under ch. 161.
- G. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances consistent with chapter 161 and knowledge of the available community youth suicide prevention and intervention services. Instruction shall be designed to help prevent suicides by students by promoting the positive emotional development of students.
- H. Knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students, including child abuse, sexual abuse, and child enticement. Instruction shall be designed to help students develop positive psychological, emotional, and problem-solving responses to such situations and avoid relying on negative, fearful, or solely reactive methods of dealing with such situations. Instruction shall include information on available school and community prevention and intervention assistance or services and shall be provided to students in elementary schools.

The Board believes that all students in this District will be able to demonstrate these learnings at a level that is commensurate with their age and capabilities.

The District Administrator is charged with the responsibility for providing, through the District's curriculum and appropriate administrative guidelines, opportunities for each student to accomplish these goals as well as a valid means for assessing the extent to which each is accomplished.

Student achievement of these educational goals represents the Board's highest priority. It should be the highest priority, as well, for the administration and for all members of the staff.

Legal

118.01, Wis. Stats.

Last Modified by Steve LaVallee on October 3, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of RELIGION IN THE CURRICULUM
Number	po2270
Status	
Adopted	October 17, 2016

2270 - RELIGION IN THE CURRICULUM

As a public entity, the District must comply with the U.S. Constitution's First Amendment requirement that the District neither establish religion in the schools nor prohibit students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no Board ~~of Education~~ employee will promote religion in the classroom or in the District's curriculum, or compel or pressure any student to participate in devotional exercises. Displays of a religious character must conform with Policy 8800 and AG 8800A, AG 8800B, and AG 8800D. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally. Teachers shall forward requests for religious accommodation in instruction to the Principal.

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the District. The Board directs that professional staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any.

Accordingly, no student shall be exempted from completion of a required course of study on the grounds that components of the instruction interfere with the free exercise of his/her religion. However, if after careful personal review of the program's lessons and/or materials, a parent indicates to the school that either the content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from a particular class period.

The student will be provided with alternate learning activities during the times of such parent's request for absence.

For the privacy of students whose parents request that they not take part in the particular class period prior arrangements will be made for the student(s) to go to a supervised location where, under the supervision of a staff member the student(s) will be provided with the alternate learning activities during the requested absence.

~~No classroom teacher shall be prohibited from providing reasonable periods of time for activities of a moral, philosophical, or patriotic theme. No student shall be required to participate in such activities if they are contrary to the religious convictions of the student or his/her parents or guardians.~~

The District's instructional materials shall not be designed to influence students to accept or reject a particular religious belief or point of view and the District Administrator shall prepare administrative guidelines to that affect.

Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.

See Reference: Policy 8800

See References: AG 8800A, AG 8800B, and AG 8800D

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Legal

U.S. Constitutional Amendment 1

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	NEW POLICY - VOL. 27, NO. 2 - START COLLEGE NOW PROGRAM
Number	po2271.01
Status	

NEW POLICY - VOL. 27, NO. 2

2271.01 - START COLLEGE NOW PROGRAM

The District will permit resident high school students who have completed the 10th grade and who meet eligibility criteria, to take courses at a technical college in the Wisconsin Technical College System for the purpose of earning both high school and postsecondary credit. Students who wish to attend a technical college under this policy must request attendance and, if the student is a minor, must provide written approval from the student's parent. Students must request such attendance from the student's resident School District, if attending the District as a non-resident.

General Eligibility Criteria for Students that Have Completed the 10th Grade:

To be eligible to attend courses at a technical college pursuant to this policy, a student:

- A. must be in good academic standing;
- B. must provide written notification to the Board of the School District in which the student resides of his/her intent to attend a technical college under this subsection by March 1st if the student intends to enroll in the fall semester, and by October 1st if the student intends to enroll in the spring semester;
- C. must not be identified as a child-at-risk, pursuant to Policy 5461;
- D. must not be ineligible for participation for having failed a previous class under either this program or the Early College Credit Program (Policy 2271) and failed to reimburse the Board for any required costs; and
- E. must be admitted to the technical college for attendance.

Undue Financial Hardship

The Board may prohibit a student's attendance if the student is a child with a disability and the Board determines that the cost to the School District of any required additional special services for participation in this program would impose an undue financial burden on the District.

Tuition Payments for Technical College Attendance

The District shall pay to the technical college the cost of a student's tuition for attendance, including any additional costs associated with a student's special services, if applicable, if attendance is permitted, except as follows:

- A. For any course that the Board determines does not meet high school graduation requirements or the Board determines the District provides a comparable course. The student may appeal an adverse decision to the Department of Public Instruction. The Board shall notify the student no less than thirty (30) days prior to the start date of the proposed course if it finds that the course either does not meet high school graduation requirements or is comparable to a course offered in the District.
- B. ↔ The student has already completed eighteen (18) postsecondary semester credits.

Transportation Expenses

The District is not responsible for transporting a student attending a technical college under this policy to or from the technical college that the student is attending.

Legal

38.12(14), Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of EARLY COLLEGE CREDIT PROGRAM
Number	po2271
Status	
Adopted	October 17, 2016
Last Revised	April 23, 2018

2271 - EARLY COLLEGE CREDIT PROGRAM

The Board recognizes the value to students and to the District of students participating in programs offered by University of Wisconsin system institutions, tribally controlled colleges and private, non-profit higher education institutions in Wisconsin.

The Board will allow any high school student who satisfies the eligibility requirements to participate in the Early College Credit Program (ECCP) to enroll in an approved course at an ECCP-approved institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at authorized institutions of higher education provided they complete the course(s) and receive a passing grade.

The School District's responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.

The District Administrator shall establish administrative guidelines to ensure that the District's Early College Credit Program comports with applicable State law and the administrative rules of the Department of Public Instruction. The District Administrator shall also ensure that all students enrolled in the District in the 8th, 9th, 10th, and 11th grades ~~high school students and their parents~~ are provided with information regarding the Program by October 1st each year.

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Legal	118.37, 118.55, Wis. Stats. P.I. 40
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Book Policy Manual
Section For Board Review - Vol. 27, No. 2
Title HOMEBOUND INSTRUCTION PROGRAM
Number po2412
Status
Adopted October 17, 2016

REVISED POLICY – VOL. 27, NO. 2

2412 - HOMEBOUND INSTRUCTION PROGRAM

Subject to applicable State and Federal law, the Board of Education shall provide, pursuant to rules of the Department of Public Instruction or appropriate State agency and State/Federal law, individual instruction to students of legal school age who are unable not able to attend classes because they are temporarily not in proper physical or mental condition of a physical or emotional disability. In addition, subject to applicable State and Federal law, the District may provide a homebound study as part of a program or curriculum modification.

A request for homebound instruction should be placed in writing and include the following information. Applications for homebound instruction shall be made by a physician licensed to practice in this State and shall:

- A. ~~()~~ certify the nature of the medical condition ~~disability~~;
- B. ~~()~~ state the probable duration ~~of the confinement~~;
- C. ~~()~~ request such instruction;
- D. ~~()~~ present evidence of the student's inability ~~ability~~ to participate in an educational program; ~~;~~
- E. ~~()~~ indicate whether the student currently has an Individualized Education Plan (IEP) and, if so, whether the student's parent is requesting that the IEP Team reconvene;
- F. ~~()~~ indicate whether the student currently has a Section 504 Plan;
- G. ~~()~~ indicate whether the student should be evaluated for an IEP and/or Section 504 Plan;
- H. ~~()~~ indicate whether the student is or will become a school-age parent;
- I. ~~()~~ indicate whether homebound study is requested as part of a program or curriculum modification.

~~Applications must be approved by the _____.~~

Requests for homebound instruction will be considered by the District Administrator. The District Administrator will issue a decision within ninety (90) calendar days of the written request. If the student has been evaluated for special education but was not found to be eligible for special education, then the District Administrator will provide a written decision within thirty (30) calendar days of the written request.

If the request for homebound instruction is granted, a licensed teacher must provide the homebound instruction, and the homebound instruction will commence as soon as practicable after the date of notification for non-special education students. In the case of special education students or students with a Section 504 Plan, homebound instruction will commence as provided in the applicable Plan.

~~The District~~

~~() shall begin the instruction~~

~~() shall recommend that the instruction begin~~

~~as soon as practicable after the date of notification for nonspecial education students. In the case of special education students under an IEP, the instruction is to begin as soon as practicable after the IEP Team has met to develop an appropriate IEP. The program of~~

~~homebound instruction given each student shall be in accordance with rules of the Department of Public Instruction or other appropriate agency.~~

~~[] Where permitted by law, the District reserves the right to~~

~~(-) withhold~~

~~(-) withhold recommendation for~~

~~— homebound instruction when:~~

~~(-) the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher;~~

~~(-) a parent or other adult in authority is not at home with the student during the hours of instruction;~~

~~(-) the condition of the student is such as to preclude his/her benefit from such instruction.~~

~~[] The District Administrator shall develop administrative guidelines for implementing the policy.~~

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118.15(3)(a), Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of RECORDING OF IEP TEAM MEETINGS
Number	po2461
Status	
Adopted	October 17, 2016

2461 - RECORDING OF IEP TEAM MEETINGS

In order to facilitate parents' ability to fully participate in the IEP process, parents of students with disabilities are ordinarily permitted to audio-record IEP Team meetings in accordance with the procedures set forth.

- A. Parents wishing to audio record an IEP Team meeting must utilize their own recording device and tapes and provide notice to the District prior to the date of the scheduled IEP Team meeting.
- B. Parents must obtain the consent of any staff member or other participant in the IEP meeting prior to the meeting in order to tape record the meeting. If any member of the IEP team does not consent to an audio recording of the meeting, the parent will not be permitted to record the meeting, but other accommodation will be made if the tape recording is requested for the parent, due to his/her own disability, to access the IEP process.
- C. If parent(s) elects to audio record an IEP Team meeting, the District will also record the meeting and maintain as a student record, in accordance with State and Federal law.

Video-recording an IEP Team meeting is prohibited, unless it is required to permit a parent to access the IEP process, ensure that the parent is able to understand the IEP or implement the IEP, it only video-recording the IEP meeting will effectively remove a parent's barrier to access ~~to~~ the IEP process caused by a disability. Documentation of the parent's disability and need for accommodations i~~A health-care provider's verification of this need will be~~ required.

If the District records an IEP Team meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.

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Last Modified by Steve LaVallee on September 25, 2018



Book Policy Manual
Section For Board Review - Vol. 27, No. 2
Title Copy of EMPLOYMENT OF SUBSTITUTES
Number po3120.04
Status
Adopted May 16, 2016

3120.04 - EMPLOYMENT OF SUBSTITUTES

The Board ~~of Education~~ recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel.

The District Administrator shall employ substitutes for assignment as services are required to replace temporarily-absent regular staff members and fill new positions. Such assignment of substitutes may be terminated, including permanent removal from the substitute teaching roster, when their services are no longer required or for other reasons as determined by the District Administrator that are not arbitrary, capricious, or discriminatory.

Substitutes must possess appropriate certification to teach as a substitute ~~a valid Wisconsin professional certificate and a permit, if substitute teaching in a subject for which s/he is not certified~~. The District Administrator may determine what licensure is required and make allowances for the use of alternative forms of certification, emergency certification, and other such options as the District Administrator deems appropriate ~~declare that an emergency exists due to the lack of qualified available substitutes and permit the use of a substitute with a bachelor's degree but not a professional certificate~~. There must also be verification that a satisfactory background check has been conducted by the Department of Public Instruction or appropriate State agency.

In order to retain well-qualified substitutes for service in this District, the Board will offer competitive compensation at a rate set by the Board.

A substitute employed for more than ten (10) consecutive days in the same professional position shall be paid a salary not less than the current beginning teacher base wage.

A substitute shall be paid a minimum of a half-day pay once the substitute is called.

Employed Substitutes may ~~will~~ receive ~~in June~~ a letter in June of reasonable assurance of continued eligibility for assignment during the ensuing school year ~~employment~~.

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Legal 118.19, Wis. Stats.
P.I. 3.03(8), Wis. Adm. Code

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of JOB SHARING
Number	po3120.10 - TC
Status	
Adopted	May 16, 2016

3120.10 - **JOB SHARING**

The Board ~~of Education~~ recognizes the value to the District of obtaining the services of quality staff members who may not be available on a full-time basis but wish to offer their knowledge and skills part-time through a job-sharing process.

Half-time positions in which two (2) currently employed staff members will be allowed to share one (1) full-time position may be approved.

The District will consider job share requests only if the cost (including benefits) of employing two (2) staff members on a half-time basis does not exceed the cost of employing one full-time staff member.

Entry into the program shall be voluntary. Assignment openings shall be available to professional staff who jointly submit a written proposal to share a position. Application does not mean automatic approval.

The District Administrator may consider job sharing arrangements that he/she determines to be educationally consistent with the philosophy and objectives of the District.

Job sharing rationale include:

- A. health reasons that are substantiated by a physician;
- B. child rearing for a specified length of time;
- C. continuance of education; or
- D. any other reason at the discretion of the District Administrator.

In order to avoid any inconsistency, misunderstanding, or disagreement, job sharing arrangements shall be made in accordance with established guidelines.

The Board authorizes the District Administrator to create a job-sharing program, provided it does not impact adversely on the District or any current staff member.

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of EMPLOYMENT OF PROFESSIONAL STAFF
Number	po3120
Status	
Adopted	May 16, 2016
Last Revised	July 17, 2017

3120 - EMPLOYMENT OF PROFESSIONAL STAFF

The Board ~~of Education~~ recognizes that positions be filled with highly-qualified and competent personnel are vital to the successful operation of the District.

All employees other than the District Administrator or Support Staff Members (Policy 0100 – Definitions) are considered Professional Employees.

The Board shall approve the employment, fix the compensation, and establish the term of employment for each professional staff member employed by this District. Teachers may only be employed by contract and only following majority vote of the full membership of the Board or as required or permitted by law. The Board shall approve the employment of any employee required by law to be employed only following the majority vote of the full membership of the Board.

The District Administrator shall provide a description of the work schedule, hours of work per week, a determination of whether the employee is exempt or non-exempt for purposes of overtime eligibility (See Policy 6700). For non-exempt employees, there shall be a clear statement in the job description and employee handbook which states the following: "No non-exempt employee may perform work for the District outside of his/her regular schedule without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment," and for overtime eligible employees, there shall be a clear statement in the job description and employee handbook which states the following: "No overtime eligible employee may perform overtime work for the District without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment."

Such approval shall be given only to those candidates for employment recommended by the District Administrator.

When any recommended candidate has been rejected by the Board, the District Administrator shall make a substitute recommendation.

All applications for employment shall be referred to WECAN.

Relatives of Board members may be employed by the Board. If the Board member benefits financially either directly or indirectly, the Board member may not participate in any way in the discussion or vote on any matter relating to said employment.

Relatives of staff members may be employed by the Board. The newly employed staff member shall not be placed in a position in which s/he will be supervised directly by, or supervise directly, his/her relative.

Any professional staff member's intentional misstatement of fact pertaining to his/her qualifications for employment or the determination of salary shall constitute grounds for dismissal by the Board.

~~The employment of professional staff members prior to approval by the Board is authorized exceptionally when their employment is required to maintain continuity in the educational program. Employment shall be recommended to the Board at the next regular meeting.~~

No candidate for employment as professional staff shall receive recommendation for such employment without having proffered visual evidence of proper certification or application for such certification. For staff members instructing children in reading and/or language arts, pre-school and/or grades kindergarten through sixth grade, their certificate must verify successful completion of instruction that includes the teaching of phonics.

For each candidate, a satisfactory background check will be conducted by the Department of Public Instruction or appropriate State agency.

Any person who signs a contract to teach in the District must, within ten (10) days after signing the contract, file in the office of the District Administrator a statement showing the date of expiration and the grade and character of the certificate or license held.

The District Administrator shall prepare procedures for the recruitment and selection of all professional staff that includes reporting newly hired employees to the Wisconsin Department of Workforce Development.

DISTRICT SUPPORTED ALTERNATIVE LICENSING PROGRAMS

As part of the Board's efforts to provide the highest quality education for all students in all subject areas, the Board authorizes the District Administrator, where appropriate, to support teacher licensure opportunities.

EXPERIENCED-BASED LICENSURE FOR TECHNICAL AND VOCATIONAL EDUCATION

"Technical education" means technology education and any technology related occupation.

"Vocational education" means agriculture, child services, clothing services, food services, housing and equipment services, family and consumer education, family and consumer services, home economic-related occupations, health care related occupations, trade specialist, business education, business and office, and marketing education.

The District Administrator may support the application for an experience-based license for a teacher to teach in a technical and/or vocational education field, provided that the individual can be credited with at least 100 points using the following system:

- A. The following points for experience in a technical field (must comprise at least twenty-five (25) of the required 100 points):
 1. For a bachelor's degree in any science, technology, engineering, or mathematics field and any teaching license or permit, or in a field related to the vocational subject, 100 points.
 2. For a bachelor's degree in any science, technology, engineering, or mathematics field, or in a field related to the vocational subject seventy-five (75) points.
 3. For a bachelor's degree in a field other than those described in numbers 1. and 2., above, any science, technology, engineering, mathematics, or technical or technology education field, sixty-five (65) points.
 4. For industry or vocational certification, ninety (90) points.
 5. For industry experience in a trade or technical field or vocation, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points.
 6. For an internship in a trade or technical field or in the vocation, twenty-five (25) points.
 7. For being mentored in a trade or technical skill or in the vocation by a colleague or a Wisconsin Technology Education Association or a recognized vocational association approved mentor, twenty-five (25) points.
 8. For an apprenticeship in a trade or technical field or in the vocation, five (5) points per forty (40) hours worked up to a maximum of ninety (90) points.
- B. The following points for pedagogical experience (must be at least twenty-five (25) out of the 100 required points):
 1. For a bachelor's degree in technical or technology education, 100 points.
 2. For a bachelor's degree in a field other than any science, technology, engineering, mathematics, or technical or technology education field, or in a subject related to the vocation and any teaching license or permit, seventy-five (75) points.
 3. For credit earned at an accredited institution of higher education or technical college, three (3) points per credit up to a maximum of seventy-five (75) points for technical or technology education courses and science, technology, engineering, or mathematics courses or any field related to the vocation and three (3) points per credit up to a maximum of seventy-five (75) points for education and pedagogical courses.
 4. For completing at least 100 hours of training in pedagogy, five (5) points per fifty (50) hours up to a maximum of seventy-five (75) points.

Individuals that have sufficient points may be employed by the District under an experience-based license provided that the District Administrator implements a professional development curriculum for the teacher to follow during the three (3) year period of the initial license. The District Administrator shall monitor the teacher's progress in fulfilling the curriculum.

PROFESSIONAL TEACHING PERMIT

The District Administrator may support the teaching license application of an individual to teach a course in engineering, mathematics, science, computer science, art, music, or world languages that do not yet hold a professional teacher license provided that the following criteria are met:

- A. The District is experiencing a shortage in the availability of teachers with professional teaching certification in the subject area and is unable to fill a position with an acceptable licensed teacher.
- B. The individual holds at least a bachelor's degree in engineering, mathematics, science, computer science, art, music, or world languages.
- C. The individual possesses at least five (5) years of verifiable industry experience in the same field as the bachelor's degree.
- D. The individual has completed at least 100 hours of pedagogical training in an alternative teacher licensing program approved by DPI.
- E. The District Administrator shall implement a plan to provide supervision of the teacher by a teacher that holds regular professional teaching licensure during the two (2) year period of the permit.
- F. The hiring of the teacher under this alternative licensure program will not displace a regularly licensed teacher in the District.

See also AG 3120E

Revised 8/22/16

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Legal	118.19, Wis. Stats.
	118.21, Wis. Stats.
	118.21(2), Wis. Stats.
	121.02, Wis. Stats.
	20 U.S.C. 6319
	20 U.S.C. 7801
	34 C.F.R. 200.55
	34 C.F.R. 200.56

Last Modified by Steve LaVallee on October 3, 2018



Book Policy Manual
Section For Board Review - Vol. 27, No. 2
Title Copy of NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Number po3122
Status
Adopted May 16, 2016

3122 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

The Board ~~of Education~~ does not discriminate in the employment of professional staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting outside of professional responsibilities, or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices.

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

Carmen O'Brien
Director of Curriculum & Assessment
800 Beech Street
Manawa, WI 54949

Daniel Wolfram
HS/Jr. HS Principal
800 Beech Street
Manawa, WI 54949

920-596-5840

920-596-5310

cobrien@manawa.k12.wi.uw

dwolfram@manawa.k12.wi.us

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

The COs are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public.

Reports and Complaints of Unlawful Discrimination and Retaliation

Employees are expected to promptly report incidents of unlawful discrimination and/or retaliation to an administrator, supervisor, or other supervisory employee so that the Board may address the conduct. Any administrator, supervisor, or other supervisory employee who receives such a complaint shall file it with the CO at his/her first opportunity, but no later than two (2) business days.

Employees who believe they have been unlawfully discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint will not adversely affect the complaining individual's employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. COs shall accept complaints of unlawful discrimination/retaliation directly from any member of the School District community (District employees, students, parent(s), and members of the Board), resident of the District, or a visitor to the District, or receive complaints that are initially filed with a

school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will begin an investigation, or the CO will designate a specific individual to conduct such a process. The CO will provide a copy of this policy to any person who files a complaint. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.

Any District employee who directly observes unlawful discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) business days. Additionally, any District employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other District employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO must contact the employee within two (2) business days to advise him/her of the Board's intent to investigate the alleged wrongdoing.

Investigation and Complaint Procedure (See Form 3122 F2)

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

Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful discrimination or retaliation with the United States Department of Education Office for Civil Rights, the Wisconsin Equal Rights Division, or the Equal Employment Opportunity Commission ("EEOC").

Complaint Procedure

An individual who believes s/he has been subjected to unlawful discrimination/retaliation (hereinafter referred to as the "Complainant"), may file a complaint, either orally or in writing, with a Principal, the CO, District Administrator, or other supervisory employee. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall assume the role of CO for such complaints.

Due to the sensitivity surrounding complaints of unlawful discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) business days.

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

All complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the person who allegedly engaged in the misconduct. In making such a determination, the CO should consult the Complainant to assess his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deems appropriate in consultation with the District Administrator.

Within two (2) business days of receiving the complaint, the CO will initiate an investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

Simultaneously, the CO will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including this Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;

- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful discrimination/retaliation. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used. The CO may consult with the Board's legal counsel before finalizing the report to the District Administrator.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and the Respondent.

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

If the District Administrator determines the Complainant was subjected to unlawful discrimination/retaliation, s/he must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the District Administrator may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the District Administrator's final decision. In an attempt to resolve the complaint, the Board shall review the findings and may meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of its decision. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the employee alleging the misconduct pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants will be advised that their identities may become known to the Respondent(s) through the investigation process.

During the course of an investigation, the CO will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that s/he learns and/or provides during the course of the investigation.

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

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable State law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies and/or Employee Handbook, ~~consistent with the terms of the relevant collective bargaining agreement(s)~~.

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

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination/retaliation, or participates as a witness in an investigation is prohibited. Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised their rights, aided or encouraged any other person in the exercise of any right granted or protected by those laws.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff where appropriate. All training, as well as all information provided regarding the Board's policy and discrimination in general.

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Legal

111.31 et seq., 111.335(d)(2), 118.195, 118.20, Wis. Stats.

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendment Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

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

34 C.F.R. Part 110 (7/27/93)

42 U.S.C. 2000e et seq., Civil Rights Act of 1964

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended

29 C.F.R. Part 1635

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of STAFF DISCIPLINE
Number	po3139
Status	
Adopted	May 16, 2016

3139 - **STAFF DISCIPLINE**

The Board ~~of Education~~ retains the right and the responsibility to oversee all District personnel. When the discipline of a staff member becomes necessary such action shall be consistent with the requirements of any applicable Board policy, and State and Federal law. The District Administrator or designee may issue discipline, ~~except~~ ~~short of~~ termination, when she/he deems appropriate and with the seriousness of the offense. ~~;~~ ~~h~~ However, student performance on examinations however, may not form the basis for staff discipline.

Investigation of Possible Criminal Activity

The District may be required to investigate potential wrongdoings on the part of its employees. Such investigations may require that the employee answer questions relating to the activity. Employees may be required to answer such questions, consistent with any applicable law. Failure to cooperate in an investigation may result in discipline, up to and including termination of the employee. In cases where this possible wrongdoing may involve criminal activity, the District shall inform the employee that answers to questions relating to the employee's conduct may be used by the District for determining appropriate discipline, but will not be provided to law enforcement officials in the course of their independent criminal investigation, unless otherwise required by law. Employees must also be informed that refusal to answer questions may be considered in determining discipline.

Staff may be disciplined for violations of Board policy or for other failure to meet the expectations and obligations of their position. No staff member may be subject to arbitrary or capricious disciplinary action.

~~The District Administrator may issue discipline to staff members when she/he deems appropriate. The level of discipline may range from oral reprimands to suspension or termination consistent with Policy 3140. The level of discipline shall be consistent with the seriousness of the offense as determined by the District Administrator.~~

All instances of staff discipline are subject to the employee grievance procedure, set forth in Policy 3340.

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Legal Franklin v. City of Evanston, 384 F.3d 838 (7th Cir. 2004)
Garrity v. New Jersey, 385 U.S. 493 (1967)

Last Modified by Steve LaVallee on October 3, 2018



Book	Policy Manual
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Title	Copy of PHYSICAL EXAMINATION
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Status	
Adopted	May 16, 2016
Last Revised	April 23, 2018

3160 - PHYSICAL EXAMINATION

The Board requires any candidate, who has been offered employment, as a condition of employment, to submit to an examination, including a tuberculosis screening questionnaire, subject to further tests, in order to determine the physical capacity to perform assigned duties. Such examinations shall be done in accordance with 118.25 Wis. Stats., the District Administrator's guidelines, and applicable law.

The Board shall also require the candidate, based on a contingent job offer, to submit to a test for controlled substances the results of which must indicate that there is no evidence of non-prescribed drug use. Such examinations shall be done in accordance with the District Administrator's guidelines and applicable law.

Employees will be required to execute a medical examination release to the Board/District Administrator that complies with the requirements of the Health Insurance Portability and Accountability Act and to allow the District Administrator or his/her designee to speak to the health care provider who conducted the medical examination in order to get clarification (see Form 3160 F2).

Reports of all such examinations or evaluations shall be delivered to the District Administrator, who shall protect their confidentiality. Reports will be discussed with the employee or candidate. In compliance with the Genetic Information Nondiscrimination Act (GINA) and Board Policy 3122.02, the successful candidate who is required to submit to a medical examination, as well as the health care provider who is designated by the Board to conduct the examination, are directed not to collect genetic information or provide any genetic information, including the candidate's family medical history, in the report of the medical examination.

Employees will be notified of the results of the medical examination upon receipt. Any and all reports of such examination will be maintained in a separate confidential personnel file in accordance with the Americans with Disabilities Act, as amended ("ADA") and the Genetic Information Nondiscrimination Act (GINA).

In the event of a report of a condition that could influence job performance of the District Administrator, the Board President ~~District Administrator~~ shall base a nonemployment recommendation to the Board upon a conference with the examining physician substantiation that the condition is directly correlated to defined job responsibilities and evidence that reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities.

In the event of a report of a condition that could influence job performance of an employee other than the District Administrator, the District Administrator shall base a non-employment recommendation to the Board upon a conference with the examining physician and substantiation that the condition is directly correlated to defined job responsibilities and reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities.

Freedom from tuberculosis in a communicable form is a condition of employment.

The Board shall assume the fees for examinations.

Revised 7/17/17

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Legal

121.52(b), Wis. Stats.

118.25(2)(a), Wis. Stats.

118.25, Wis. Stats.

29 C.F.R., Part 1630

29 C.F.R. Part 1635

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

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of CONFLICT OF INTEREST
Number	po3230
Status	
Adopted	May 16, 2016
Last Revised	August 22, 2016

3230 - CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and the District's employees, officers and agents and is essential to the Board's commitment to earn and keep the public's confidence in the School District.

For these reasons, the Board ~~of Education~~ adopts the following guidelines to ensure that conflicts of interest do not occur. These guidelines apply to all District employees, officers and agents, including members of the Board. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all professional employees, officers and agents. Professional employees are expected to perform their duties in a manner free from conflict of interest consistent with 19.59, Wis. Stats.

- A. No professional employee, officer or agent shall engage in or have financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system.
- B. Professional employees, officers and agents shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

- 1. the provision of any private lessons or services for a fee unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the staff member's regular duties.
 - 2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
 - 3. the use, sale, or improper divulging of any privileged information about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District through his/her access to School District records
 - 4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
 - 5. the requirement of students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator and approval of the Board of Education **before** entering into any private relationship.
 - D. Professional employees, officers and agents shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business

hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.

- E. Professional employees, officers and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Professional employees, officers and agents cannot solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.

- F. To the extent that the School District has a parent, affiliate or subsidiary organization, including any charter school authorized by the Board regardless of whether it is an instrumentality of the District or not, that is not a State, local government or Indian tribe, the School District may not conduct a procurement action involving the parent, affiliate or subsidiary organization if the School District is unable, or appears to be unable, to be impartial.

- G. Professional employees, officers and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

- H. Professional employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action up to and including termination.

In the event that, within the course of administering a Federally funded grant program or service to the District, any professional employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family.

Revised 8/22/16

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Legal
19.59, Wis. Stats.
2 C.F.R. 200.12
2 C.F.R. 200.113
2 C.F.R. 200.318
7 C.F.R. 3016.36(b)(3)
7 C.F.R. 3019.42

Last Modified by Steve LaVallee on October 3, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")
Number	po3430.01
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Adopted	May 16, 2016
Last Revised	December 18, 2017

3430.01 - FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")

Introduction

In accordance with Federal and State law, the Board ~~of Education~~ will provide family and medical leave to professional staff. The Board's Family and Medical Leave Act policy is intended to conform to and comply with, but not exceed, the requirements of the Federal Family and Medical Leave Act of 1993 ("FMLA") and the Wisconsin Family and Medical Leave Act ("WFMLA"). To the extent that this policy is ambiguous or conflicts with the FMLA or the WFMLA, the FMLA and the WFMLA will govern.

Family and medical leave taken under this policy may be covered by Federal law, State law, or both. When leave taken by a staff member under this policy is governed by both Federal and State law, the more generous provision will control in the event of a conflict. However, when leaves are governed by State or Federal law, but not both, the applicable law will control under this policy. In this regard, staff members should note that certain leaves may be covered by both State and Federal law for only a portion of the leave. To the extent permitted by law, leave under the FMLA, leave under the WFMLA and leave granted under the Board's other policies will run concurrently (at the same time).

Eligibility Requirements

To be eligible for leave under the FMLA, the a staff member must have been employed by the Board for at least twelve (12) months in the past seven (7) years and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding the commencement of the requested leave. All full-time instructional staff members are deemed to meet the 1,250 hour requirement.

To be eligible for leave under the WFMLA, the a staff member must have been employed for more than fifty-two (52) consecutive weeks and have worked or been paid for at least 1,000 hours in the preceding fifty-two (52) weeks. The kind and amount of leave available to the staff member under this policy, as well as the staff member's rights during leave, depend upon whether the staff member satisfies the above requirements.

Qualifying Reasons for Leave

The Board provides family and medical leave for eligible staff members under the following circumstances:

- A. for the birth of the eligible staff member's child and to care for a newborn child
- B. for placement with the eligible staff member of a child for adoption or foster care
- C. to care for an eligible staff member's spouse, child or parent with a "serious health condition"

The term "child" generally includes a legal ward or a biological, adopted foster or stepchild. For leaves governed exclusively by the FMLA, the term also includes a son or daughter for whom the staff member has assumed the day-to- day obligations of a parent. A child must be either under eighteen (18) years of age or unable to care for himself/herself due to a physical or mental disability or, for leave under State law only, unable to care for himself/herself due to a serious health condition.

"Parent" includes a staff member's spouse's legal guardian only if the staff member is requesting leave under the WFMLA.

"Spouse" includes a qualified domestic partner for leaves governed by the WFMLA. Domestic partnerships must be registered with the county of residence and proof of such registration may be requested prior to approval of leave. Unregistered domestic partners must

demonstrate that they are 1) both over age eighteen (18); 2) not in a domestic partnership or marriage with another individual; 3) they share a common residence; 4) they are not related in any way that would prohibit marriage under Wisconsin law; 5) they consider each other to be immediate family members and agree to be responsible for the other's living expense.

- D. because of a serious health condition that makes the eligible staff member unable to perform the essential functions of his/her position
- E. because of a qualifying exigency resulting from active military service by the employee's spouse, son, daughter, or parent in covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves

Qualifying exigencies, as defined by Federal regulations, include: 1) short- notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation; (maximum fifteen (15) calendar days); 7) post- deployment activities; 8) caring for a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty; and 9) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.

- F. to care for a service member who is the employee's parent, spouse, child or next of kin who, while on active military duty, sustains a serious injury or illness or aggravation of a pre-existing illness or injury while in the line of duty, while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, in the line of duty which renders the service member medically unfit to perform the member's office, grade, rank, or rating

Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation or therapy. In accordance with applicable regulations, a veteran's serious injury or illness incurred or aggravated in the line of active duty can also be manifested by: 1) a physical or mental condition with a VA Service Disability Rating of 50% or greater and is the condition precipitating the need for leave; or 2) a physical or mental condition that substantially impairs the ability to secure or substantially follow a gainful occupation, or would do so absent treatment; or 3) an injury, including psychological, for which the veteran has been enrolled in the Dept. of V.A. Program of Comprehensive Assistance for Family Care Givers. Leave is available for up to twenty-six (26) weeks in a twelve (12) month period. This type of leave is available for serious injury or illness which results in:

1. inpatient medical treatment, recuperation or therapy;
2. outpatient services at a military treatment facility or assignment to a unit established for the purpose of providing command and control of service members receiving outpatient medical services; or
3. assignment to the temporary disability retired list.

The maximum twenty-six (26) weeks of Federal leave to care for a service member includes, and is not in addition to, all other FMLA leave. In other words, employees may not take more than a total of twenty-six (26) weeks of FMLA leave during a single twelve (12) month period for any qualifying reasons under the FMLA. For instance, if an employee takes the maximum twelve (12) weeks of Federal FMLA leave for his/her own serious health condition, the employee may then only take fourteen (14) weeks of FMLA leave within that same twelve (12) month period to care for a military family member injured in the line of duty.

The District Administrator will determine whether an employee's request for leave qualifies under one (1) of the above categories.

Amount of Leave Available

Under the FMLA, if the staff member satisfies the eligibility requirements set forth above, s/he is entitled to a total of twelve (12) work weeks of leave in a calendar year for any of the reasons stated above, with the exception of leave to care for an injured service member, which is provided as described in (F) above.

Under the WFMLA, if the staff member satisfies the eligibility requirements set forth above, s/he is entitled to ten (10) work weeks of leave in a calendar year as follows:

- A. a total of six (6) weeks of leave for the birth of his/her natural child and/or the placement of a child with the staff member for, or as a precondition to, adoption;
- B. a total of two (2) weeks of leave to care for a covered family member with a serious health condition; and
- C. a total of two (2) weeks of leave due to the staff member's serious health condition.

Board policy calls for concurrent Federal/State leave coverage whenever a staff member is eligible for leave under both the FMLA and WFMLA to the extent available under the law. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

Definitions of Serious Health Conditions

In conjunction with the certification provided by a healthcare provider, the Board reserves the right to determine whether an illness, injury, impairment or physical or mental condition constitutes a serious health condition entitling a staff member to family or medical leave under State or Federal law.

In general, a "serious health condition" under this policy means an illness, injury, impairment, or physical or mental condition that involves one (1) of the following:

A. Hospital Care

Inpatient care (i.e., an overnight stay) in a hospital or other care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.

B. Absence Plus Treatment

A period of incapacity of more than three (3) consecutive calendar days* (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:

1. treatment two (2) or more times by a healthcare provider, a nurse, physician's assistant or physical therapist under a healthcare provider's supervision, order or referral as appropriate within thirty (30) days of the first date of incapacity; or
2. treatment by a healthcare provider on at least one (1) occasion which results in a regimen of continuing treatment under the supervision of the healthcare provider and occurs within seven (7) days of the first day of incapacity.

*Under the WFMLA, leave may also be available for a "serious health condition" of less than three (3) consecutive days in duration.

C. Pregnancy

Any period of incapacity due to pregnancy, or for prenatal care.

D. Chronic Conditions Requiring Treatment

A chronic condition which:

1. requires periodic visits of at least two (2) times per year for treatment by a healthcare provider, or by a nurse or physician's assistant under a healthcare provider's supervision;
2. continues over an extended period of time (including recurring episodes of a single underlying condition); **and**
3. may cause episodic rather than continuing periods of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

E. Permanent/Long-Term Conditions Requiring Supervision

A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The staff member or his/her~~You or your~~ family member must be under the continuing supervision of, but need not be receiving active treatment by, a healthcare provider (e.g., Alzheimer's disease, a severe stroke, or the terminal stages of a disease). The continued existence of such a chronic condition is subject to certification no more than once every six (6) months.

F. Multiple Treatments (Non-Chronic Conditions)

Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a healthcare provider or by a provider of healthcare services under orders of, or on referral by, a healthcare provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3) consecutive calendar days in the absence of medical intervention or treatment, including: cancer (chemotherapy, radiation, etc.); severe arthritis (physical therapy); or kidney disease (dialysis).

Required Staff Member Notice

The staff member must provide the District Administrator with notice in a reasonable and practicable manner before leave taken under this policy is to begin, if the need for leave is foreseeable (e.g., an expected birth, placement or adoption or foster care, or planned medical treatment for the staff member's~~your~~ own serious health condition or that of a family member). When requesting partial or intermittent leave in connection with childbirth or adoption under the WFMLA, the staff member must provide at least as much notice as required for taking other non-emergency or non-medical leave, as well as a definite schedule for the leave. Where advance notice is not practical due to uncertainty as to the time leave will be required to begin, a change in circumstances or a medical emergency, notice must be given as soon

as practical. Leave will be accounted for in increments no greater than the smallest increment used for other similar leaves, but in no event greater than one (1) hour increments. Leave entitlement will not be reduced by more than the amount of leave actually taken.

Staff members must provide an explanation as to why proper advance notice was not provided in such cases and may be required to verify the explanation. Notice that was not provided in a timely manner or/and without reasonable explanation may result in the denial of the leave request.

The staff member must provide a written request for leave, the reasons for the requested leave, and the anticipated beginning date and duration of the leave by submitting a FMLA leave request form to the District Administrator (forms available from the U.S. Department of Labor).

When planning medical treatment, the staff member should consult with his/her supervisor and make a reasonable effort to schedule the leave so as not to disrupt unduly the District's operations, after approval of the staff member's healthcare provider. The staff member is ordinarily expected to consult with his/her supervisor in order to work out a treatment schedule that best suits his/her needs, as well as the District's.

If a staff member must take more leave than originally anticipated, s/he must notify the District Administrator within two (2) business days of learning of the circumstances necessitating the extension.

Certification By Healthcare Provider

If a staff member requests leave due to his/her own serious health condition or the serious health condition of his/her spouse, child or parent, the Board requires that the leave request be supported by certification issued and signed by the healthcare provider for the individual with a serious health condition. For service member leave, any certification permitted under 29 C.F.R. 825.310 shall be allowed. The Board reserves the right to certify all information permitted by law.

The staff member must provide the fully completed certification to the District Administrator within fifteen (15) calendar days of the date that the certification is provided to the staff member, unless it is not practicable to do so despite the staff member's diligent, good faith efforts. If it is not practicable to return the certification within fifteen (15) calendar days, it must be returned to the District Administrator as soon as practicable.

If the staff member fails to submit the certification, the leave or continuation of leave may be delayed until the certification is submitted. Further, any absence prior to the date the certification is furnished may be considered unauthorized. A staff member who is absent without authorization may be disciplined, up to and including termination.

The District Administrator will give a staff member a reasonable opportunity to cure any deficiency in a certification, but not fewer than seven (7) calendar days. It is the responsibility of the staff member or family member with a serious health condition to use a healthcare provider who will complete and furnish an accurate certification in a timely manner.

A member of the administration, other than the staff member's direct supervisor, may contact the healthcare provider to clarify illegible answers and to authenticate the certification. If the certification is incomplete or otherwise unclear, the administrator must request that the employee obtain updated or completed information from the health care provider and return it directly to the administrator.

If the District Administrator doubts the validity of a certification, the District Administrator may require, at the Board's expense, that the staff member obtain a second opinion from a Board-designated provider, not regularly employed by the Board. If the opinions of the staff member's and the Board's healthcare providers differ, a third, final and binding opinion may be obtained. The staff member must cooperate in obtaining a second or third opinion including facilitating the transfer of pertinent records to the subsequent healthcare providers.

The District Administrator may request re-certifications on a periodic basis as permitted by law.

Designation of Leave

In all circumstances, it is the responsibility of the District Administrator to designate leave, whether paid or unpaid, as FMLA leave and to give the staff member notice of the designation and his/her rights and responsibilities under this policy.

The District Administrator will give the staff member the notice on each occasion that s/he notifies his/her supervisor of the need for leave that may be FMLA-qualifying, including, but not limited to, when the staff member requests another type of leave for an FMLA-qualifying reason. In the case of intermittent or reduced schedule leave, only one notice will be provided unless the circumstances regarding the leave have changed.

Absent extenuating circumstances, the District Administrator will provide to the employee a "Designation Notice" stating whether a request for leave has been approved or denied within five (5) business days. At a minimum, the staff member will be verbally notified whether leave is being designated as FMLA leave within five (5) business days of the date the staff member provides information to the District Administrator sufficient to enable him/her to determine that the leave is being taken for an FMLA-qualifying reason.

The District Administrator will confirm the verbal notice with the written notice as soon as feasible, but no later than the first payday following the verbal notice (unless the payday is less than one (1) week after the verbal notice, in which case the notice must be no later than the subsequent payday).

Manner In Which Leave Can Be Taken

Leave available under this policy may be taken in full and, under certain circumstances, may also be taken intermittently or on a reduced leave schedule. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason. Reduced schedule leave is leave that reduces the usual number of working hours per day or week. The staff member must consult with his/her supervisor and make a reasonable effort to schedule intermittent or reduced schedule leave so it does not unduly disrupt the District's operations.

When leave is governed only by the FMLA, intermittent or reduced schedule leave to be with the employee's newborn child, or after the placement of a child with the employee for adoption or foster care, requires the District's agreement, unless the intermittent or reduced schedule leave is due to a serious health condition. Intermittent or reduced schedule leave due to a serious health condition must be medically necessary. Medically necessary means there must be a medical need for the leave and the leave can be best accommodated through an intermittent or reduced leave schedule, as certified by the healthcare provider in the Certification.

Intermittent or reduced schedule leave due to a serious health condition must be medically necessary. Medically necessary means that there must be a medical need for the leave and the leave can be best accommodated through an intermittent or reduced leave schedule, as certified by the healthcare provider in the Certification.

When leave is governed only by the FMLA, the District Administrator may offer a staff member a temporary transfer to another position for which s/he is qualified with equivalent pay and benefits that better accommodates the intermittent or reduced schedule leave when the need for leave is foreseeable based on planned medical treatment or the staff member takes such leave for the birth of a child or for placement of a child for adoption or foster care. The staff member may reject this offer in which case there will be no adverse effect on the leave or entitlement to return to the same or similar position following leave. Any time spent by the staff member in an alternative position will not count against the employee's FMLA leave entitlement.

Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced-leave schedule governed only by the FMLA, which would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave, must elect either to:

- A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- B. transfer temporarily to an available alternative position offered by the District Administrator for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

The District Administrator may require instructional staff members who take Federal leave near the end of an academic term to extend their leave through the end of the academic term if:

- A. the leave is commenced more than five (5) weeks from the end of the term but the employee intends to return during the final three (3) weeks of the term and the leave is longer than three (3) weeks in duration;
- B. the leave is commenced within five (5) weeks of the end of the term and the employee intends to return during the final two (2) weeks of the term and the leave period was at least two (2) weeks in duration; or
- C. the leave commences within three (3) weeks of the end of a term and the leave was at least five (5) working days in duration.

Staff members whose leave is extended at the end of an academic term under this section will be charged against their FMLA entitlement only the time that they required for purposes of their leave.

Coordinating Leaves - Substitution

Generally, leave taken under this policy is unpaid. However, for leave governed exclusively by the FMLA, the staff member must use the following leaves provided by the Board, if available:

- A. vacation or personal leave, if available, for any family or medical leave;
- B. accrued paid family leave (i.e., paid leave covering the particular circumstances for which the staff member is seeking leave), if available, for birth, adoption, or to care for a seriously ill family member; and
- C. accrued paid medical or sick leave, if available, to care for a seriously ill family member, or for the staff member's own serious health condition.

A staff member may not substitute paid leave for unpaid FMLA leave taken under this policy in any situation where the Board would not normally provide such paid leave.

For leaves governed by the WFMLA, a staff member may substitute paid or unpaid leave, which s/he have earned and accrued, for leave taken under this policy, if available. The Board reserves the right to deny substitution as permitted by law.

Any paid leave substituted for unpaid FMLA leave or WFMLA leave will decrease, in whole or in part, the staff member's FMLA and/or WFMLA leave entitlement.

Continuation of Benefits

A staff member will remain eligible for group health insurance benefits under the Board's group health plan during leave taken under this policy under the same conditions as coverage would have been provided if the staff member had been actively employed during the entire leave. However, the staff member has the option of choosing not to retain such coverage during family or medical leave.

During leave taken under this policy, the Board will continue to pay any portion of group health insurance premiums for coverage that it was responsible for paying immediately prior to the leave as required by law. The staff member will be responsible for paying his/her portion of health insurance premiums regardless of whether his/her family and medical leave is paid or unpaid. It is the staff member's responsibility to make arrangements with the District Administrator for making premium payments for group health insurance during leaves.

To the extent permitted by law, the Board reserves the right to require the staff member to place up to eight (8) weeks of health insurance premiums in escrow prior to leave, or to discontinue coverage if such premiums are received more than thirty (30) days late.

The staff member's entitlement to benefits other than group health benefits during a period of family or medical leave is determined by the Board's policy regarding provision of such benefits when a staff member is on other types of leave.

If a staff member fails to return to work or fails to remain at work for a period provided under the law, the District may recover its portion of the premiums paid for medical benefit coverage during the leave, unless the reason for the staff member's failure to return to work is due to the continuation of the serious health condition or the onset of a new serious health condition.

Accrual of Benefits

The use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave. A staff member will not continue to accrue or any employment benefit during leave taken under this policy, except that such benefit shall accrue if the staff member elects to use other leaves provided by the Board, and if such benefits would normally accrue during such leave.

Employment Restoration

A staff member will generally be reinstated to the same position s/he held when leave began or a position with equivalent pay, benefits, and other terms and conditions of employment, if such position remains available, and the staff member possesses the ability to perform the essential functions of the job satisfactorily, with or without any accommodation that may be required by the Americans With Disabilities Act of 1990. The staff member, however, has no greater right to reinstatement or benefits than if s/he had been actively employed during the leave. Furthermore, if the staff member gives unequivocal notice of intent not to return to work, s/he is not entitled to be reinstated.

A staff member who exceeds his/her FMLA/WFMLA leave, but remains off work under a non-FMLA/WFMLA leave policy, is not entitled to reinstatement to the same or a similar position under the FMLA/WFMLA; however, the staff member **may** be eligible to be reinstated under the non-FMLA/WFMLA leave policy.

A staff member who is able to return to work prior to the expiration of leave must notify his/her supervisor immediately. Upon such notice, the District Administrator will promptly reinstate the staff member to active employment, provided s/he has the present skill and ability to perform the essential functions of his/her job satisfactorily with or without accommodation. However, the reinstatement need not occur until the third business day following the staff member's notification of his/her ability to return to work.

Fitness For Duty Certification

If leave is due to the staff member's serious health condition, s/he must present certification to return to work to his/her supervisor upon returning to work. The staff member's principal attending physician must complete the certification. The certification must indicate that the staff member has been released to return to work. It must also specify any physical or other limitation on the staff member's ability to perform regular or other duties and the duration of the limitations. No certification will be required when the staff member returns from intermittent leave, except as otherwise permitted or required by the Americans With Disabilities Act of 1990.

The certification will be limited to the particular health condition that caused the staff member's need for leave, except as otherwise permitted by the Americans With Disabilities Act of 1990. If the staff member is an "individual with a disability" within the meaning of the ADA, any fitness-for-duty physical examination or inquiry by the District will be job-related and consistent with business necessity.

Reinstatement may be delayed until the staff member submits the certification. Under such circumstances, if the staff member does not promptly provide a certification or qualify for another leave of absence, s/he may be disciplined, up to and including termination.

With the staff member's permission, the Board's healthcare provider may contact the staff member's healthcare provider to clarify and authenticate the certification, but no additional information may be requested or required, and the staff member's return to work may not be delayed while the contact is being made. No second or third fitness for duty certification may be required.

Confidentiality

All medical information relating to leave, whether written or verbal, shall be kept confidential to the maximum extent possible. All medical documents including, but not limited to, medical certifications and return-to-work statements must be maintained in confidential, secure files separate from personnel files.

No Discrimination

Leave under this policy will not be used as a negative factor in employment actions, such as hiring, promotions, disciplinary actions or under attendance policies.

Miscellaneous

The District Administrator may designate another administrator to perform his/her duties under this policy.

A staff member who fraudulently obtains leave under this policy is not protected by this policy's job restoration or maintenance of health benefits provisions.

The District Administrator shall see that the policy is posted properly.

The District Administrator shall provide a copy of the policy upon the request of a staff member.

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Legal

29 U.S.C. 2601 et. seq.

29 C.F.R. Part 825

103.10, Wis. Stats.

Wis. Admin. Department of Workforce Development (DWD) 225

National Defense Authorization Act of 2010

Last Modified by Steve LaVallee on October 1, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of JOB SHARING
Number	po4120.10
Status	
Adopted	May 16, 2016

4120.10 - **JOB SHARING**

The Board ~~of Education~~ recognizes the value to the District to obtain the services of quality support staff members who may not be available on a full-time basis but wish to offer their knowledge and skills part-time through a job-sharing process.

Half-time positions may be approved in which two (2) currently employed staff members will be allowed to share one (1) full-time position.

The District will consider job-share requests only if the cost (including benefits) of employing two (2) staff members on a half-time basis does not exceed the cost of employing one full-time staff member.

Entry into the program shall be voluntary. Assignment openings shall be available to support staff who jointly submit a written proposal to share a position. Application does not mean automatic approval.

The District Administrator may consider job sharing arrangements that s/he determines to be educationally consistent with the philosophy and objectives of the District.

The following reasons may be invoked by the support staff:

- A. health reasons that are substantiated by a physician;
- B. child rearing for a specified length of time;
- C. continuance of education; or
- D. any other reason with the discretion of the District Administrator.

In order to avoid any inconsistency, misunderstanding, or disagreement, job sharing arrangements shall be made in accordance with established guidelines.

The Board authorizes the District Administrator to create a job-sharing program, provided it does not adversely affect the District or any of its current staff members.

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Number	po4122
Status	
Adopted	May 16, 2016

4122 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board ~~of Education~~ does not discriminate in the employment of support staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity) pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting during non-working hours or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices.

District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (also known as "Civil Rights Coordinator") (hereinafter referred to as the "COs").

Carmen O'Brien
Director of Curriculum & Assessment
800 Beech Street
Manawa, WI 54949

Daniel Wolfgram
HS/Jr. HS Principal
800 Beech Street
Manawa, WI 54949

920-596-5840

920-596-5310

cobrien@manawa.k12.wi.uw

dewolfgram@manawa.k12.wi.us

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

The COs are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), the Age Discrimination in Employment Act of 1975, and the Genetic Information Nondiscrimination Act (GINA) to students, their parents, staff members, and the general public.

Reports and Complaints of Unlawful Discrimination and Retaliation

Employees are expected to promptly report incidents of unlawful discrimination and/or retaliation to an administrator, supervisor, or other supervisory employee so that the Board may address the conduct. Any administrator, supervisor, or other Supervisory employee who receives such a complaint shall file it with the CO at his/her first opportunity, but no later than two (2) business days.

Employees who believe they have been unlawfully discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint will not adversely affect the complaining individual's employment. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available.

The COs will be available during regular school/work hours to discuss concerns related to unlawful discrimination/retaliation. COs shall accept complaints of unlawful discrimination/retaliation directly from any member of the School District community (District employees, students, parent(s), and members of the Board), resident of the District, or a visitor to the District, or receive complaints that are initially filed with a

school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will begin an investigation, or the CO will designate a specific individual to conduct such a process. The CO will provide a copy of this policy to any person who files a complaint. All members of the School District community must report incidents of discrimination/retaliation that are reported to them to the CO within two (2) business days of learning of the incident/conduct.

Any Board employee who directly observes unlawful discrimination/retaliation is obligated, in accordance with this policy, to report such observations to one (1) of the COs within two (2) business days. Additionally, any Board employee who observes an act of unlawful discrimination/retaliation is expected to intervene to stop the misconduct, unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other Board employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO must contact the employee within two (2) business days to advise him/her of the Board's intent to investigate the alleged wrongdoing.

Investigation and Complaint Procedure (See Form 4122 F2)

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

Once the complaint process begins, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of any individual to pursue a complaint of unlawful discrimination or retaliation with the United States Department of Education Office for Civil Rights, the Wisconsin Equal Rights Division, or the Equal Employment Opportunity Commission ("EEOC").

Complaint Procedure

An individual who believes s/he has been subjected to unlawful discrimination/retaliation (hereinafter referred to as the "Complainant"), may file a complaint, either orally or in writing, with a Principal, the CO, District Administrator, or other supervisory employee. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall assume the role of CO for such complaints.

Due to the sensitivity surrounding complaints of unlawful discrimination and retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a Principal, District Administrator, or other supervisory employee, either orally or in writing, about any complaint of discrimination or retaliation, that employee must report such information to the CO within two (2) business days.

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

All complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination or retaliation, including, but not limited to, a change of work assignment or schedule for the Complainant and/or the person who allegedly engaged in the misconduct. In making such a determination, the CO should consult the Complainant to assess his/her position to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deems appropriate in consultation with the District Administrator.

Within two (2) business days of receiving the complaint, the CO will initiate an investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

Simultaneously, the CO will inform the individual alleged to have engaged in the discriminatory or retaliatory conduct (hereinafter referred to as the "Respondent"), that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including this Policy. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;

- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and State and Federal law as to whether the Complainant has been subjected to unlawful discrimination/retaliation. The CO's recommendations must be based upon the totality of the circumstances. In determining if discrimination or retaliation occurred, a preponderance of evidence standard will be used. The CO may consult with the Board's legal counsel before finalizing the report to the District Administrator.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and the Respondent.

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

If the District Administrator determines the Complainant was subjected to unlawful discrimination/retaliation, s/he must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, effective, and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the District Administrator may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the District Administrator's final decision. In an attempt to resolve the complaint, the Board shall review the findings and may meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of its decision. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the employee alleging the misconduct pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. All Complainants will be advised that their identities may become known to the Respondent(s) through the investigation process.

During the course of an investigation, the CO will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that s/he learns and/or provides during the course of the investigation.

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

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against unlawful discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable State law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter. In those cases where unlawful discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies and/or Employee Handbook, ~~consistent with the terms of the relevant collective bargaining agreement(s)~~.

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

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination/retaliation, or participates as a witness in an investigation is prohibited. Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by any Federal or State civil rights law, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised their rights, aided or encouraged any other person in the exercise of any right granted or protected by those laws.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of unlawful discriminatory practices. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District support staff where appropriate. All training, as well as all information provided regarding the Board's policy and discrimination in general.

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Legal

111.31 et seq., 111.335(d)(2), 118.195, 118.20, Wis. Stats.
Fourteenth Amendment, U.S. Constitution
20 U.S.C. Section 1681, Title IX of Education Amendment Act
20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act
42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
34 C.F.R. Part 110 (7/27/93)
42 U.S.C. 2000e et seq., Civil Rights Act of 1964
42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act
29 U.S.C. 701 et seq., Rehabilitation Act of 1973, as amended
29 C.F.R. Part 1635

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of STAFF DISCIPLINE
Number	po4139
Status	
Adopted	May 16, 2016

4139 - **STAFF DISCIPLINE**

The Board ~~of Education~~ retains the right and the responsibility to oversee all District personnel. When the discipline of a staff member becomes necessary such action shall be consistent with the requirements of any applicable Board policy, and State and Federal law. The District Administrator may issue discipline, ~~except short of~~ termination, when she/he deems appropriate and consistent with the seriousness of the offense. ~~h~~ However, student performance on examinations, however, may not form the basis for staff discipline.

Investigation of Possible Criminal Activity

The District may be required to investigate potential wrongdoings on the part of its employees. Such investigations may require that the employee answer questions relating to the activity. Employees may be required to answer such questions, consistent with any applicable law. Failure to cooperate in an investigation may result in discipline, up to and including termination of the employee. In cases where this possible wrongdoing may involve criminal activity, the District shall inform the employee that answers to questions relating to the employee's conduct may be used by the District for determining appropriate discipline, but will not be provided to law enforcement officials in the course of their independent criminal investigation, unless otherwise required by law. Employees must also be informed that refusal to answer questions may be considered in determining discipline.

Staff may be disciplined for violations of Board policy or for other failure to meet the expectations and obligations of their position. No staff member may be subject to arbitrary or capricious disciplinary action.

~~The District Administrator may issue discipline to staff members when she/he deems appropriate. The level of discipline may range from oral reprimands to suspension or termination. The level of discipline shall be consistent with the seriousness of the offense as determined by the District Administrator.~~

All instances of staff discipline are subject to the employee grievance procedure, set forth in Policy 4340.

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Legal 66.0509(1m)(a), Wis. Stats.
Franklin v. City of Evanston, 384 F.3d 838 (7th Cir. 2004)
Garrity v. New Jersey, 385 U.S. 493 (1967)

Last Modified by Steve LaVallee on October 3, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of PHYSICAL EXAMINATION
Number	po4160
Status	
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4160 - PHYSICAL EXAMINATION

The Board requires any candidate who has been offered a position in which the employee will come in contact with children or prepare food for children, as a condition of employment, to submit to an examination, including a tuberculosis screening questionnaire, subject to further tests, in order to determine the physical capacity to perform assigned duties. Such examinations shall be done in accordance with 118.25 Wis. Stats., the District Administrator's guidelines and applicable law.

The Board shall also require the candidate, based on a contingent job offer, to submit to a test for controlled substances the results of which must indicate there is no evidence of unlawful drug use. Such examinations shall be done in accordance with the District Administrator's guidelines and applicable law.

Employees will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act in order to allow the report of the medical examination to be released to the Board/District Administrator and to allow the District Administrator or his/her designee to speak to the health care provider who conducted the medical examination in order to get clarification (see Form 4160 F2).

Reports of all such examinations or evaluations shall be delivered to the District Administrator, who shall protect their confidentiality. Reports will be discussed with the employee or candidate. In compliance with the Genetic Information Nondiscrimination Act (GINA) and Board Policy 4122.02, the successful candidate who is required to submit to a medical examination, as well as the medical health care provider that is designated by the Board to conduct the examination, are directed not to collect genetic information or provide any genetic information, including the candidate's family medical history, in the report of the medical examination.

Employees will be notified of the results of the medical examination upon receipt. Any and all reports of such examination will be maintained in a separate confidential personnel file in accordance with the Americans with Disabilities Act, as amended ("ADA") and the Genetic Information Nondiscrimination Act (GINA).

In the event of a report of a condition that could influence job performance of the District Administrator, the Board President ~~District Administrator~~ shall base a nonemployment recommendation to the Board upon a conference with the examining physician and substantiation that the condition is directly correlated to defined job responsibilities and reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities.

In the event of a report of a condition that could influence job performance of an employee other than the District Administrator, the District Administrator shall base a non-employment recommendation to the Board upon a conference with the examining physician and substantiation that the condition is directly correlated to defined job responsibilities and reasonable accommodation will not allow the employee or prospective employee to adequately fulfill those responsibilities.

Freedom from tuberculosis in a communicable form is a condition of employment.

The Board shall assume any fees for required examinations.

Revised 7/17/17

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Legal

118.25(2)(a), Wis. Stats.

118.25, Wis. Stats.

121.52(b), Wis. Stats.

29 C.F.R., Part 1630

29 C.F.R. Part 1635

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

42 U.S.C. 2000ff et seq., The Genetic Information Nondiscrimination Act

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of CONFLICT OF INTEREST
Number	po4230
Status	
Adopted	May 16, 2016
Last Revised	August 22, 2016

4230 - CONFLICT OF INTEREST

The proper performance of school business is dependent upon the maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by Board members, and District's employees, officers and agents and is essential to the Board's commitment to earn and keep public confidence in the School District.

For these reasons, the Board ~~of Education~~ adopts the following guidelines to assure that conflicts of interest do not occur. These guidelines apply to all District employees, officers and agents, including members of the Board. These guidelines are not intended to be all inclusive, nor to substitute for good judgment on the part of all support employees, officers and agents. Support employees are expected to perform their duties in a manner free from conflict of interest consistent with 19.59, Wis. Stats.

- A. No support employee, officer or agent shall engage in or have financial or other interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her duties and responsibilities in the school system.
- B. Support employees, officers and agents shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any student, client, or parents of such students or clients in the course of their employment or professional relationship with the School District.

Included, by way of illustration, rather than limitation are the following:

- 1. the provision of any private lessons or services for a fee unless the provision of services is arranged outside of school and is separate from and in addition to regular support provided to students as part of the staff member's regular duties.
 - 2. soliciting on school premises or under circumstances which are coercive for the private sale of goods or services to students or other employees
 - 3. the use, sale, or improper divulging of any privileged information about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District through his/her access to School District records
 - 4. the referral of any student or client for lessons or services to any private business or professional practitioner if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
 - 5. the requirement of students or clients to purchase any private goods or services provided by an employee, officer or agent or any business or professional practitioner with whom any employee, officer or agent has a financial or other relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the School District, all such exceptions will be made known to the employee's supervisor and will be disclosed to the District Administrator and approved by the Board of Education **before** entering into any private relationship.
- D. Support employees shall not make use of materials, equipment, or facilities of the School District for their own personal financial gain or business interest. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice.

E. Support employees, officers and agents shall not participate in the selection, award and administration of any contract to an entity in which they have a pecuniary interest or from which they derive a profit or in which a dependent of the employee has a pecuniary interest or from which the dependent derives a profit. "Dependent" includes the employee's spouse; unemancipated child, stepchild or adopted child under the age of eighteen (18); or individual for whom the employee provides more than one-half (1/2) of the individual's support during a year. A "pecuniary interest" means an interest in a contract or purchase that will result or is intended to result in an ascertainable increase in the income or net worth of the employee or the employee's dependent who is under the direct or indirect administrative control of the professional employee or who receives a contract or purchase order that is reviewed, approved, or directly or indirectly administered by the employee.

Support employees, officers and agents cannot solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

However, pursuant to Federal rules, the School District has set standards for when an employee, officer or agent may accept a gift of an unsolicited item of nominal value. For purposes of this section, "nominal value" means that the gift has a monetary value of \$50.00 or less.

[DRAFTING NOTE: Section 200.318 of the Code of Federal Regulations allows for non-Federal entities (Districts) to set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. In such a situation, "nominal value" must be defined. Nominal value is frequently defined as anything of a value less than \$25, however, local standards may differ.]

F. To the extent that the School District has a parent, affiliate or subsidiary organization, including any charter school authorized by the Board regardless of whether it is an instrumentality of the District or not, that is not a State, local government or Indian tribe, the School District may not conduct a procurement action involving the parent, affiliate or subsidiary organization if the School District is unable, or appears to be unable, to be impartial.

G. Support employees, officers and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

H. Support employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action up to and including termination.

In the event that, within the course of administering a Federally funded grant program or service to the District, any employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family.

Revised 8/22/16

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Legal
19.59, Wis. Stats.
2 C.F.R. 200.12
2 C.F.R. 200.318
7 C.F.R. 3016.36(b)(3)
7 C.F.R. 3019.42

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4430.01 - FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")

Introduction

In accordance with Federal and State law, the Board ~~of Education~~ will provide family and medical leave to support staff. The Board's Family and Medical Leave Act policy is intended to conform to and comply with, but not exceed, the requirements of the Federal Family and Medical Leave Act of 1993 ("FMLA") and the Wisconsin Family and Medical Leave Act ("WFMLA"). To the extent that this policy is ambiguous or conflicts with the FMLA or the WFMLA, the FMLA and the WFMLA will govern.

Family and medical leave taken under this policy may be covered by Federal law, State law, or both. When leave taken by a staff member under this policy is governed by both Federal and State law, the more generous provision will control in the event of a conflict. However, when leaves are governed by State or Federal law, but not both, the applicable law will control under this policy. In this regard, the staff member should note that certain leaves may be covered by both State and Federal law for only a portion of the leave. To the extent permitted by law, leave under the FMLA, leave under the WFMLA and leave granted under the Board's other policies will run concurrently (at the same time).

Eligibility Requirements

To be eligible for leave under the FMLA, a staff member must have been employed by the Board for at least twelve (12) months in the past seven (7) years and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding the commencement of the requested leave. All full-time instructional staff members are deemed to meet the 1,250 hour requirement.

To be eligible for leave under the WFMLA, a staff member must have been employed for more than fifty-two (52) consecutive weeks and have worked or been paid for at least 1,000 hours in the preceding fifty-two (52) weeks. The kind and amount of leave available to the staff member under this policy, as well as the employee's rights during leave, depend upon whether the staff member satisfies the above requirements.

Qualifying Reasons for Leave

The Board provides family and medical leave for eligible staff members under the following circumstances:

- A. for the birth of the eligible staff member's child and to care for a newborn child
- B. for placement with the eligible staff member of a child for adoption or foster care
- C. to care for an eligible staff member's spouse, child or parent with a "serious health condition"

The term "child" generally includes a legal ward or a biological, adopted foster or stepchild. For leaves governed exclusively by the FMLA, the term also includes a son or daughter for whom the staff member has assumed the day-to-day obligations of a parent. A child must be either under eighteen (18) years of age or unable to care for himself/herself due to a physical or mental disability or, for leave under State law only, unable to care for himself/herself due to a serious health condition.

"Parent" includes a staff member's spouse's legal guardian only if the staff member is requesting leave under the WFMLA.

"Spouse" includes a qualified domestic partner for leaves governed by the WFMLA. Domestic partnerships must be registered with the county of residence and proof of such registration may be requested prior to approval of leave. Unregistered domestic partners must demonstrate that they are 1) both over age eighteen (18); 2) not in a domestic partnership or marriage with another individual; 3) they share a common residence; 4) they are not related in any way that would prohibit marriage under Wisconsin law; 5) they consider each other to be immediate family members and agree to be responsible for the other's living expense.

- D. because of a serious health condition that makes the eligible staff member unable to perform the essential functions of his/her position
- E. because of a qualifying exigency resulting from active military service by the employee's spouse, son, daughter, or parent in covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves

Qualifying exigencies, as defined by Federal regulations, include: 1) short- notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation; (maximum fifteen (15) calendar days); 7) post- deployment activities; 8) caring for a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty; and 9) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.

- F. to care for a service member who is the employee's parent, spouse, child or next of kin who, while on active military duty, sustains a serious injury or illness or aggravation of a pre-existing illness or injury while in the line of duty, while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, which renders the service member medically unfit to perform the member's office, grade, rank, or rating

Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation or therapy. In accordance with applicable regulations, a veteran's serious injury or illness incurred or aggravated in the line of active duty can also be manifested by: 1) a physical or mental condition with a VA Service Disability Rating of 50% or greater and is the condition precipitating the need for leave; or 2) a physical or mental condition that substantially impairs the ability to secure or substantially follow a gainful occupation, or would do so absent treatment; or 3) an injury, including psychological, for which the veteran has been enrolled in the Dept. of V.A. Program of Comprehensive Assistance for Family Care Givers. Leave is available for up to twenty-six (26) weeks in a twelve (12) month period. This type of leave is available for serious injury or illness which results in:

1. inpatient medical treatment, recuperation or therapy;
2. outpatient services at a military treatment facility or assignment to a unit established for the purpose of providing command and control of service members receiving outpatient medical services; or
3. assignment to the temporary disability retired list.

The maximum twenty-six (26) weeks of Federal leave to care for a service member includes, and is not in addition to, all other FMLA leave. In other words, employees may not take more than a total of twenty-six (26) weeks of FMLA leave during a single twelve (12) month period for any qualifying reasons under the FMLA. For instance, if an employee takes the maximum twelve (12) weeks of Federal FMLA leave for his/her own serious health condition, the employee may then only take fourteen (14) weeks of FMLA leave within that same twelve (12) month period to care for a military family member injured in the line of duty.

The District Administrator will determine whether an employee's request for leave qualifies under one (1) of the above categories.

Amount of Leave Available

Under the FMLA, if the staff member satisfies the eligibility requirements set forth above, s/he is entitled to a total of twelve (12) work weeks of leave in a calendar year for any of the reasons stated above, with the exception of leave to care for an injured service member, which is provided as described in (F) above.

Under the WFMLA, if the staff member satisfies the eligibility requirements set forth above, s/he is entitled to ten (10) work weeks of leave in a calendar year as follows:

- A. a total of six (6) weeks of leave for the birth of his/her natural child and/or the placement of a child with the staff member for, or as a precondition to, adoption;
- B. a total of two (2) weeks of leave to care for a covered family member with a serious health condition; and
- C. a total of two (2) weeks of leave due to the staff member's serious health condition.

Board policy calls for concurrent Federal/State leave coverage whenever a staff member is eligible for leave under both the FMLA and WFMLA to the extent available under the law. All periods of absence from work due to or necessitated by USERRA-covered service is counted in

determining an employee's eligibility for FMLA leave.

Definitions of Serious Health Conditions

In conjunction with the certification provided by a healthcare provider, the Board reserves the right to determine whether an illness, injury, impairment or physical or mental condition constitutes a serious health condition entitling a staff member to family or medical leave under State or Federal law.

In general, a "serious health condition" under this policy means an illness, injury, impairment, or physical or mental condition that involves one (1) of the following:

A. Hospital Care

Inpatient care (i.e., an overnight stay) in a hospital or other care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.

B. Absence Plus Treatment

A period of incapacity of more than three (3) consecutive calendar days* (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:

1. treatment two (2) or more times by a healthcare provider, a nurse, physician's assistant or physical therapist under a healthcare provider's supervision, order or referral as appropriate within thirty (30) days of the first date of incapacity; or
2. treatment by a healthcare provider on at least one (1) occasion which results in a regimen of continuing treatment under the supervision of the healthcare provider and occurs within seven (7) days of the first day of incapacity.

*Under the WFMLA, leave may also be available for a "serious health condition" of less than three (3) consecutive days in duration.

C. Pregnancy

Any period of incapacity due to pregnancy, or for prenatal care.

D. Chronic Conditions Requiring Treatment

A chronic condition which:

1. requires periodic visits of at least two (2) times per year for treatment by a healthcare provider, or by a nurse or physician's assistant under a healthcare provider's supervision;
2. continues over an extended period of time (including recurring episodes of a single underlying condition); and
3. may cause episodic rather than continuing periods of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

E. Permanent/Long-Term Conditions Requiring Supervision

A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The staff member or his/her family member must be under the continuing supervision of, but need not be receiving active treatment by, a healthcare provider (e.g., Alzheimer's disease, a severe stroke, or the terminal stages of a disease). The continued existence of such a chronic condition is subject to certification no more than once every six (6) months.

F. Multiple Treatments (Non-Chronic Conditions)

Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a healthcare provider or by a provider of healthcare services under orders of, or on referral by, a healthcare provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3) consecutive calendar days in the absence of medical intervention or treatment, including: cancer (chemotherapy, radiation, etc.); severe arthritis (physical therapy); or kidney disease (dialysis).

Required Staff Member Notice

The staff member must provide the District Administrator with notice in a reasonable and practicable manner before leave taken under this policy is to begin, if the need for leave is foreseeable (e.g., an expected birth, placement or adoption or foster care, or planned medical treatment for the staff member's own serious health condition or that of a family member). When requesting partial or intermittent leave in connection with childbirth or adoption under the WFMLA, the staff member must provide at least as much notice as required for taking other non-emergency or non-medical leave, as well as a definite schedule for the leave. Where advance notice is not practical due to uncertainty

as to the time leave will be required to begin, a change in circumstances or medical emergency, notice must be given as soon as practical. Leave will be accounted for in increments no greater than the smallest increment used for other similar leaves, but in no event greater than one (1) hour increments. Leave entitlement will not be reduced by more than the amount of leave actually taken.

Staff members must provide an explanation as to why proper advance notice was not provided in such cases and may be required to verify the explanation. Notice that was not provided in a timely manner or/and without reasonable explanation may result in the denial of the leave request.

The staff member must provide a written request for leave, the reasons for the requested leave, and the anticipated beginning date and duration of the leave by submitting a FMLA leave request form to the District Administrator (forms available from the U.S. Department of Labor).

When planning medical treatment, the staff member should consult with his/her supervisor and make a reasonable effort to schedule the leave so as not to disrupt unduly the District's operations, after approval of the staff member's healthcare provider. The staff member is ordinarily expected to consult with his/her supervisor in order to work out a treatment schedule that best suits his/her needs, as well as the District's.

If a staff member must take more leave than originally anticipated, s/he must notify the District Administrator within two (2) business days of learning of the circumstances necessitating the extension.

Certification By Healthcare Provider

If a staff member requests leave due to his/her own serious health condition or the serious health condition of his/her spouse, child or parent, the Board requires that the leave request be supported by certification issued and signed by the healthcare provider for the individual with a serious health condition. For service member leave, any certification permitted under 29 C.F.R. 825.310 shall be allowed. The Board reserves the right to certify all information permitted by law.

The staff member must provide the fully completed certification to the District Administrator within fifteen (15) calendar days of the date that the certification is provided to the staff member, unless it is not practicable to do so despite the staff member's diligent, good faith efforts. If it is not practicable to return the certification within fifteen (15) calendar days, it must be returned to the District Administrator as soon as practicable.

If the staff member fails to submit the certification, the leave or continuation of leave may be delayed until the certification is submitted. Further, any absence prior to the date the certification is furnished may be considered unauthorized. A staff member who is absent without authorization may be disciplined, up to and including termination.

The District Administrator will give a staff member a reasonable opportunity to cure any deficiency in a certification, but not fewer than seven (7) calendar days. It is the responsibility of the staff member or family member with a serious health condition to use a healthcare provider who will complete and furnish an accurate certification in a timely manner.

A member of the administration, other than the staff member's direct supervisor, may contact the healthcare or to clarify illegible answers and to authenticate the Certification. If the certification is incomplete or otherwise unclear, the administrator must request that the employee obtain updated or completed information from the health care provider and return it directly to the administrator.

If the District Administrator doubts the validity of a Certification, the District Administrator may require, at the Board's expense, that the staff member obtain a second opinion from a Board-designated provider, not regularly employed by the Board. If the opinions of the staff member's and the Board's healthcare providers differ, a third, final and binding opinion may be obtained. The staff member must cooperate in obtaining a second or third opinion including facilitating the transfer of pertinent records to the subsequent healthcare providers.

The District Administrator may request re-certifications on a periodic basis as permitted by law.

Designation of Leave

In all circumstances, it is the responsibility of the District Administrator to designate leave, whether paid or unpaid, as FMLA leave and to give the staff member notice of the designation and his/her rights and responsibilities under this policy.

The District Administrator will give the staff member the Notice on each occasion that s/he notifies his/her supervisor of the need for leave that may be FMLA-qualifying, including, but not limited to, when the staff member requests another type of leave for an FMLA-qualifying reason. In the case of intermittent or reduced schedule leave, only one notice will be provided unless the circumstances regarding the leave have changed.

Absent extenuating circumstances, the District Administrator will provide to the employee a "Designation Notice" stating whether a request for leave has been approved or denied within five (5) business days. At a minimum, the staff member will be verbally notified whether leave is being designated as FMLA leave within five (5) business days of the date the staff member provides information to the District Administrator sufficient to enable him/her to determine that the leave is being taken for an FMLA-qualifying reason.

The District Administrator will confirm the verbal notice with the written notice as soon as feasible, but no later than the first payday following the verbal notice (unless the payday is less than one (1) week after the verbal notice, in which case the notice must be no later than the subsequent payday).

Manner In Which Leave Can Be Taken

Leave available under this policy may be taken in full and, under certain circumstances, may also be taken intermittently or on a reduced leave schedule. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason. Reduced schedule leave is leave that reduces the usual number of working hours per day or week. The staff member must consult with his/her supervisor and make a reasonable effort to schedule intermittent or reduced schedule leave so it does not unduly disrupt the District's operations.

When leave is governed only by the FMLA, intermittent or reduced schedule leave to be with the employee's newborn child, or after the placement of a child with the employee for adoption or foster care, requires the District's agreement, unless the intermittent or reduced schedule leave is due to a serious health condition.

Intermittent or reduced schedule leave due to a serious health condition must be medically necessary. Medically necessary means that there must be a medical need for the leave and the leave can be best accommodated through an intermittent or reduced leave schedule, as certified by the healthcare provider in the Certification.

When leave is governed only by the FMLA, the District Administrator may offer a staff member a temporary transfer to another position for which s/he is qualified with equivalent pay and benefits that better accommodates the intermittent or reduced schedule leave when the need for leave is foreseeable based on planned medical treatment or the staff member takes such leave for the birth of a child or for placement of a child for adoption or foster care. The staff member may reject this offer in which case there will be no adverse effect on the leave or entitlement to return to the same or similar position following leave. Any time spent by the staff member in an alternative position will not count against the employee's FMLA leave entitlement.

Coordinating Leaves - Substitution

Generally, leave taken under this policy is unpaid. However, for leave governed exclusively by the FMLA, the staff member must use the following leaves provided by the Board, if available:

- A. vacation or personal leave, if available, for any family or medical leave;
- B. accrued paid family leave (i.e., paid leave covering the particular circumstances for which the staff member is seeking leave), if available, for birth, adoption, or to care for a seriously ill family member; and
- C. accrued paid medical or sick leave, if available, to care for a seriously ill family member, or for the staff member's own serious health condition.

A staff member may not substitute paid leave for unpaid FMLA leave taken under this policy in any situation where the Board would not normally provide such paid leave.

For leaves governed by the WFMLA, a staff member may substitute paid or unpaid leave, which s/he have earned and accrued, for leave taken under this policy, if available. The Board reserves the right to deny substitution as permitted by law.

Any paid leave substituted for unpaid FMLA leave or WFMLA leave will decrease, in whole or in part, the staff member's FMLA and/or WFMLA leave entitlement.

Continuation of Benefits

A staff member will remain eligible for group health insurance benefits under the Board's group health plan during leave taken under this policy under the same conditions as coverage would have been provided if the staff member had been actively employed during the entire leave. However, the staff member has the option of choosing not to retain such coverage during family or medical leave.

During leave taken under this policy, the Board will continue to pay any portion of group health insurance premiums for coverage that it was responsible for paying immediately prior to the leave as required by law. The staff member will be responsible for paying his/her portion of health insurance premiums regardless of whether his/her family and medical leave is paid or unpaid. It is the staff member's responsibility to make arrangements with the District Administrator for making premium payments for group health insurance during leaves.

To the extent permitted by law, the Board reserves the right to require the staff member to place up to eight (8) weeks of health insurance premiums in escrow prior to leave, or to discontinue coverage if such premiums are received more than thirty (30) days late.

The staff member's entitlement to benefits other than group health benefits during a period of family or medical leave is determined by the Board's policy regarding provision of such benefits when a staff member is on other types of leave.

If a staff member fails to return to work or fails to remain at work for a period provided under the law, the District may recover its portion of the premiums paid for medical benefit coverage during the leave, unless the reason for the staff member's failure to return to work is due to the continuation of the serious health condition or the onset of a new serious health condition.

Accrual of Benefits

The use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave. A staff member will not continue to accrue or any employment benefit during leave taken under this policy, except that such benefit shall accrue if the staff member elects to use other leaves provided by the Board, and if such benefits would normally accrue during such leave.

Employment Restoration

A staff member will generally be reinstated to the same position s/he held when leave began or a position with equivalent pay, benefits, and other terms and conditions of employment, if such position remains available, and the staff member possesses the ability to perform the essential functions of the job satisfactorily, with or without any accommodation that may be required by the Americans With Disabilities Act of 1990. The staff member, however, has no greater right to reinstatement or benefits than if s/he had been actively employed during the leave. Furthermore, if the staff member gives unequivocal notice of intent not to return to work, s/he is not entitled to be reinstated.

A staff member who exceeds his/her FMLA/WFMLA leave, but remains off work under a non-FMLA/WFMLA leave policy, is not entitled to reinstatement to the same or a similar position under the FMLA/WFMLA; however, the staff member **may** be eligible to be reinstated under the non-FMLA/WFMLA leave policy.

A staff member who is able to return to work prior to the expiration of leave must notify his/her supervisor immediately. Upon such notice, the District Administrator will promptly reinstate the staff member to active employment, provided s/he has the present skill and ability to perform the essential functions of his/her job satisfactorily with or without accommodation. However, the reinstatement need not occur until the third business day following the staff member's notification of his/her ability to return to work.

Fitness For Duty Certification

If leave is due to the staff member's serious health condition, s/he must present certification to return to work to his/her supervisor upon returning to work. The staff member's principal attending physician must complete the certification. The certification must indicate that the staff member has been released to return to work. It must also specify any physical or other limitation on the staff member's ability to perform regular or other duties and the duration of the limitations. No certification will be required when the staff member returns from intermittent leave, except as otherwise permitted or required by the Americans With Disabilities Act of 1990.

The certification will be limited to the particular health condition that caused the staff member's need for leave, except as otherwise permitted by the Americans With Disabilities Act of 1990. If the staff member is an "individual with a disability" within the meaning of the ADA, any fitness-for-duty physical examination or inquiry by the District will be job related and consistent with business necessity.

Reinstatement may be delayed until the staff member submits the certification. Under such circumstances, if the staff member does not promptly provide a certification or qualify for another leave of absence, s/he may be disciplined, up to and including termination.

With the staff member's permission, the Board's healthcare provider may contact the staff member's healthcare provider to clarify and authenticate the certification, but no additional information may be requested or required, and the staff member's return to work may not be delayed while the contact is being made. No second or third fitness for duty certification may be required.

Confidentiality

All medical information relating to leave, whether written or verbal, shall be kept confidential to the maximum extent possible. All medical documents including, but not limited to, medical certifications and return-to-work statements must be maintained in confidential, secure files separate from personnel files.

No Discrimination

Leave under this policy will not be used as a negative factor in employment actions, such as hiring, promotions, disciplinary actions or under attendance policies.

Miscellaneous

The District Administrator may designate another administrator to perform his/her duties under this policy.

A staff member who fraudulently obtains leave under this policy is not protected by this policy's job restoration or maintenance of health benefits provisions.

The District Administrator shall see that the policy is posted properly.

The District Administrator shall provide a copy of the policy upon the request of a staff member.

Legal

29 U.S.C. 2601 et seq.

29 C.F.R. Part 825

103.10, Wis. Stats.

Wis. Admin. Department of Workforce Development (DWD) 225

National Defense Authorization Act of 2010

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of JOB-RELATED EXPENSES
Number	po4440
Status	
Adopted	October 1, 2015
Last Revised	June 19, 2017

4440 - **JOB-RELATED EXPENSES**

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

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

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

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

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

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

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

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Legal 2 C.F.R. 200.474

Last Modified by Steve LaVallee on October 3, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS
Number	po5111
Status	
Adopted	June 20, 2016
Last Revised	December 18, 2017

5111 - ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS

The Board ~~of Education~~ establishes the following policy for determining the eligibility of students to attend the schools of this District.

- A. The Board will educate, tuition-free, students who are residents of the District. Proof of residency will be required for registration in the District. If residency is with individuals other than a parent, the living arrangement must not be solely for purposes of attending the District's schools. it must be based on a reason other than educational purposes.
- B. The District shall not make residency determinations on the basis of an individual's alienage. ~~provide a free education to those students who are considered by Federal law to be illegal aliens or considered to be homeless by State established criteria.~~
- C. The District shall consider students who are homeless or in foster placement to be residents unless residency is determined to be in another district.
- D. Upon request of a student's parent, students who have gained twelfth grade status and who no longer reside within the District shall be permitted to complete their high school education tuition free.
- E. Resident students in grades 9-12 who attend a tribal school, private school or home-based educational program shall be accepted into the District's educational programs for up to two (2) classes if the student satisfies the high school admission standards and sufficient space is available in the classes.
- F. A high school student who now resides in a different school district as a result of a reorganization under Chapter 117 and who has completed 9th and 10th grade at his/her former school district shall be allowed to complete his/her education at the former school district, provided the other district agrees. The school board of residence shall pay the student's tuition. The school of attendance shall count the student in its membership. ~~for State Aid purposes under subchapter II.~~
- G. If a parent (or adult student) presents information to the District certifying that the parent (or adult student), his/her child, or a member of the parent's household is a participant in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice, the Board shall use the address designated by the Department of Justice to serve as the student's address for enrollment purposes. The District shall place a copy of any certification provided by the parent in the enrollment files.
- H. Children of joint custody orders may attend school without payment of tuition if one (1) parent resides in this District or the order designates as the residential parent the parent with legal residence in the District.
- I. Foreign students, participating in a bona fide, foreign-exchange program ~~and living with a resident host family,~~ may be admitted tuition-free and consistent with Federal law.
- J. Students whose parents do not reside within the District, but who present evidence that they will move into the District within a short period of time, may enroll in the schools of this District as tuition students for the time not in residence. Tuition will be refunded in accordance with State law.
- K. Minor students residing in the District, but not living with a parent, may be required to provide information sufficient to allow the administration to properly determine resident status under law.
- L. Tuition students may be accepted in accordance with State law and the approval of the District Administrator.

- M. Nonresidents may be accepted into the District's Adult Education classes upon payment of the appropriate fees.
- N. Nonresident students may be accepted into the District's Summer or Interim Session School Program upon payment of appropriate fees.
- O. Nonresident students may be accepted into the District's program under the Part-Time and Full-Time Open Enrollment Program.
- P. The following provision apply to a Any student who that has been expelled from another school or district and seeks to enroll in the District during the term of the expulsion order: ~~shall be considered for enrollment as follows:~~

1. **If the student has been expelled from another Wisconsin public school district, the student is not entitled to enroll. The District Administrator may choose whether to recommend the student be enrolled.** In the event that the District Administrator intends to enroll a student during the term of an expulsion order issued by another Wisconsin public school District, the enrollment must be approved by the Board.

2. If the student has been expelled by a public school in another state or by a Wisconsin charter school, the District Administrator may choose to enroll the student, but if the ~~decision is not District Administrator does not intend~~ to enroll the student, the Board must determine that the conduct giving rise to expulsion would have been grounds for expulsion from the District under Policy 5610. The student, or if the student is a minor, the student's parent, shall request that the governing body of the charter school or the public school in another state provide the Board with a copy of the expulsion findings and order as well as a written explanation of the expulsion reasons and terms.

3. Conditional Enrollment

a. Within five (5) school days after the revocation of a student's conditional enrollment, the student or, if the student is a minor, the student's parent, may request a conference with the District Administrator who shall be someone other than a principal, administrator, or teacher in the student's school. If a conference is requested, it shall be held within five (5) school days following the request. If, after the conference, the District Administrator finds that the student did not violate an enrollment condition or that the revocation was inappropriate, the student shall be enrolled in school under the same enrollment conditions under the order previously issued and the conditional enrollment revocation shall be expunged from the student's record. If the District Administrator finds that the student violated an enrollment condition and that the revocation was appropriate, s/he shall mail separate copies of the decision to the student and, if the student is a minor, to the student's parent. The decision of the District Administrator is final.

b. If a student's conditional enrollment 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 that expelled the student, or the independent hearing panel or independent hearing officer, or the out-of-state public school, agree, in writing, to modify the expulsion order.

c. If a student granted conditional enrollment violates an enrollment condition that the student was required to meet after his/her conditional enrollment, but before the expiration of the term of expulsion, the District Administrator may revoke the student's conditional enrollment. Before revoking the student's conditional enrollment, the District Administrator shall advise the student of the reason for the proposed revocation, including the enrollment condition alleged to have been violated, provide the student an opportunity to present his/her explanation of the alleged violation, and make a determination that the student violated the enrollment condition and that revocation of the student's conditional enrollment is appropriate. If the District Administrator revokes the student's conditional enrollment, the District Administrator shall give prompt written notice of the revocation and the reason for the revocation, including the enrollment condition violated, to the student and, if the student is a minor, to the student's parent.

d. If the District Administrator determines that the student has met the enrollment conditions established in a written order, the District Administrator may grant the student conditional enrollment in a school in the District. The determination of the District Administrator is final.

e. The Board may specify in a written order one (1) or more enrollment conditions instead of, or in addition to any early reinstatement conditions, if any, imposed by the school board that expelled the student or instead of or in addition to any conditions imposed, if any, by the out-of-state public school that expelled the student. Any enrollment conditions must relate to the reasons for the student's expulsion and may not extend the term of expulsion specified in the expulsion order. The School District Clerk shall mail two (2) copies of the order to the student or, if the student is a minor, to the student's parent. The expelled student or, if the student is a minor, the student's parent shall sign and return one (1) copy of the order to the Board. Within fifteen (15) days after the date on which the order is issued, the expelled student or, if the student is a minor, the student's parent may appeal the determination regarding whether an enrollment condition specified in the order is related to the reasons for the student's expulsion to the Board. The decision of the Board regarding that determination is final and not subject to appeal.

- Q. Students who have begun the school year as residents and who no longer reside in the District may be permitted to complete the school year tuition- free.
- R. Nonresident students may be accepted into the District’s program under the [Part-Time Open Enrollment](#)~~Course Options~~ Program. Nonresident students accepted into the District’s [Part-Time Open Enrollment](#)~~Course Options~~ Program may attend no more than two (2) courses at any time.

Revised 8/22/16

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Legal

- 121.78(2)(a), Wis. Stats.
- 118.51, Wis. Stats.
- 118.52, Wis. Stats.
- 120.13(1), Wis. Stats.
- 121.77, Wis. Stats.
- 121.81, Wis. Stats.
- 121.84, Wis. Stats.
- 42 U.S.C. 11431 et seq.

Last Modified by Steve LaVallee on October 3, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of ATTENDANCE
Number	po5200
Status	
Adopted	June 20, 2016
Last Revised	August 22, 2016

5200 - **ATTENDANCE**

State law requires the Board ~~of Education~~ to enforce the regular attendance of students. Furthermore, the Board recognizes that 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.

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

Excuse Required

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

School Attendance Officer

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

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

Excused Absences

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

A. Physical or Mental Condition

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

B. Obtaining Religious Instruction

To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences

for Religious Instruction).

C. Permission of Parent or Guardian

The student has been excused 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 per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

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

D. Religious Holiday

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

E. Suspension or Expulsion

The student has been suspended or expelled.

F. Program or Curriculum Modification

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

G. High School Equivalency – Secured Facilities

The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and 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.

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

Unexcused Absences

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

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

Truancy Plan

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

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

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

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

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

A student will be considered a habitual truant if 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.

Notice of Truancy

The School Attendance Officer shall notify a truant student's parent or guardian of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may ~~shall~~ be made by electronic communication, personal contact, or telephone call or 1st class mail, if possible, and a written record of this notice shall be kept. The School Attendance Officer shall attempt to give notice by personal contact, telephone call, or, unless the parent has refused to receive electronic communication, notice by 1st class mail may be given. ~~In the event that an attempt is made to contact the parent by personal contact or telephone call and the parent is not reached, notice may be provided by first class mail. If such notice is not effective, notice shall be made by mail.~~ This notice must be given every time a student is truant until the student becomes a habitual truant.

Notice of Habitual Truancy

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

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

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

- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent or guardian if s/he fails to cause the child to attend school regularly as required by State law

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

Referral to the District Attorney

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

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

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

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

Make-up Course Work and Examinations

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

District Administrator Guidelines

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

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

Revised 8/22/16

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Legal 118.15, Wis. Stats.
 118.153, Wis. Stats.
 118.16, Wis. Stats.
 118.162, Wis. Stats.

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of USE OF TOBACCO BY STUDENTS
Number	po5512
Status	
Adopted	June 20, 2016

5512 - USE OF TOBACCO BY STUDENTS

The Board ~~of Education~~ is committed to providing students, staff, and visitors with a tobacco and smoke-free environment. The negative health effects of tobacco and nicotine use for both users and non-users, particularly in connection with second hand smoke, are well-established. In addition, students less than eighteen (18) years of age are generally prohibited by law from purchasing or possessing cigarettes and other tobacco products.

For purposes of this policy, "use of tobacco" means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes and/or the smoking of electronic, "vapor," or other substitute or simulated forms of cigarettes, clove cigarettes and any other lighted smoking devices for burning tobacco or any other substance. This policy also prohibits the use of other products containing nicotine, including but not limited to nicotine patches and nicotine gum unless the provisions of Policy 5330 -Administration of Medication/Emergency Care are followed. Accordingly, the Board prohibits students from using or possessing tobacco or nicotine in any form on District premises, in District vehicles, within any indoor facility owned or while leased or contracted for by the District and used to provide education or library services to children, and at all District-sponsored events.

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Legal	120.12(20), Wis. Stats. 254.92, Wis. Stats. 20 U.S.C. 6081 et seq.
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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of STUDENT USE OF MOTOR VEHICLES
Number	po5515
Status	
Adopted	June 20, 2016
Last Revised	August 22, 2016

5515 - **STUDENT USE OF MOTOR VEHICLES**

The Board ~~of Education~~ regards the use of motor vehicles for travel to and from school by students as an assumption of responsibility on the part of those students -- a responsibility in the care of property, in the observation of safety rules, and in the display of courtesy and consideration toward others.

The Board will permit the use of motor vehicles by students, in accordance with the rules of this District, provided that such students are licensed drivers and have been granted permission by the issuance of a parking permit to operate ~~drive~~ a motor vehicle on school grounds.

The Board will not be responsible for motor vehicles which are lost, stolen, or damaged.

The Board will permit the use of snowmobiles by legally qualified individuals for travel to and from school provided that the snowmobile is operated on designated areas only.

The District Administrator shall develop administrative guidelines for operation and parking of motor vehicles and shall disseminate those rules to all students so affected.

The District Administrator shall establish standards for the granting of permits which shall contain the warning that infraction of the rules may result in the revocation of the permit.

Revised 8/22/16

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Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of STUDENT HAZING
Number	po5516
Status	
Adopted	June 20, 2016

5516 - **STUDENT HAZING**

The Board of Education believes that hazing activities of any type are inconsistent with the educational process and may in some circumstances be a violation of State law. It prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored activity or event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Administrators, faculty members, and other employees of the District shall be alert to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Principal or to the District Administrator. The individual informed of the situation shall immediately do the following:

- A. Write all information concerning the reported activity or planned activity received from the person reporting the incident to create a complete record of the initial contact with administration.
- B. Determine if any potential criminal activity has occurred, and if so contact law enforcement immediately.
- C. Determine whether the information received illustrates hazing behavior that is based on the student's or any group of students sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws ("Protected Classes"). If the conduct reported appears to be based on one or more Protected Class, the Administrator shall inform the District Compliance Officer and refer to Policy 5517 – Student Anti-Harassment and proceed accordingly.
- D. If the hazing, or planned hazing does not appear to be based on any Protected Classes, then the Administrator shall proceed to conduct an investigation consistent with the procedures found in Policy 5517.01 - Bullying. If at any point, information surfaces indicating that hazing activity was based on one (1) or more Protected Class, the Administrator or designee conducting the investigation shall contact the Compliance Officer and consult Policy 5517 – Student Anti-harassment.

Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties. Disciplinary action for students may include, but is not limited to, suspension and/or expulsion. Disciplinary action for staff members may be issued up to and including termination from employment. (See Policy 3139 – Staff Discipline or Policy 4139 – Staff Discipline).

~~The District Administrator shall distribute this policy to all students and District employees, and shall incorporate it into building, staff, and student handbooks. It shall also be the subject of discussion at employee staff meetings or in service programs.~~

Legal

118.13 Wis. Stats.

120.13 Wis. Stats

948.51 Wis. Stats

P.I. 9, 41 Wis. Admin. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1415

20 U.S.C. 1681 et seq., Title IX of Education Amendments Act

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. 1983

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

42 U.S.C. 2000d et seq.

34 C.F.R. Sec. 300.600-300.662

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services,
Department of Education, Office of Civil Rights, 1979

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Book Policy Manual
Section For Board Review - Vol. 27, No. 2
Title Copy of DRUG PREVENTION
Number po5530
Status
Adopted June 20, 2016
Last Revised July 17, 2017

5530 - DRUG PREVENTION

The Board ~~of Education~~ recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, "drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- B. chemicals that release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted, pursuant to Board policy;
- E. "look-alikes";
- F. anabolic steroids;
- G. any other illegal substance so designated and prohibited by law.

The Board prohibits the use, possession, concealment, or distribution of any drug and any drug-paraphernalia at any time on District property or at any District-related event.

The District Administrator shall prepare guidelines for the identification, elimination, and regulation of drug use in the schools, including education, prevention and standards of conduct. Education shall be intended to develop awareness of: drug abuse, including prescription drug abuse, and prevention; the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs; and the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs.

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Legal 118.01(2)(d), Wis. Stats.
118.24(2)(f), 118.257, 125.09(2), Wis. Stats.
Drug-Free Schools and Communities Act of 1986 as amended
20 U.S.C. 3171 et seq., 3224A



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of THE SCHOOLS AND GOVERNMENTAL AGENCIES
Number	po5540
Status	
Adopted	June 20, 2016
Last Revised	December 18, 2017

5540 - THE SCHOOLS AND GOVERNMENTAL AGENCIES

The Board ~~of Education~~ is committed to maintaining the educational atmosphere of the schools and restricting access by individuals not part of the school system but also recognizes its responsibility to cooperate with law enforcement agencies and its need for assistance from law enforcement in certain circumstances.

When law enforcement requests permission to interview a student at school, the District Administrator or building administrator shall be contacted prior to any further action by law enforcement. The administrator shall determine whether it is appropriate to provide access to the student based on the officer's purpose, whether the officer has stated that there is an emergency involving imminent threat, or whether the officer is in possession of a valid warrant. A warrant shall be deemed valid if executed by a judicial officer and describing the school premises.

If law enforcement is contacted by the administration for assistance, administration shall maintain the lead role in the investigation and shall be present or contact a parent to be present for any interview, to the extent reasonable.

When an agency requests permission to remove a student, or does remove a student without prior permission, the building administrator shall notify the District Administrator.

Law enforcement investigations on school premises fall into two (2) primary categories. First, some investigations will occur at the request of school administration due to suspicion of a violation of school policy that may also be criminal. Second, law enforcement investigations may occur without the initiation of school officials and may or may not involve activity on school grounds.

Different procedures are to be followed in each instance as outlined below:

A. By law enforcement personnel, on request of school authorities

1. An administrator may exercise his/her discretion in determining whether to request assistance of law enforcement in investigating a crime, or allegation of a crime, committed in his/her school building or school grounds during school hours. If assistance is so requested, it shall be directed to the local law enforcement agency and the administration shall remain the primary investigator with assistance from law enforcement. When determining whether to contact law enforcement, a school administrator shall consider the mandatory reporting requirements of Section 48.981 in the event the allegations involve suspected child abuse or neglect.
2. If the administrator requests assistance, a law enforcement officer may conduct an investigation within the school building and interview students as witnesses in school during the school day. Administrators shall take steps to assure that students are not removed from classes if at all possible. The administrator shall be present during the interview unless the law enforcement officer, student or his/her parent requests that the school official not be present. The student may request other representation such as legal counsel. If a student requests legal counsel, the administrator will make an effort to contact the parent(s) and the student will be put in custody of the law enforcement agency. The administrator shall attempt to contact the parent(s) of any student prior to questioning by police. A decision whether to take a student into custody is the decision of the law enforcement officer.
3. If the investigation focuses on a particular student as a prime suspect of crime, the administrator and the law enforcement officer shall abide by the guidelines with respect to any interrogation, search and arrest. Once law enforcement is involved in

an investigation of possible criminal activity on school grounds, assuring that the constitutionally protected rights are respected during the investigation process is the law enforcement officers' responsibility.

4. School officials shall assist and cooperate in investigations as requested by law enforcement and consistent with District responsibility to maintain the confidentiality of student records under State and Federal law.

B. By law enforcement personnel without request of school authorities

1. Law enforcement officers will be asked to make every effort to interview students outside of the school hours and outside of the school setting in those cases where assistance has not been requested by school authorities. This procedure will not apply to circumstances where a serious crime may be involved, or where imminent threats to persons or property may be involved or where law enforcement states that it is not feasible to interview the student outside of school due to the nature of the investigation and that they are not able to provide specific information substantiating the need to immediately interview the student.
2. If law enforcement deem it absolutely necessary to interview a student at school, the law enforcement personnel shall first contact the administrator regarding the planned visit and inform the administrator of the circumstances that require him/her to investigate within the school and obtain his/her approval to interview a student during school hours. The police officer shall not commence his/her investigation until such approval is obtained. The law enforcement personnel may appeal to the District Administrator if it is deemed that approval was unreasonably withheld.

The administrator shall make every effort to maintain the privacy of the student.

3. Accordingly, the administrator shall do the following:

- a. Request that every attempt be made to schedule questioning during a time the student is not in class.
- b. Request that the student be pulled out of class by a school administrator, rather than a police officer, if necessary.
- c. Notify the law enforcement officer that the school official will be attempting to contacting the student's parent(~~s~~) prior to questioning, unless specifically requested not to because such contact would unduly impede the investigation.

4. If law enforcement officer is in possession of a valid warrant, school officials shall in no way interfere with the officer's execution of the warrant. A warrant shall be considered "valid" if it accurately describes the school facility and is executed by an authorized judicial official. District officials shall not attempt to evaluate the sufficiency of probable cause upon which the warrant is based.

In the event a law enforcement officer seeks to execute a warrant on school grounds, the officer is to be directed to building administration. The administration shall attempt to assist in executing the warrant by directing the student to report to the office. The school administration shall then (1) contact the student's parent if the student is a minor; and (2) contact the District Administrator. This process shall be followed unless the law enforcement official states that s/he has reason to believe that the subject of the warrant poses an immediate threat to the health and safety of others while in the school. In such a case, school officials shall grant access to the facility for execution of the warrant.

The District Administrator shall prepare guidelines to promote understanding and cooperation between staff members and students and these agencies.

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Legal 120.13(35), Wis. Stats.
 118.257, Wis. Stats.

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Book Policy Manual
Section For Board Review - Vol. 27, No. 2
Title REVISED POLICY - VOL. 27, NO. 2 - CORPORAL PUNISHMENT
Number po5630
Status
Adopted June 20, 2016

REVISED POLICY - VOL. 27, NO. 2

5630 - CORPORAL PUNISHMENT

While recognizing that students may require disciplinary action in various forms, the Board ~~of Education~~ cannot condone the use of unreasonable force and fear as an appropriate procedure in student discipline.

Professional staff should not find it necessary to resort to physical force or violence to compel obedience. If all other means fail, staff members may always resort to the removal of the student from the classroom or school through suspension, expulsion, or other disciplinary intervention.

Professional staff as well as support staff, within the scope of their employment, may use ~~and apply reasonable and necessary force to~~:

- A. reasonable and necessary force to quell a disturbance or prevent an act that threatens physical injury to any person ~~threatening physical injury to self or others~~;
- B. reasonable and necessary force to obtain possession of a weapon or other dangerous object ~~weapons or other dangerous objects upon or within a student's~~ ~~the control of the student~~;
- C. reasonable and necessary force for the purpose of ~~use~~ self-defense or the defense of ~~defend~~ others under 939.48, Wis. Stats.;
- D. reasonable and necessary force for the protection of ~~protect~~ property under 939.49, Wis. Stats.;
- E. reasonable and necessary force to remove a disruptive student from a school premises or motor vehicle, as defined in 125.09(2)(a)1. and 4., Wis. Stats., or from a school-related activities ~~activity, or a District vehicle~~;
- F. reasonable and necessary force to prevent a student from inflicting harm on himself/herself;
- G. reasonable and necessary force to protect the safety of others;-
- H. incidental, minor, or reasonable physical contact designed to maintain order and control.

~~In addition, staff members may use or apply incidental, minor, or reasonable physical contact designed to maintain order and control with the scope of employment.~~

In accordance with State law, corporal punishment shall not be permitted. If any staff member, full-time, part-time, or substitute intentionally inflicts, or causes to be inflicted, physical pain by hitting, paddling, spanking, slapping, forcing prolonged maintenance of physically-painful positions, or makes use of any other kind of physical force as a means of disciplining a student, s/he may be subject to discipline up to and including discharge by this Board and possibly criminal assault charges as well. This prohibition applies as well to volunteers and those with whom the District contracts for services.

In determining whether or not a person was acting within the exceptions noted above, if appropriate, deference may be given to reasonable, good faith judgements made by District employees or agents.

The corporal punishment policy and statute shall be interpreted in a manner that is consistent with the State law and policy governing the use of seclusion and restraint.

The District Administrator shall provide administrative guidelines which shall include a list of alternatives to corporal punishment.

[118.305, Wis. Stats.](#)

118.31, Wis. Stats

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Legal 118.305, Wis. Stats.

118.31, Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of WEAPONS
Number	po5772
Status	
Adopted	October 1, 2015
Last Revised	April 23, 2018

5772 - WEAPONS

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

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

The District Administrator will refer any student who violates this policy to the student's parents and may also make a referral to [law enforcement](#). ~~the criminal justice or juvenile delinquency system.~~ The student may also be subject to disciplinary action, up to and including expulsion.

Policy exceptions include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to Hunters' Education and Archery Education courses, if used for the purpose and in the manner approved (working firearms and live ammunition are never be approved); and
- C. theatrical props used in appropriate settings with the approval of the building principal.

This policy will be published annually in all District student and staff handbooks. Publication is not a precondition to enforcement of this policy.

Revised 6/19/17

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Legal	120.13(1), Wis. Stats. 943.13, Wis. Stats. 948.605, Wis. Stats. 18 U.S.C. 921(a)(3) 18 U.S.C. 922 20 U.S.C. 7151
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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of STUDENT PRODUCTION OF GOODS AND SERVICES
Number	po5870
Status	
Adopted	June 20, 2016

5870 - **STUDENT PRODUCTION OF GOODS AND SERVICES**

The Board ~~of Education~~ authorizes students to produce goods and services for nonprofit community organizations or groups during school hours or in-school activities only to the extent that such production furthers the educational development of students. Care must be exercised by the administration in interpreting this policy to avoid exploitation of the students.

The building administration will determine the number of such activities that can be accommodated and whether they are aligned to the District curriculum.

Students who develop ideas, concepts, or materials that may carry with them intellectual property characteristics may pursue protection of those rights on their own. No District staff may take steps to claim intellectual property rights relative to any work product created by student(s), except as expressly approved by the District Administrator and agreed to by participating students prior to the commencement of any projects. The District does not determine the protectable nature of any particular work.

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Book Policy Manual
Section For Board Review - Vol. 27, No. 2
Title Copy of LEASING SCHOOL PROPERTY
Number po6330
Status
Adopted July 18, 2016

6330 - LEASING SCHOOL PROPERTY

The Board ~~of Education~~ is authorized to lease ~~for a term exceeding fifteen (15) years~~ school sites, building, and equipment, not needed for school purposes to any person for any lawful use at a reasonable rental fee.

Such action must be approved at an annual or special ~~s~~School ~~d~~District meeting of the electorate.

~~-Lease agreements entered into, modified or extended before April 17, 2004, may not exceed fifteen (15) years.~~

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Legal 120.44(2), Wis. Stats.
120.13(25) Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of PAYROLL DEDUCTIONS
Number	po6520
Status	
Adopted	July 18, 2016

6520 - **PAYROLL DEDUCTIONS**

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

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

Any such deduction must be expressly authorized in writing by the employee.

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

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

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of FAIR LABOR STANDARDS ACT (FLSA)
Number	po6700
Status	
Adopted	July 18, 2016
Last Revised	July 17, 2017

6700 - FAIR LABOR STANDARDS ACT (FLSA)

The Board ~~of Education~~ will comply with the provisions of State and Federal Law and their respective implementing regulations, relating to minimum wages and overtime. To that end, the Board shall pay at least the minimum wage to all employees. Furthermore, the Board recognizes the safe and efficient operation of the District may occasionally require covered, non-exempt employees to work more than forty (40) hours during a given work week. Such employees shall be paid overtime compensation.

Work week is defined as the seven (7) day period of time beginning on Sunday at 12:00 a.m. and continuing to the following Saturday at 11:59 p.m. (or Monday at 12:00 a.m. and continuing to the following Sunday at 11:59 p.m.)

Covered, non-exempt employees who work (i.e., perform work on behalf of or for the benefit of the Board) more than forty (40) hours in a work week will receive overtime compensation at the rate of one and one-half (1 1/2) times the employee's regular hourly rate of pay for all hours worked in excess of forty (40) in the work week.

The District Administrator or his/her designee shall determine the necessity and availability of overtime work.

Overtime may be authorized only by a supervisor and will be used primarily to address circumstances of an emergency or temporary nature. Non-exempt employees who work overtime without prior approval from the District Administrator or a supervisor will be subject to disciplinary action, up to and including termination.

Exempt employees are individuals who are exempt from the State and Federal overtime provisions. Generally, individuals employed in a bona fide executive, administrative, administrative academic, or professional capacity, and certain computer employees are considered exempt. To qualify for the exemption, employees generally must meet certain tests regarding their job duties and be paid on salary basis. The salary requirement does not apply to teachers. Being paid on a "salary basis" means an employee regularly receives a predetermined amount of compensation each pay period on a weekly, or less frequent, basis. Additionally, the predetermined amount cannot be reduced because of variation in the quality or quantity of the employee's work. Subject to certain exceptions, an exempt employee must receive the full salary for any work week in which the employee performs any work, regardless of the number of days or hours worked.

The Board reserves the right to make deductions from the pay of otherwise exempt employee under the following circumstances:

- A. the employee is absent from work for one (1) or more full days for personal reasons other than sickness or disability
- B. the employee is absent from work for one (1) or more full days due to sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing compensation for salary lost due to illness
- C. to offset amounts employees receive as jury or witness fees, or for military pay
- D. for unpaid disciplinary suspensions of one (1) or more full days imposed in good faith for workplace conduct rule infractions
- E. for penalties imposed in good faith for infractions of safety rules of major significance

The Board shall also not be required to pay the full salary in the initial or terminal week of employment, or for weeks in which an exempt employee takes unpaid leave under the Family & Medical Leave Act.

The Board recognizes that with limited legally permissible exceptions, no deductions should be taken from the salaries of exempt employees. If an exempt employee believes that an improper deduction has been made to his/her salary, the employee should immediately report this

information to the Business Manager, or district office.

Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made, and the Board will make a good faith commitment to avoid any recurrence of the error.

~~The District Administrator shall distribute this policy to all employees upon initial hire and on an annual basis.~~

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Legal	29 U.S.C. 201 et seq.
	29 C.F.R. Part 541
	104.01, Wis. Stats.
	DWD 274.03, Wis. Admin. Code

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of AUDIT
Number	po6830
Status	
Adopted	July 18, 2016

6830 - **AUDIT**

The Board ~~of Education~~ requires that, after the close of the fiscal year (June 30th), an audit of all accounts of the District be made annually by an independent, certified public accountant. The audit examination shall be conducted in accordance with generally accepted auditing standards and the Wisconsin Uniform Financial Accounting Requirements of the DPI (WUFAR). ~~The audit~~ and shall include all funds over which the Board has direct or supervisory control.

The District Auditor shall ~~also~~ prepare a detailed report which shall be submitted ~~and submit a copy of the District's audit report~~ to the Department of Public Instruction ~~by~~ each year after it has been presented to and approved by the Board. The District Administrator shall assure that the audit report is completed timely and submitted prior to the deadline established by DPI.

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Legal 120.14, Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of WEAPONS
Number	po7217 - TC
Status	
Adopted	November 21, 2016
Last Revised	November 21, 2016

7217 - WEAPONS

The Board of Education prohibits staff members, students, 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 to the extent permitted by law without the permission of the District Administrator. Policies regarding staff members are found in Policy 3217 and Policy 4217. The policy pertaining to students is found in Policy 5772.

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

Concealed Carry Permit Holders

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

Definition of "Weapon"

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

Exceptions to this policy include:

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

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

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

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

Revised 11/21/16

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

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of SAFETY AND SECURITY
Number	po7440
Status	
Adopted	November 21, 2016

7440 - **SAFETY AND SECURITY**

Promoting the safety of students, staff and others in the school buildings, as well as providing for the protection of the significant financial investment in the District's buildings is a critical function of the Board. Proper safety measures are to be implemented to protect those who use the buildings and to protect the buildings and equipment owned by the Board from theft and vandalism in order to maintain the optimum conditions for carrying out the educational program.

The District Administrator shall develop and supervise a program for the security of the District's students, staff, visitors, school buildings, school grounds, and school equipment in compliance with State and Federal laws. Such a program may include the use of video surveillance and electronic monitoring equipment in appropriate areas in and around the schools and other District facilities, and on school buses.

Every effort shall be made to apprehend those who knowingly cause serious physical harm to students, staff, visitors, and Board property and to require prosecution of those who bring harm to persons and/or property. The Board will seek to repair the damage or seek the payment of a fee to cover such repairs.

Appropriate authorities may be contacted in the case of serious offenses.

The District Administrator is authorized to install video surveillance/electronic monitoring equipment on school property in order to protect the health, welfare and safety of students, staff, visitors and Board property, and other security devices that would assist in the detection of guns and dangerous weapons in school buildings or on District property.

The District Administrator shall report to the Board no later than the next regular Board meeting, any significant incident involving vandalism, theft, personal safety or other security risks and the measures being taken to address the situation.

Public Access to School Facilities

The Board expects that during regular school hours only students and school staff need to be present in the school building. The Board also acknowledges that there will be times during the instructional day that members of the public, including parents, invited guests, or other individuals will for appropriate and legitimate reasons require entry into a school facility. In such cases, the following guidelines shall be followed:

- A. All exterior doors to every school building shall be locked during the instructional day, preventing entry into the building and all visitors to the school building during those times will be directed to a single entrance into the building. This entrance shall be the entrance closest to the main office. Visitors must identify themselves and the purpose of their visit to the school through the intercom system.
- B. All persons other than students and building staff shall check in with the main office of the building and shall complete a visitor log. Each visitor shall be given a visitor tag that shall be worn at all times while in the building. Main office staff must contact the classroom teacher to verify that the visitor is expected.
- C. All visitors are expected to sign out prior to departing the building.
- D. Outside of instructional times, no person other than a staff member may be in any school buildings except for attendance at a public function (such as a sporting event) or based on an approved facility use request pursuant to Policy 7510.

Any visitor to the school may be refused entry or asked to leave the building at any time if the building administrator determines that the visitor's presence is disruptive or is likely to become disruptive to the educational environment, or for other safety or security reasons. If a visitor refuses to leave upon request by the building administrator, the administrator shall contact the school resource officer or local law enforcement as appropriate. No staff member should attempt to physically remove a visitor, unless the visitor poses an imminent safety threat.

Failure to follow the requirements above when entering or remaining in school facilities may be subjected to a fine not exceeding \$1,000 in circumstances tending to provoke a disturbance of the peace.

Any school staff member that witnesses a visitor in the school building who is not wearing a visitor tag as required shall report the visitor's presence to the main office. In the event the main office does not have record of such visitor properly checking in, the office staff shall immediately contact an administrator or, if any administrator is not available, if applicable, appropriate law enforcement.

Parents as Visitors

The Board encourages parental involvement in the education of students in the District. For this reason, it is important to facilitate the involvement of parents in school activities and the educational process while at the same time preserving the integrity of the educational environment for all students. As a balance, the Board adopts the following requirements for parents visiting the school during the instructional day:

- A. Parents shall make arrangements with their child's teacher or with the building administrator in advance of visiting their child at school unless that is not possible.
- B. Parents, like any other visitor, must enter the building through only the only approved visitor entrance and shall check in at the main office in the same fashion as a visitor.

[Parents visiting District schools shall comply with Policy 9150 - School Visitors, and other relevant policies and administrative guidelines.](#)

Parents who do not follow these guidelines or whose presence is disruptive to the educational environment may be asked to leave the building by the Building Administrator. Any decision to permanently expel a parent may only be made by the District Administrator due to the parent's repeated failure to follow rules causing a disruption to the educational environment or for overt threats of harm or actual physical contact with any staff or student.

Court Imposed Restrictions

In any case in which an individual is the subject of a court order restricting the individual's presence at a school building, including any restrictions on the individual's physical proximity to an individual either a student or staff member, the Building Administrator shall inform staff of the situation and if any staff member sees the individual on school premises, that staff member shall immediately contact law enforcement and the main office.

Sex Offenders on School Property

Any person who is a registered sex offender under Wisconsin Law is required to notify the District Administrator ~~or designee~~ of the specific date, time and place of his/her visit to any school facility and must notify the District Administrator of his/her status as a registered sex offender.

Parents of students enrolled in the District must notify the District Administrator of his/her status as a registered sex offender and his/her children enrollment in the District. Notification must occur at the beginning of each school year or at the time the individual is required to register or whenever the child is first enrolled, whichever occurs first.

Notification requirements do not apply if the person will be on school grounds to vote in an election or to attend a non-school sponsored event occurring on the school grounds.

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Legal 120.13(35), 301.475, Wis. Stat.

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Book Policy Manual
Section For Board Review - Vol. 27, No. 2
Title Copy of NOTIFICATION OF EDUCATIONAL OPTIONS
Number po8146
Status
Adopted October 17, 2016
Last Revised December 18, 2017

8146 - NOTIFICATION OF EDUCATIONAL OPTIONS

The Board ~~of Education~~ recognizes the need to provide alternative means by which students achieve the goals of the District.

On an annual basis, a list of all educational options available to children who reside in the District, including public school, private schools participating in a parental choice program, charter schools, virtual schools, full time open enrollment, [Early College Credit Program](#), [Start College Now Program](#), [Part-Time Open Enrollment](#), ~~youth options, course options,~~ and options for students enrolled in a home-based private education program, will be provided to parents.

Revised 7/17/17

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Legal 115.385(4), Wis. Stats.
118.15, Wis. Stats.
118.55, Wis. Stats.
118.57 Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of PUBLIC RECORDS
Number	po8310
Status	
Adopted	November 21, 2016
Last Revised	December 18, 2017

8310 - PUBLIC RECORDS

The Board ~~of Education~~ recognizes its responsibility to maintain the public records of this District and to make such records available for inspection and reproduction.

Under the Wisconsin Public Records Law, a "record" is defined as any material on which written, drawn, printed, spoken, visual, or electromagnetic information or electronically generated or stored data is recorded or preserved, regardless of physical form or characteristics, that has been created or is being kept by the authority. It includes handwritten, typed, or printed pages, maps, charts, photographs, films, recordings, tapes, optical discs, and any other medium on which electronically generated or stored data is recorded or preserved. A "record" does not include drafts, notes, preliminary computations, and like materials prepared for the originator's personal use or prepared by the originator in the name of a person for whom the originator is working; materials that are purely the personal property of the custodian and have no relation to his/her office; materials to which access is limited by copyright, patent, or bequest; and published materials in the possession of an authority other than a public library that are available for sale, or that are available for inspection at a public library. The personal use exception applies to notes created by the originator solely for the purpose of refreshing his/her recollection and as a matter of convenience (not part of his/her job duties), but does not apply to notes that are distributed to others for the purpose of communicating information or notes that are created or retained for the purpose of memorializing agency activity.

In addition, records may be exempted from disclosure as a matter of statute or common law or, under the balancing test, the public interest in disclosure may be outweighed by the public interest in non-disclosure.

~~The public records of this District include any writing prepared, owned, used, in the possession of, or retained by the District, its Board, officers, or employees, to the extent such writings are within the definition of public records under applicable law. "Public records" do not include notes from the personal use of the author, medical records, documents containing genetic information, trial preparation records, confidential law enforcement investigatory records, records the release of which is prohibited by State or Federal law.~~

Any person may make an oral or written request for any public records of the District. The person may inspect, ~~copy,~~ or receive copies of the public record requested. The District ~~will~~ shall respond as soon as practicable and without delay The District will either provide the requested documents, subject to any redactions, or inform to the requester, providing the requested documents or informing the requester of the District's ~~decision to deny the request.~~ intent to deny access with specific explanation regarding the decision to deny access.

~~The District will comply with the No public records, including, but not limited to, personnel records, personnel files, or staff directories or student records shall include the actual/confidential addresses of students, parents, or employees who are participating in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice. Such public records and student records shall only contain the address designated by the Wisconsin Department of Justice to serve as the student's, parent's, or employee's address.~~ (See Policy 5111 - Eligibility of Resident/Nonresident Students, Policy 8320 - Personnel Records and Policy 8330 - Student Records.)

The District may charge the requester of a copy of a record of \$0.25 per page, that represents the actual, necessary, and direct cost of reproduction of the record. In addition, the District may impose a fee upon a requester for the actual time spent by District employees in locating a record, if the cost is \$50.00 or more. In calculating location costs, the District will use the applicable employee's hourly rate for salary and benefits.

The District may also charge the requester for any equipment required to fill the request (such as videotapes, computer disks, etc.) The District may impose a fee upon a requester for the actual, necessary, and direct cost of mailing or shipping of any copies which are mailed or shipped to the requester.

The District may require prepayment of fees if the total amount exceeds \$5.00. If payment is required, the District will calculate the actual cost and charge the requester. If advance payment is required, the District will either invoice the requester for the difference between the estimate and actual cost or refund any overpayment.

~~A resident may receive copies of the District's public records upon payment of a fee. In cases where the cost of locating and reproducing the requested record is estimated to exceed \$50, the District Administrator may require advance payment of the estimated cost from the requester prior to fulfilling the request. The District may charge fees for the actual time spent by District employees in locating the record at the applicable employee's hourly rate for salary and benefits, as well as a reproduction cost of \$0.25 per page as well as postage if applicable. The District may also charge the requester for any equipment required to fill the request (such as DVDs, computer disks, etc.). If payment is required, the District will calculate the actual cost and charge the requester. If advance payment is required, the District will either invoice the requester for the difference between the estimate and actual cost or refund any overpayment.~~

No public record may be removed from the office in which it is maintained, except by a Board officer or employee in the course of the performance of his/her duties.

Nothing in this policy shall be construed as preventing a Board member from inspecting in the performance of his/her official duties any record of this District, except student records and certain portions of personnel records.

The District Administrator shall establish administrative guidelines to ensure proper compliance with the intent of this policy and the public records law.

Records Retention Schedule

The District has adopted~~will follow~~ the Wisconsin Department of Public Instruction's~~Administration's~~ guidelines on School District record retention.

~~The most recent edition of the guidelines is dated May, 2010.~~ It may be accessed at the following web address:

<http://publicrecordsboard.wi.gov/docview.asp?docid=15892&locid=165>

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Legal 19.21, Wis. Stats.
 19.31-39, Wis. Stats.
 120.13(12), Wis. Stats.

Last Modified by Steve LaVallee on October 1, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of LETTERS OF REFERENCE
Number	po8340 - TC
Status	
Adopted	November 21, 2016
Last Revised	July 17, 2017

8340 - **LETTERS OF REFERENCE**

Pursuant to State law, an administrator responding to a reference request is presumed to be acting in good faith and is immune from all civil liability that may result from providing the reference to a prospective employer. The presumption may be rebutted upon a showing by clear and convincing evidence that the administrator knowingly provided false information or made the reference maliciously or in violation of Wisconsin's blacklisting statute.

The Board ~~of Education~~ recognizes that an employee or former employee's request to an administrator for a letter of reference is an opportunity to share information about the staff member's or former staff member's performance with a prospective employer. A current or former employee shall have no expectation that a letter of reference will be written upon request. The decision to comply with such a request shall be solely at the discretion of the administrator.

If an administrator opts, however, to prepare such a letter, the Board expects that administrator to provide specific and truthful comments concerning the employee or former employee's actual performance that can be substantiated by the individual's personnel file.

An administrator who prepares a letter of reference or provides an employment reference pursuant to this policy, is prohibited from assisting a District employee, contractor or agent in obtaining a new job if s/he knows or has reasonable cause to believe that such District employee, contractor or agent engaged in sexual misconduct regarding a minor or student in violation of State or Federal law. "Assisting" does not include the routine transmission of administrative and personnel files. The only exceptions permitted are those authorized by the Every Student Succeeds Act, such as where the matter has been investigated by law enforcement and the matter was officially closed due to lack of probable cause or where the individual was acquitted or otherwise exonerated of the alleged misconduct.

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Legal 895.487(2), Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of ENVIRONMENTAL HEALTH AND SAFETY PROGRAM
Number	po8405
Status	
Adopted	November 21, 2016

8405 - ENVIRONMENTAL HEALTH AND SAFETY PROGRAM

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

INDOOR ENVIRONMENTAL QUALITY PLAN (IEQ)

In accordance with the District's recognition of the importance of a safe and healthful environment to the educational atmosphere, the District Administrator shall develop guidelines to provide for IEQ monitoring and maintenance. The plan developed shall be implemented no later than February 2013. The following must be included in the plan the District establishes:

A. an employee designated to serve as the IEQ Coordinator for the District;

Additionally, the District will designate an employee in each of the schools to serve as the IEQ Coordinator for that school.

B. the following strategies shall be delineated by the IEQ Coordinator:

1. methods for communicating with parents, students and other employees regarding any IEQ concerns and remediation plans related to such concerns;
2. a complaint procedure for IEQ concerns of parents, students, or employees;
3. developing a schedule of inspections and routine evaluation of each school buildings' environmental standards consistent with all policies of the District and establish guidelines for remediation of any problems identified in the course of any evaluation or inspection;
4. at least annually review the management plan and provide an update to the Board; and
5. identify additional Board policies governing IEQ issues for consideration.

C. provides for training on environmental quality standards for maintenance employees and for the IEQ coordinators and committee members;

D. develops a schedule of and standards for routine maintenance of District properties.

STUDENT, EMPLOYEE, AND VISITOR HEALTH AND SAFETY

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

A. Procedures describing a hazard identification and abatement program that requires the periodic inspection of District facilities, the implementation of immediate and programed corrective actions when deemed necessary by such inspections, and the development of

a District-wide hazard reporting procedure that enables employee/stakeholder participation. This program will also provide guidelines for identifying and responding to hazards that are created by outside entities, inspecting activities of contractors, and inspecting new facilities to determine whether appropriate requirements for environmental health and safety have been met.

- B. Procedures that promote environmental health and safety awareness among employees, students, and stakeholders. These procedures shall include, but not be limited to, the establishment of school and District safety committees, and the establishment of a program of regular communication with students, employees, and stakeholders about pertinent safety and health issues through available media in the District.
- C. Procedures directed toward the safety and health of students during transportation to and from school, at school, and during participation in school-related activities. These procedures shall include, but not be limited to, promoting bus safety for students, assessing the safety of school traffic patterns, operating school clinics, administering medication and medical treatment, promoting laboratory and shop safety, promoting safety in sports and other outdoor activities, inspecting playground equipment and promoting safety on playgrounds, and assessing environmental exposure.
- D. Procedures related to District employee health and safety issues that include, but are not limited to, providing for work areas free from recognized hazards and defining employer and employee responsibilities and expectations related to health and safety.
- E. Procedures describing an accident reporting and investigation system that provides for identification of root causes, determination of remedial and programmed corrective actions, and communication about accidents to employees and stakeholders.
- F. Procedures for foreseeable emergencies and fire prevention.
- G. Procedures relating to recordkeeping required by State or Federal law.

PHASE-OUT/BANNED PRODUCTS

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

INDOOR AIR QUALITY – MICROBIAL ABATEMENT

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

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

As preventative measures, the District shall do the following:

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

DIESEL EXHAUST AND SCHOOL BUS IDLING

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

POLLUTION CONTROL AND PREVENTION

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

USE OF FREE-FLOWING MERCURY CONTAINING PRODUCTS

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

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

SEE ALSO THE FOLLOWING RELATED POLICIES:

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

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Legal	101.11, Wis. Stats.
	118.07, Wis. Stats.
	Chapter 32, Wis. Admin. Code
	29 C.F.R. Part 1910

Last Modified by Steve LaVallee on October 3, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	REVISED POLICY - VOL. 27, NO. 2 - MANDATORY REPORTING OF STUDENT ABUSE AND NEGLECT AND THREATS OF VIOLENCE
Number	po8462
Status	
Adopted	November 21, 2016

REVISED POLICY - VOL. 27, NO. 2

8462 - MANDATORY REPORTING OF STUDENT ABUSE AND NEGLECT AND THREATS OF VIOLENCE

The Board strictly prohibits any actual or threatened acts of physical, mental, sexual, or other form of abuse directed towards students by any person in any District-owned, operated, or leased facility, or at any school-sponsored activity. Likewise, the Board strictly prohibits any threats of violence in or targeted at any school. All incidents or suspected incidents of such conduct must be reported as described in this policy and in State law and will be investigated. All District employees, regardless of position, are required to make a report in the following instances:

- A. when the staff member has reasonable cause to suspect that a child seen in the course of the staff member performance of their job duties has been abused or neglected, or has been threatened with abuse or neglect, regardless of the identity of the suspected perpetrator;

The report shall be made to local law enforcement or social services.

- B. when the staff member, in good faith, believes ~~in good faith~~ based on a threat made by any person regarding violence targeted at a school, that the health and safety of any person is in serious or imminent threat. Any such threats shall be immediately reported to law enforcement as described in policy.

~~The Board of Education is concerned with the physical and mental well being of all children of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.~~

Any staff member who, in good faith, believes that circumstances require reporting shall do so without conducting any further investigation concerning the subject matter of the report. When a report is made, the staff member shall immediately notify the building level administrator or District Administrator that a report has been made and provide detail concerning the basis for the report.

Training

The Board shall require every employee to receive training provided by the Department of Public Instruction (DPI) in identifying children who have been abused or neglected and in the laws and procedures detailed herein governing the reporting of suspected or threatened child abuse and neglect. Such training shall be completed within the first six (6) months of employment in the District and thereafter at least once every five (5) years after the initial training. The District Administrator shall coordinate all training (.) and shall prepare administrative guidelines that provide information concerning the prevention of child abuse or neglect and threats of school violence, as well the signs that a student may be a victim of or at risk of becoming a victim of abuse or neglect.

The required training shall also include training on the laws governing the reporting of threats of violence in or targeted at a school.

~~Each District employee who has reasonable cause to suspect child abuse or neglect has occurred or is occurring shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a child by other than accidental means~~

Procedures for Reporting - Child Abuse and Neglect

The employee shall immediately call the local office of the Child Welfare Department, social services department, or local law enforcement agency ~~(-)~~ and shall secure prompt medical attention if pertinent ~~for any such injuries reported.~~

Employees shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect and Threats of Violence.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order, or as otherwise compelled by law. A reporting employee shall not be dismissed or otherwise penalized for making a good faith report of child abuse or neglect. The details of any reported incident, including the identities of the individuals involved or noted in the report, shall be kept confidential to the extent permitted. Any staff member who disseminates such information other than as permitted or required by policy or legal obligation may be subject to disciplinary action. Any staff member who reports suspected child abuse or neglect will not be subject to disciplinary action and is immune from civil liability to the extent provided for by law.

~~Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and may subject the disseminator to civil liability for resulting damages and disciplinary action.~~

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the District Administrator.

Procedures for Reporting - Threats of Violence

An employee, regardless of position, who receives a threat or hears a threat of violence in or targeted at a school shall immediately inform law enforcement. The report shall contain detailed information concerning the nature of the threat. The staff member shall cooperate fully with law enforcement. When such a report is made, the staff member shall also inform the building administrator or District Administrator. If a threat is reported to the building administrator, s/he shall immediately notify the District Administrator and coordinate the District's coordination with law enforcement, students, and parents as the circumstances require.

All threats of violence are to be taken seriously. No staff member who reports a threat in good faith shall be subject to disciplinary action. Failure to report a threat may result in disciplinary action.

49.981, Wis. Stats.
118.07(5), Wis. Stats.
175.32, Wis. Stats.

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Legal 48.981, Wis. Stats.
 118.07(5), Wis. Stats.
 175.32, Wis. Stats.

Last Modified by Steve LaVallee on October 1, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of FOOD SERVICES
Number	po8500
Status	
Adopted	November 1, 2015
Last Revised	July 17, 2017

8500 - FOOD SERVICES

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

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

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

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

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

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

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

Substitutions to the standard meal requirements shall be made, at no additional charge, for students who are certified by a licensed physician to have a disability which restricts his/her diet, in accordance with applicable State and Federal requirements. To qualify for such substitutions the medical certification must identify:

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

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who are not "disabled persons", but have a signed statement from a qualified medical authority that the student cannot consume certain food items due

to medical or other special dietary needs. To qualify for such consideration and substitutions the medical statement must identify:

A. the medical or dietary need that restricts the student's diet; and

B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted

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

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

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

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

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

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable no sooner than by the end of the school year in which the debt was incurred. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFSA for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b).

Negative Account Balances

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

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

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

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

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

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

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

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

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

~~No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours. The District's food-service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for American and Smart Snack Rules. Any competitive food items and beverages that are available~~

~~for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the last lunch period shall also comply with the current USDA Dietary Guidelines for Americans and Smart Snack Rules. Foods and beverages unassociated with the food service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540.~~

Nondiscrimination Statement

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

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

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

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

A. Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

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

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

This institution is an equal opportunity provider.

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

[SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs](#)

[SP 59-2016 Modifications to Accommodate Disabilities in the School Meal Program](#)

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

[Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.](#)

[Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq., 42 U.S.C. 1758](#)

[15.137, Wis. Stats.](#)

[93.49, Wis. Stats.](#)

[115.34 - 115.345, Wis. Stats.](#)

[120.10\(16\), Wis. Stats.](#)

[120.13\(10\), Wis. Stats.](#)

[7 C.F.R. Part 15b](#)

[7 C.F.R. Part 210](#)

[7 C.F.R. Part 215](#)

[7 C.F.R. Part 220](#)

[7 C.F.R. Part 225](#)

[7 C.F.R. Part 226](#)

[7 C.F.R. Part 227](#)

[7 C.F.R. Part 235](#)

[7 C.F.R. Part 240](#)

[7 C.F.R. Part 245](#)

[42 U.S.C. Chapter 13](#)

[Revised 11/21/16](#)

Legal

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

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

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

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

42 U.S.C. 1758

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

7 C.F.R. Parts 15b, 210, 215, 220, 225, 226, 227, 235, 240, 245, 3015

42 U.S.C., Chapter 13

Last Modified by Steve LaVallee on September 25, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of STUDENT ACCIDENT INSURANCE
Number	po8760
Status	
Adopted	November 21, 2016
Last Revised	November 21, 2016

8760 - **STUDENT ACCIDENT INSURANCE**

The Board of Education recognizes the need for insurance coverage for injuries to students caused by accidents occurring in the course of attendance at school and participation in the athletic and co-curricular programs of the schools. Therefore, at the beginning of each school year, the Board shall offer parents the opportunity to participate in group accident insurance.

~~A signed statement of insurance coverage on the part of the student's parent or guardian shall be a prerequisite for student registration in any school activity having a potential for personal injury.~~

Revised 11/21/16

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Legal 120.13(2)(a)

Last Modified by Steve LaVallee on October 3, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Number	po9130
Status	
Adopted	April 23, 2018

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

Any individual(s), having a legitimate interest in the staff, programs and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board ~~of Education~~. At the same time, the Board has a right to protect the staff from inappropriate harassment. It is the intent of this policy to provide guidelines for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy 1422, Policy 3122, and Policy 4122.

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

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the District Administrator for consideration. Any individual presenting such a matter shall be provided with a copy of this policy.

Guidelines for Matters Regarding a Staff Member

A. First Level

Generally, if the matter concerns a staff member the individual(s) should discuss the matter with the staff member. The staff member shall take appropriate action within his/her authority and District administrative guidelines to deal with the matter.

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

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

B. Second Level

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

C. Third Level

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

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

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

D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the District Administrator, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted within ten (10) days of receiving the District Administrator's written response.

The Board, after reviewing all material relating to the matter, shall provide the individual(s) with a written response.

If the individual(s) contacts an individual Board member to discuss the matter, the Board member shall inform the individual that s/he has no authority to act in his/her individual capacity and may refer the individual(s) to this guideline or the District Administrator for further assistance.

Guidelines for Matters Regarding District Services or Operations

If the matter relates to a District procedure or operation, it should be addressed, initially, to the person with administrative responsibility and then in subsequently higher levels as prescribed in "Guidelines for Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding Enrollment Disputes

If the matters relates to disputes concerning student residency determination, Homelessness under the McKinney-Vento Act, or related issues, the matter should be addressed initially to the District's Residency or Homelessness Coordinator, and then to the Third Level of the process for "Matters Regarding a Staff Member".

Guidelines for Matters Regarding the Educational Program

If the matter relates to a District program, it should be addressed, initially, to the Curriculum Director and then in subsequently higher levels as prescribed in "Matters Regarding a Professional Staff Member".

Guidelines for Matters Regarding Instructional Materials

The District Administrator shall prepare ~~information so administrative guidelines to ensure~~ that students and parents are adequately informed each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an inspection. See Policy 2414, AG 9130A and Form 9130 F3.

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

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

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

B. Upon receipt of the information, the Curriculum Director may, after advising the District Administrator of the complaint, and upon the District Administrator's approval, appoint a review committee, which shall comply with the open meetings law.

C. If the request, suggestion, or complaint relates to the human growth and development curriculum or instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and advising the Board on the design, review and implementation of the curriculum. (See Policy 2414).

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

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

- E. The material in question may not be temporarily withdrawn from use pending the committee's recommendation to the District Administrator.
- F. The committee's recommendation shall be reported to the District Administrator in writing within ten (10) business days following the formation of the committee. The District Administrator will advise the individual(s), in writing, of the committee's recommendation and the District Administrator's decision. The District Administrator shall also ~~and~~ advise the Board of the committee's recommendation and his/her decision. ~~action taken or recommended.~~
- G. The individual(s) may submit an appeal the District Administrator's decision in writing to the Board President ~~recommendation~~ within ten (10) business days of receiving the decision to the Board. ~~The appeal shall be submitted in writing to the District Clerk for the Board.~~ The written appeal and all written material relating to it shall be referred to the Board for review ~~consideration~~.
- H. The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable. The Board shall determine on a case-by-case basis whether its review will include appearances by the petitioner and administration, be based on written submissions, or only on the record produced by the Committee.

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

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

Last Modified by Steve LaVallee on October 1, 2018



Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of PUBLIC ATTENDANCE AT SCHOOL EVENTS
Number	po9160
Status	
Adopted	November 21, 2016
Last Revised	July 17, 2017

9160 - PUBLIC ATTENDANCE AT SCHOOL EVENTS

The Board ~~of Education~~ welcomes the attendance of members of the community at athletic and other public events held by the schools in the District, but the Board also acknowledges its duty to maintain order and preserve the facilities of the District during the conduct of such events.

The Board directs that no alcoholic beverage or other controlled substance be possessed, consumed, or distributed nor any betting occur at any function occurring on District premises.

Raffles and similar forms of fund-raising by District-related organizations may be permitted by the District Administrator in accordance with Policy 9211 - District Support Organizations and Policy 9700 - Relations with Special Interest Groups.

No qualified person with a disability will, because the District's facilities are inaccessible to, or unusable by, persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies. Any person who believes s/he has been discriminated against due to a disability should refer to the complaint procedure set forth in Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto.

The Board holds the legal authority to bar the attendance of or remove any person whose conduct may constitute a disruption on District property or at a school event. School administrators have the authority to call law enforcement officials if a person violates posted regulations or does not leave District property when requested. They are also authorized to use detectors and other devices to better protect the safety and well-being of participants and visitors.

If a student, a non-enrolled minor, or adult is asked to leave or is removed from a school event, no admission fees shall be refunded.

Individuals with disabilities shall have an equal opportunity to purchase tickets for events that have been sanctioned or approved by the Board in accordance with the provisions of the Americans with Disabilities Act, as amended.

Further, in accordance with the provisions of the Americans with Disabilities Act, as amended, the Board shall permit individuals with disabilities to be accompanied by their service animals in all areas of the District's facilities where members of the public, as participants in services, programs or activities, or as invitees, are allowed to go. (See also Policy 8390 - Animals on District Property)

Persons attending school events are subject to the prohibitions on use of tobacco pursuant to Policy 7434 - Use of Tobacco on School Premises.

[Persons attending school events are subject to the provisions of Policy 7217 - Weapons.](#)

Audio and/or video recordings can be made by parents or other members of the audience without restriction if the performance is not of copyrighted material. However, if the performance is of copyrighted material, recording can be made if the appropriate license authorizing such recordings has been secured in advance by the District. If the performance is of copyrighted material and the necessary license has not been secured in advance by the District, the audience shall be advised before the performance begins that the re-broadcasting and distribution (including posting on the internet) of audio and/or video recordings are prohibited.

Guidelines governing the use of non-District audio/visual recording equipment at any District-sponsored event or activity are to be distributed early enough that members of the audience who wish to record the event make proper arrangements to obtain their recordings without causing delay or disruption to an activity.

Any person or organization seeking to film students or a school activity which is not a public event shall obtain prior permission from the District Administrator.

All notices, signs, schedules, and other communications about school events shall contain the following statement:

"Upon request to the District Office, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format as necessary for a disabled person to be able to participate in this activity. At least twenty-four (24) hours advance notice of the need for accommodation is appreciated."

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Legal 29 CFR Part 35
 29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended
 34 C.F.R. Part 104
 42 U.S. C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

Last Modified by Steve LaVallee on September 25, 2018



Book AG 1st Draft Clean
Section 6000 Finances
Title CHANGE ORDER APPROVAL PROCESS
Number ag6320C3
Status

Change Order Approval Process

When the District Administrator or Business Manager receives a change order from a contractor/vendor on a district project costing \$10,000 or more, the following process will be used for authorization of the change order:

1. The District Administrator will send an electronic message or make a phone call to each Board Member detailing the change order and the District Administrator's recommendation.
2. Each Board Member will be asked whether s/he endorses the change order.
3. Allow twenty-four hours from the time the message or call was sent for Board Members to reply. [If there is no reply from a Board Member after 24 hours with more than one attempt to contact or the person is not accessible (traveling, ill, etc.), the Member's vote will be considered an abstention.]
4. If all Board Members endorse the change order, the District Administrator is authorized to approve the change order.
5. If one or more Board Members does not endorse the change order, the District Administrator will work with the Board President to call a Special Board Meeting as soon as is practicable, but no later than three working days, to take action on authorization of the change order.

Summary Land Survey Proposals

Manawa School District

October 3, 2018

<u>Consultant</u>	<u>Proposed Survey Fee</u>
Point of Beginning, Stevens Point, WI	\$12,150
Rettler Corporation, Stevens Point, WI*	\$ 5,400
Gremmer Associates, Stevens Point, WI	\$11,500
Davel Engineering, Menasha, WI	\$11,500

*Recommended consultant

AIR CONDITIONING AND CRITICAL EQUIPMENT SUPPORT SYSTEMS

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COMPANY:	School District of Manawa 515 E 4th st, Manawa, WI 54959	PROPOSAL #:	DJW136C-18-0909 QT20204073
ATTN:	Dr. Melanie Oppor 920-596-2525	PAGES:	5
EMAIL:	moppor@manawaschool.org	DATE:	October 1, 2018
FROM:	Derek Wolff		
PROJECT:	Manawa High School 60kW Generator Set and Automatic Transfer Switch		

Item A: 60kW Generator Set

Quantity 1 - Generac Industrial gaseous engine-driven generator, naturally-aspirated 6.8L V-10 engine, consisting of the following features and accessories:

- Stationary Emergency-Standby rated
- **60 kW Rating, wired for 277/480 VAC three phase, 60 Hz**
- Permanent Magnet Excitation
- Standard Weather Protective Enclosure, Steel
 - Industrial Grey Baked-On Powder Coat Finish
- UL2200
- EPA Certified
- H-100 Control Panel
 - Meets NFPA 99 and 110 requirements
 - Temp Range -40 to 70 degrees C
 - Digital Microprocessor:
 - Two 4-line x 20 displays, full system status
 - 3 Phase sensing, +/-0.25% digital voltage regulation
 - RS232, RS485 and Canbus remote ports
 - Waterproof connections
 - All engine sensors are 4-20ma for minimal interference
 - Programmable I/O
 - Built-in PLC for special applications
 - Engine function monitoring and control:
 - Full range standby operation; programmable auto crank, Emergency Stop, Auto-Off-Manual switch
 - Isochronous Governor, +/-0.25% frequency regulation
 - Full system status on all AC output and engine function parameters
 - Service reminders, trending, fault history (alarm log)
 - I2T function for full generator protection
 - Selectable low-speed exercise
 - HTS transfer switch function monitoring and control

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- Fuel system - Dual-Fuel
 - Natural Gas primary
 - LP Liquid secondary
- Standard MLCB, 80% rated thermal-magnetic
 - **100 Amp**
 - Shunt trip and Auxiliary Contacts
- 21 Light Remote Annunciator
 - Surface-Mount
 - Integral 8 Function Relay Board
- Battery Heating Pad
- Battery Charger, 10 Amp, NFPA 110 compliant, installed
- 110 AH, 925 CCA Group 31 Battery, with rack, installed
- Coolant Heater, 1500W
- AC/DC Enclosure Interior LED Lighting Kit
- Std set of 3 Manuals
- 120V GFCI and 240V Outlet
- 8 Position Load Center
- Engine Run Relay
- Flex Fuel Line
- Standard 2-Year Limited Warranty
- SG0060KG036.8P18HPYYA

Automatic Transfer Swith:

100 Amp, 480Volt, 3 pole
D3ATSA3104NG0C
Open Transition
NEMA1

Total investment for the above equipment (Not including any applicable tax or freight).....\$25,236.00

AIR CONDITIONING AND CRITICAL EQUIPMENT SUPPORT SYSTEMS

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Comments and Clarifications:

Startup Included

Load Bank Testing Included

Freight Included (Off Loading by Others)

Natural Gas Piping by Others

Installation and Permitting by others.

Estimated Delivery: 8- 10 weeks

Prices valid for 90 days from above date

FOB: Jobsite

Item B: Installation / Labor

1. Disconnect power to existing transfer switch and generator. Temporary hook so all circuits energized.
2. Be there to take out existing generator and set new generator.
3. Install new transfer switch and new wire to match generator size.
4. Install new 277/480 volt panel in basement to feed existing circuits and new 3-phse transformer.
5. Set new 120/208 volt panel fed from transformer to feed existing 120 volt circuits and (4) added circuits, (3) head end computer circuits, (1) 120 volt cooler circuit, (1) 220 volt cooler circuits and (1) 3-phase freezer circuit.
6. Run a RS485 from generator set to Main Office for annunciator panel.
7. Install new 100 amp switch in main service and new wire to feed transfer switch. Note: 60A switch & wire now.
8. Price includes an allowance for a crane to pick up the old generator and set the new generator and an allowance for gas piping with a new regulator for the new generator.
9. Price includes an allowance to increase the size of the chain link fence for a larger generator door openings and to service generator.

Total Installation Cost (Not including any applicable tax).....\$18,614.00

Terms & Conditions:

- Quotation Valid for 45 days
- Price does not include tax

AIR CONDITIONING AND CRITICAL EQUIPMENT SUPPORT SYSTEMS

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Derek Wolff
Account Representative

All sales, use or other taxes levied in respect to material itemized herein **are not** included in this quotation. Our standard terms and conditions of sale, available for review on our above website, apply to this proposal. We **do not** accept credit cards for payment of invoices over \$5,000.00. Pricing for this proposal is valid for 30 days