

# School District of Manawa

Board of Education Agenda

November 19, 2018



**CORRECTED**

**CORRECTED**

1. Call to Order – President Johnson – **6:30 p.m.** – MES Boardroom, 800 Beech Street
  - a. Rapid Improvement Process Study
2. Pledge of Allegiance - **7:00 p.m.**
3. Roll Call
4. Verify Publication of Meeting
5. Presentations:
  - a. District/School Report Card and Spring Data - Ms. Brauer, Mrs. Pukita, Mr. Wolfgram and Mrs. Sernau
6. Announcements:
  - a. Contributions to the District
  - b. Other Contributions
7. Consent Agenda
  - a. Approve Minutes of October 15, and 22, and November 7 and 13, 2018 Board Meetings
  - b. Treasurer’s Report/Approve Expenditures & Receipts (on website)
  - c. Donations:
    - i. Class of 2011 - \$413.28 for Urgent Needs Fund
    - ii. First State Bank - \$180 for Urgent Needs Fund
    - iii. First State Bank - \$140 for Project Backpack
    - iv. Anonymous Donation of \$1,000 to Activity Account for Choir **Uniforms**
  - d. Accept Resignation of Football Coach as Presented
  - e. Accept Resignation of Head Volleyball Coach as Presented
  - f. Consider Approval of MS GBB Coach Recommendation for SY1819 as Presented
  - g. Consider Approval of Softball Coaches for SY1819 as Presented
  - h. Consider Approval of Baseball Coaches for SY1819 as Presented
  - i. Consider Approval of Updated Fundraiser List for SY1819 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 Robert McCoy
  - b. Thank you from Kris Wegener
  - c. Thank you from Premiere Community Bank for Support of the Bank, Insurance and Investment Services: a Donation Made to Food Pantry on the District’s Behalf
11. Board Recognition:
  - a. WASB Recognition of Board Members:
    - i. Helene Pohl - Level III
    - ii. Joanne Johnson - Level I
  - b. Gifted Education Week Proclamation

12. District Administrator's Report:
  - a. Thompson Moser, HS Student Council Representative
  - b. Legislative Update
  - c. Monthly Enrollment Report
  - d. American Education Week November 12 - 16, 2018
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
  - b. Technology Director Highlights
16. Board Comments:
  - a. Comment #1
17. Committee Reports:
  - a. Curriculum Committee (Scheller, Chair)
    - i. SDM Student Technology Guide
      1. View the Guide at this link:  
<https://sites.google.com/manawaschools.org/technology/home>
    - ii. Course Revisions for SY1920
      1. AP Chemistry
      2. Programming
      3. Engineering
    - iii. ACT Day Testing Plan SY1819
    - iv. Curriculum Maps
      1. Horticulture
      2. Employability Skills
    - v. Curriculum Committee Planning Guide
  - b. Finance Committee (Pohl, Chair)
    - i. 2019-20 Local Budget Process
      1. Timeline
      2. Staff & Program Change Process
    - ii. ForeCast 5 Analytics
    - iii. State of Wisconsin Biennium Budget (2019-21)
    - iv. 2018-19 Local Budget Overview
      1. Cash Flow/Borrowing
    - v. Request for Proposal (RFP)
      1. Banking Services
      2. Food Service
      3. Photography
    - vi. Commission on Aging - Meal Site and Meal Preparation
    - vii. Finance Committee Planning Guide

- c. Buildings & Grounds Committee (R. Johnson, Chair)
    - i. Energy Efficiency Projects
      - 1. Light Project
      - 2. Standing Metal Seam Roof Repair
      - 3. Entryway Thresholds and Sweeps
    - ii. TruGreen Yr. 3 of Contract - Feedback
    - iii. Maintenance Updates
      - 1. Kubota
      - 2. HS Kitchen Dishwasher
    - iv. Rettler Land Survey
    - v. Buildings & Grounds Committee Planning Guide
  - d. Policy & Human Resources Committee (Pethke, Chair)
    - i. Salary & Stipend Guide Update
    - ii. Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices
    - iii. Policy and Human Resources Committee Planning Guide
18. Unfinished Business:
- a. Consider Approval of NEOLA Vol. 27 No. 2 Updates as Presented
  - b. Consider Approval of Contract with Final Terms and Conditions of Hoffman Planning, Design & Construction, Inc. as Presented
19. New Business:
- a. Consider Approval of the Adoption of AP Chemistry Course as Presented
  - b. Consider Approval of the Adoption of Programming Course as Presented
  - c. Consider Approval of the Adoption of Engineering Course as Presented
  - d. Consider Approval of the Adoption of ACT Day Testing Plan as Presented
  - e. Consider Approval of the Adoption of the Horticulture Curriculum Map as Presented
  - f. Consider Approval of the Adoption of the Employment Skills Curriculum Map as Presented
  - g. Consider Approval of the Salary & Stipend Guide Update for SY1819 as Presented
  - h. 1st Reading Policy 7530.02 School and Staff Use of PCD
20. Next Meeting Dates:
- a. Dec. 4, 2018 – Finance Committee Meeting – 6:00 p.m. – MES Board Room
  - b. Dec. 5, 2018 – Curriculum Committee – 4:00 p.m. – MES Board Room
  - c. Dec. 5, 2018 - Policy & HR Committee Meeting – 5:00 p.m. – MES Board Room
  - d. Dec. 5, 2018 – Buildings & Grounds Committee Meeting – 6:30 p.m. – MES Board Room
  - e. Dec. 17, 2018 - Regular BOE Mtg – 6:30 p.m. **Retiree Reception**; 7:00 p.m. Regular Mtg-Brd Rm
  - f. Jan. 16, 2019 – Spec BOE Mtg – 5:30 p.m. – Hoffman Update - MES Board Room
  - g. Jan. 21, 2019 – Regular BOE Mtg – 6:30 p.m. Rapid Improvement Process Study; 7:00 p.m. - Regular Mtg - MES Board Room
21. Closed Session – the Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(a)(c)(f), 118.22 and 118.125 as well as 120.13(1)(c) Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Personnel Evaluation
22. Board May Act on Items Discussed in Closed Session
23. Adjourn

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

### **Public Participation at Board Meetings (Bylaws 0167.3)**

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

#### Agenda Item

Any person or group wishing to place an item on the agenda shall register their intent with the District Administrator no later than fifteen (15) days prior to the meeting and include:

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

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

#### Public-Participation Section of the Meeting

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

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

The presiding officer shall be guided by the following rules:

- A. Public participation shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.
- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.
- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- H. The presiding officer may:
  - a. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
  - b. request any individual to leave the meeting when that person does not observe reasonable decorum;
  - c. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
  - d. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action;



- e. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- I. The portion of the meeting during which the participation of the public is invited shall be limited to fifteen (15) minutes, unless extended by a vote of the Board.
- J. Recording, filming, or photographing the Board's open meetings is permitted. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:
  - a. No obstructions are created between the Board and the audience.
  - b. No interviews are conducted in the meeting room while the Board is in session.
  - c. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

19.90, Wis. Stats.

Minutes of the October 15, 2018 Board of Education Meeting

Call to order - President Johnson - 7:00 p.m. Board Room 800 Beach Street

Pledge of Allegiance

Roll call: J. Johnson, Forbes, Scheller, Pohl, Hollman (7:06 p.m.) Absent: R. Johnson, Pethke

Publication of meeting verified by Dr. Oppor

Presentations:

Mrs. Suehs, Food Service Director, presented an overview of the SDM Food Service Program and its behind-the-scene operations (menus, staff training, sanitation, inspection, DPI reporting, good nutrition promotion)

Mr. Keller and Ms. Eck gave a report on 2018 Summer School and announced that they will work on a Summer Staff Handbook.

Announcements: President Johnson thanked the following donors for their generous contributions: First State Bank, Manawa Steak House, Busy Bean, Cruisin'In, Manawa Athletic Booster Club - goodie bags to SDM employees during inservice; Manawa FFA Alumni - \$800 to Manawa FFA National Convention expenses; Solarus - \$1,000 to Partners of Student Activities; Smith & Radtke LLC Manawa Accounting & Tax - \$50 to Paving the Way; Jugs Sports, Inc. \$2,515.50 for football passing machine; Manawa Athletic Booster Club Inc. - \$2,515.50 for football passing machine, \$3,355 for PVC add-a-year boards, \$3,705.40 for 36 padded red and black chairs, \$798.22 for Krossover program (GBB and BBB), \$630 for MS basketball shorts; Sacred Heart Catholic Church - \$500 for Project Backpack; Manawa Rural Fire Department \$540 for Project Backpack; Zoetis/United Veterinary Service - \$357.25 for Manawa FFA; Anonymous Donor - \$40 to delinquent food service account.

Approved by consent: Minutes of September 17, 27, and October 3, 2018 Board meetings, Treasurer's report/approve expenditures (\$1,290, 418.42 + \$3,065.71- Master Card) & receipts (\$59,233.86), donations from First State Bank, Manawa Steak House, Busy Bean, Cruisin'In, Manawa Athletic Booster Club - goodie bags to SDM employees during inservice; Manawa FFA Alumni - \$800 to Manawa FFA National Convention expenses; Solarus - \$1,000 to Partners of Student Activities; Smith & Radtke LLC Manawa Accounting & Tax - \$50 to Paving the Way; Jugs Sports, Inc. \$2,515.50 for football passing machine; Manawa Athletic Booster Club Inc. - \$2,515.50 for football passing machine, \$3,355 for PVC add-a-year boards, \$3,705.40 for 36 padded red and black chairs, \$798.22 for Krossover program (GBB and BBB), \$630 for MS basketball shorts; Sacred Heart Catholic Church - \$500 for Project Backpack; Manawa Rural Fire Department \$540 for Project Backpack; Zoetis/United Veterinary Service - \$357.25 for Manawa FFA; Anonymous Donor - \$40 to delinquent food service account; resignation of Esther Schmidt, food service worker, hiring of food service worker, hiring of updated non-athletic co-curricular advisors for SY18-19 and SY 18-19 head coaches for softball and baseball; request for leave of absence.

No public comments

Correspondence: thank you note from Gary Barrington's family.

Board Recognition:

President Johnson congratulated Ethan Wiesner for his initiative in taking an independent engineering course and presented him with a certificate of accomplishment. She also congratulated Ms. Rita Gipp, Technology/Engineering teacher, for her innovative practice in developing a middle school robotics program.

**District Administrator's Report:**

Legislative update; Dark store assessment update, referendums across the state, Third Friday Enrollment Report (701 FTE students), WASB Joint Convention January 22-25, 2019 in Milwaukee (let Mrs. Frazier know if planning to attend), Referendum update: one more official mailing + October 16 meeting in BOE room at 8:00 am, Energy Efficiency Project update: with residual funds, exterior lighting will be a priority; the gymnasium could be next.

**School Operations Reports:**

ES and JR/HS highlights in packet.

President Johnson suggested exploring other avenues for graduation gowns.

**Business Related Reports:**

Highlights in packet.

Mrs. O'Brien is presenting referendum information on behalf of the district at the Town of Lebanon's monthly meeting with Mr. R. Johnson tonight.

**Directors Reports:**

Highlights from Curriculum/Special Education director and Technology director included in packet.

Board comments: none

**Committee Reports:**

Minutes from Curriculum, Finance, Buildings & Grounds and Policy and Human Resources committees included in packet.

**Unfinished Business:**

Motion by Scheller/Pohl to approve NEOLA Policy 4231 - Outside Activities. Motion carried - R. Johnson and Pethke absent.

Motion by Forbes/Scheller to approve NEOLA Policy 9510 - Education Research. Motion carried - R. Johnson and Pethke absent.

**New Business:**

Motion by Scheller/Hollman to approve the Spring 2019 Start College Now (Youth Options) application as presented. Motion carried - R. Johnson and Pethke absent.

Motion by Scheller/Hollman to approve the tuition sharing agreement with Iola-Scandinavia School District for the SY1819 as presented. Motion carried - R. Johnson and Pethke absent.

Motion by Scheller/ Forbes to approve the adoption of Physical Education Curriculum Mapping as presented. Motion carried - R. Johnson and Pethke absent.

Motion by Scheller/ Pohl to approve the adoption of Social Thinking and Me Curriculum Mapping as presented. Motion carried - R. Johnson and Pethke absent.

Motion by Pohl/Hollman to approve 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. Motion carried - R. Johnson and Pethke absent.

1st reading of NEOLA Vol. 27. No. 2 updates.

Motion by Scheller/Forbes to approve Ag 6320C3 - Change Order Approval Process as presented. Motion carried - R. Johnson and Pethke absent.

Motion by Forbes/Scheller to approve land/site survey proposal from Rettler Corporation as presented. Motion carried - R. Johnson and Pethke absent.

Motion by Forbes/Scheller to approve the quote from ACCESS for a fully installed Generac generator for Little Wolf Jr. Sr. High School as presented. Motion carried - R. Johnson and Pethke absent.

Next meeting dates:

Oct. 22, 2018 - Annual District meeting -7:00 p.m. - MES Board Room

Nov. 7, 2018 - Curriculum Committee meeting - 4:00 p.m. - MES Board Room

Nov. 7, 2018 - Policy & HR Committee meeting - 5:00 p.m. - MES Board Room

Nov. 7, 2018 - Buildings & Grounds Committee meeting - 6:30 p.m. - MES Board Room

Motion by Pohl/Scheller to adjourn at 7:48 p.m. Motion carried – R. Johnson, Pethke absent.

Hélène Pohl, Recording Secretary

## Minutes of October 22, 2018 Annual District Meeting

Meeting called to order: by President J. Johnson 7:02 p.m.

Board Members in Attendance: Scheller, Forbes, Pohl, Pethke, J. Johnson. Absent: R. Johnson and R. Hollman

There were 13 in attendance including the Board of Education.

Appointment of Jeanne Frazier as Meeting Secretary.

Election of Temporary Chairperson: President Johnson Nominated Jim Quinn. Second by Pohl.

No other nominations. Motion carried: Mr. Jim Quinn was appointed as Chairperson.

Ground rules were read by those present.

Motion J. Johnson / Forbes to approve ground rules as presented. Motion carried.

Move by Pohl / J. Johnson to dispense with the reading of the Annual Meeting Minutes of the 2017. Motion carried.

Treasurer's Report:

Motion by J. Johnson / Pethke to accept the Treasurer's report as read. Motion carried.

State of the District – Dr. Oppor reported: are appreciating the Board of Education this month. Building for the Future – continues to be our focus. Manner has shifted to describe what we're doing but the plan stays the same. District goals Key Performance Indicators; fixed Mindset to Growth Mindset; 20-year-old systems to energy efficiency remodeling; Analysis to referendum in November. Focusing on Academic excellence, relationships and communication. A staff engagement survey - Gallup Q12 Survey will be done annually. Feb. 18<sup>th</sup> Regional In-service; all educators will attend a large group In-service in Neenah. Referendum presentation tomorrow afternoon for students at Little Wolf Jr./Sr. High School.

Business Manager: Mrs. O'Brien goal to increase financial stability and how we've been working towards that goal. Kept the mill rate at \$9.14 per \$1000 property value, have established the Salary Advancement Model, simplified our contract language to some degree, all staff know where they are on the model; restructured our insurance (Quad County Consortium); all insurance renewal dates have been moved to July 1<sup>st</sup> creating a more stable budget; over 70% of our budget are salaries and benefits. This year's recommended mill rate will remain at \$9.14 per \$1,000 of property value and the recommended tax levy is \$3,373,470. This levy amount

includes \$870,000 for energy efficiency projects, including new windows at MES, a new secure and efficient front entryway, and LED lights exteriorly at both schools and interiorly at MES.

This budget reflects an overall revenue increase of \$617,702.16 over actual while budgeted spending has only increased by \$176,873.57 over actual. This \$440,828.59 change from the 2017-18 school year budget corrects for previous deficits.

Resolutions: State laws require that several resolutions be acted upon each year at the Annual School District Meeting, giving the Board of Education the necessary legal authority to operate the schools. These resolutions follow:

Motion by: Pohl / J. Johnson to approve Resolution SY201819#07 to levy upon the taxable property of the School District of Manawa, the sum of \$3,372,470 for defraying the operation and maintenance of the public schools for the school year 2018-2019 and \$40,000 for Community Service for a combined total of \$3,412,470. Motion carried.

Motion by R. Johnson / Pohl that the following yearly salaries be adopted for the members of the Board of Education: \$1,500 for President, Vice President, Clerk and Treasurer, \$1,200 for Directors and that the Board members shall be paid \$50 per day when traveling outside the district to attend meetings, workshops, etc., in the performance of his/her duties. No payment shall be made unless authorized by the Annual or special common school district meeting, all being in accordance with provisions of Section 120.10 (3), Wisconsin Statutes. Motion carried.

Motion by: J. Johnson / Scheller to approve Resolution SY201819#09 to furnish free textbooks for use in the school system and to establish a penalty for unusual and unreasonable wear according to rules that may be established by said Board. (Section 120.10 (15) of Wisconsin Statutes) as presented. Motion carried.

Motion by: J. Johnson / Forbes to approve Resolution SY201819#10 to furnish hot lunches and milk to any and all students of said District at such places and times and at such cost as shall be set by said School Board, and the School Board is hereby authorized to pay any deficiency which may result from said lunch program. (Section 120.10 (16) Wisconsin Statutes) Motion carried.

Motion by: Pethke / J. Johnson to approve Resolution SY201819#11 to sell any property belonging to and not needed by said District for school purposes. Be it further resolved that the conduct of sale of such property be determined by said Board of Education. (Section 120.10 (12) Wisconsin Statutes). Motion carried.

Motion by: Scheller / J. Johnson to approve Resolution SY201819#1 to direct the District to provide for the prosecution or defense of any action or proceeding in the District's interest for the remainder of the 2018-2019 school year. Motion carried.

Motion by: J. Johnson / Pethke to approve Resolution SY201819#13 to provide for accident insurance covering pupils in the District and that the cost and expenditures for said insurance is hereby authorized. (Section 20.13 (2a) Wisconsin Statutes). Motion carried.

Motion by: Pethke / J. Johnson to approve Resolution SY201819#14 to authorize the district to do all things necessary to negotiate and reach agreement on a lease for use of the Masonic Lodge, located at 407 South Bridge Street, Manawa, Wisconsin, by the District, pursuant to such terms and conditions as determined to be reasonable and appropriate by the School Board. Motion carried.

Motion by: J. Johnson / Forbes to approve Resolution SY201819#15 to set the dates for the 2018-19 Board of Education meetings as follows: July 16, 2018, August 20, 2018, September 17, 2018, October 15, 2018, October 22, 2018 Annual Meeting, November 19, 2018, December 17, 2018, January 21, 2019, February 18, 2019, March 18, 2019, April 29, 2019, May 20, 2019 and June 17, 2019 as presented. Motion carried.

Motion by: J. Johnson / Pethke to approve Resolution SY201819#16 to set the date for the 2019 Annual Meeting to Monday, October 28, 2019 at 7:00 p.m. Motion carried.

Chairman Quinn asked if there was any other business that can be legally discussed at the Annual Meeting. There was none.

Motion by J. Johnson / Pethke to adjourn at 8:07 p.m. Motion carried.

Jeanne Frazier, Recording Secretary

Minutes of the November 7, 2018 Special Board of Education Meeting

Meeting called to order at 6:45 p.m. by President Johnson in the MES Board Room.

Present: Scheller, Forbes, Hollman, Pohl, Pethke, R. Johnson, J. Johnson

Reviewed referendum.

Jody Andres from Hoffman introduced Matt McGregor to discuss budget and schedule of referendum projects.

Dr. Oppor will be setting up project boot camps with responsible parties, Administration and the Board beginning in December 2018.

Motion by Scheller/Hollman to adjourn at 7:34 p.m.

Bobbi Jo Pethke, Clerk



Minutes of the November 13, 2018 Special Board of Education Meeting

Meeting called to order 6:36 pm by President Johnson in the MES Board Room

Present: Scheller, Forbes, Pohl, Pethke, R. Johnson, J. Johnson. Absent: Hollman

Motion by R. Johnson/Scheller to consider approval of the contract with Hoffman Planning to, Design, Inc. to be the agent of the Board subject to negotiation of final terms/conditions by and between the District and Hoffman. Motion carried – Hollman absent.

Next special meeting date: January 16, 2019 5:30 p.m.

Motion by Forbes/Scheller to adjourn at 7:13 p.m. Motion carried – Hollman absent.

Bobbi Jo Pethke, Clerk

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78879	AHNEN, ROGER	jpap10	10/12/2018	VARSIY FOOTBALL OFFICIAL ON 10/12/18 VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/BOYS FOOTBALL	0	70.00
						Totals for 78879	70.00
78880	AT&T	JPAP10	10/12/2018	Open PO for AT&T bill - 6 months	GENERAL FUND/ON-LINE COMMUNICATIONS/CENTR AL SERVICES	8001900016	651.23
						Totals for 78880	651.23
78881	BADGER SPORTING GOOD	JPAP10	10/12/2018	GOLF POLOS	GENERAL FUND/APPAREL (Instructional only)/ATHLETIC DIRECTOR	4001900126	372.45
78881	BADGER SPORTING GOOD	JPAP10	10/12/2018	UNIFORMS	GENERAL FUND/APPAREL (Instructional only)/ATHLETIC DIRECTOR	4001900120	2,800.00
						Totals for 78881	3,172.45
78882	CASH	JPAP10	10/12/2018	REIMBURSE MES PETTY CASH	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	41.10
						Totals for 78882	41.10
78883	CENTURY LINK	JPAP10	10/12/2018	Long Distance telephone bill	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900011	66.55
						Totals for 78883	66.55
78884	CESA 6-CONFERENCE RE	JPAP10	10/12/2018	Audiology/Hearing Itinerant CESA bill	SPECIAL EDUCATION FUND/TRANSFER TO CESA/AUDIOLOGY CESA	271900084	282.58
78884	CESA 6-CONFERENCE RE	JPAP10	10/12/2018	Audiology/Hearing Itinerant CESA bill	SPECIAL EDUCATION FUND/TRANSFER TO CESA/HEARING CESA	271900084	67.52
78884	CESA 6-CONFERENCE RE	JPAP10	10/12/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	2,789.98
78884	CESA 6-CONFERENCE RE	JPAP10	10/12/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	2,789.98
78884	CESA 6-CONFERENCE RE	JPAP10	10/12/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	620.00
78884	CESA 6-CONFERENCE RE	JPAP10	10/12/2018	CESA bill for Leadership and Physical Therapy	GENERAL FUND/TRANSFER TO CESA/DIR OF IMPROVEMENT OF INSTRUCT	8001900012	3,099.98
78884	CESA 6-CONFERENCE RE	JPAP10	10/12/2018	CESA bill for Leadership and Physical Therapy	GENERAL FUND/TRANSFER TO CESA/DIR OF	8001900012	3,099.98

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78884	CESA 6-CONFERENCE RE	JPAP10	10/12/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8001900012	668.80
78884	CESA 6-CONFERENCE RE	JPAP10	10/12/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8001900012	2,675.20
78884	CESA 6-CONFERENCE RE	JPAP10	10/12/2018	PASS THRU SUPPLIES	SPECIAL EDUCATION FUND/TRANSFER TO CESA/HEARING IMPAIRMENT DEAF/BLIND	0	283.48
					Totals for 78884		16,377.50
78885	CINTAS CORPORATION L	JPAP10	10/12/2018	CUSTODIAL SUPPLIES	FOOD SERVICE FUND/OPERATIONAL SERVICES/FOOD SERVICES	0	21.70
78885	CINTAS CORPORATION L	JPAP10	10/12/2018	CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/OPERATIONAL SERVICES/BUILDINGS	0	11.70
78885	CINTAS CORPORATION L	JPAP10	10/12/2018	CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	21.10
78885	CINTAS CORPORATION L	JPAP10	10/12/2018	CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	171.15
					Totals for 78885		225.65
78886	COTTER, THOMAS	jpap10	10/12/2018	VARSITY VOLLEYBALL OFFICIAL ON 10/16/18 VS WITTENBERG-BIRNAMWOOD - REGIONAL GAME (MILEAGE INCLUDED)	GENERAL FUND/PERSONAL SERVICES/GENERAL ATHLETICS	0	96.50
					Totals for 78886		96.50
78887	CUFF FARMS	jpap10	10/12/2018	SPECIAL EDUCATION - PUMPKIN PICKING/COMMUNITY BASED INSTRUCTION ON 10/19/18	SPECIAL EDUCATION FUND/PUPIL DUES AND FEES/MULTI-CATEGORIC AL	0	160.00
					Totals for 78887		160.00
78888	DELTA DENTAL-VISION	JPAP10	10/12/2018	VISION INSURANCE PREMIUMS FOR OCTOBER 2018	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	643.10
					Totals for 78888		643.10
78889	DIECK, BENJAMIN	jpap10	10/12/2018	VARSITY VOLLEYBALL OFFICIAL ON 10/16/18 VS WITTENBERG-BIRNAMWOOD - REGIONAL GAME	GENERAL FUND/PERSONAL SERVICES/GENERAL ATHLETICS	0	65.00
					Totals for 78889		65.00
78890	ENGBRETSON PLUMBING	JPAP10	10/12/2018	LABOR & PARTS FOR WATER HEATER IN MES KITCHEN	FOOD SERVICE FUND/MAINTENANCE SERVICES/FOOD SERVICES	0	398.87
					Totals for 78890		398.87
78891	ENGELHARDT DAIRY OF	jpap10	10/12/2018	LWHS MILK	FOOD SERVICE	0	62.80

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78891	ENGELHARDT DAIRY OF	jpap10	10/12/2018	LWHS FOOD AND MILK	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	44.21
78891	ENGELHARDT DAIRY OF	jpap10	10/12/2018	LWHS MILK	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	93.68
78891	ENGELHARDT DAIRY OF	jpap10	10/12/2018	LWHS FOOD AND MILK	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	95.94
78891	ENGELHARDT DAIRY OF	jpap10	10/12/2018	LWHS FOOD AND MILK	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	131.82
78891	ENGELHARDT DAIRY OF	jpap10	10/12/2018	MES MILK	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	214.43
78891	ENGELHARDT DAIRY OF	jpap10	10/12/2018	MES MILK	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	99.68
78891	ENGELHARDT DAIRY OF	jpap10	10/12/2018	MES MILK	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	130.83
78891	ENGELHARDT DAIRY OF	jpap10	10/12/2018	MES MILK	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	210.50
78891	ENGELHARDT DAIRY OF	jpap10	10/12/2018	MES MILK	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	210.50
						Totals for 78891	1,294.39
78892	E O JOHNSON COMPANY	jpap10	10/12/2018	EO Johnson copier payments - 6 months	GENERAL FUND/COMMUNICATION/CENTRAL SERVICES	8001900018	6,239.23
						Totals for 78892	6,239.23
78893	FOLLETT SCHOOL SOLUT	JPAP10	10/12/2018	Titlewave - Battle of the Books Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	4001900101	9.28
						Totals for 78893	9.28
78894	GALLUP EDUCATION	jpap10	10/12/2018	GALLUP Q12 EMPLOYEE SURVEY FOR SY1819	GENERAL FUND/NON-INSTRUCTIONAL SOFTWARE/CENTRAL SERVICES	8001900019	1,425.00
						Totals for 78894	1,425.00
78895	GREEN MECHANICAL	JPAP10	10/12/2018	MAINTENANCE WORK AT MES	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	1,039.95
						Totals for 78895	1,039.95
78896	HEID MUSIC CO, INC.	JPAP10	10/12/2018	AUSTIN ROHAN REEDS - INVOICE # 224245	GENERAL FUND/GENERAL SUPPLIES/INSTRUMENTAL MUSIC	4001900153	89.96
						Totals for 78896	89.96
78897	MANAWA BOOSTER CLUB	jpap10	10/12/2018	CHECKS MADE OUT TO THE DISTRICT IN ERROR - SHOULD HAVE BE MADE OUT TO MANAWA	GENERAL FUND/OTHR REVENUE FROM LOCAL SOURCE/DISTRICT	0	80.00

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				BOOSTER CLUB	WIDE		
						Totals for 78897	80.00
78898	NORTH EASTERN WISCON	JPAP10	10/12/2018	Open PO for OT bills *SEPTEMBER BILLING*	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	271900090	2,465.00
						Totals for 78898	2,465.00
78899	NXT LEVEL FITNESS	JPAP10	10/12/2018	SUMMER SCHOOL WRESTLING & FOOTBALL CAMP T-SHIRTS	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	0	830.00
						Totals for 78899	830.00
78900	OFFICE DEPOT	JPAP10	10/12/2018	ENVELOPES	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	0	42.19
78900	OFFICE DEPOT	JPAP10	10/12/2018	LABELS	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	0	12.99
78900	OFFICE DEPOT	JPAP10	10/12/2018	ENVELOPES (CREDIT)	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	0	-42.19
78900	OFFICE DEPOT	JPAP10	10/12/2018	ENVELOPES & REINFORCED TOP FILE JACKETS	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	67.49
78900	OFFICE DEPOT	JPAP10	10/12/2018	ENVELOPES & REINFORCED TOP FILE JACKETS	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEG ORICAL	0	41.99
						Totals for 78900	122.47
78901	PAN-O-GOLD BAKING	jpap10	10/12/2018	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	100.60
78901	PAN-O-GOLD BAKING	jpap10	10/12/2018	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	135.53
78901	PAN-O-GOLD BAKING	jpap10	10/12/2018	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	170.98
						Totals for 78901	407.11
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD AND NON FOOD ORDER	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	131.03
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD AND NON FOOD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,029.22
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD AND NON FOOD ORDER	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	268.29
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD AND NON FOOD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	915.86
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE	0	339.69

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD AND NON FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	1,095.84
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD AND NON FOOD ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	170.31
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD AND NON FOOD ORDER	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	1,252.25
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	1,122.85
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	USDA COMMODITY ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	23.20
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	USDA COMMODITY ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	14.50
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD AND NON FOOD ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	135.36
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	FOOD AND NON FOOD ORDER	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	746.04
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	USDA COMMODITY ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	8.70
78902	REINHART FOOD SERVIC	jpap10	10/12/2018	USDA COMMODITY ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	7.25
						Totals for 78902	7,260.39
78903	SCHOOL SPECIALTY INC	JPAP10	10/12/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900103	85.27
78903	SCHOOL SPECIALTY INC	JPAP10	10/12/2018	CARRIE KOEHN - CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900104	23.98
						Totals for 78903	109.25
78904	SCHULTZ, KRISTIE	JPAP10	10/12/2018	REIMBURSE FOR LUNCH ACCOUNT BALANCE	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	29.30
						Totals for 78904	29.30
78905	SILVER LAKE LANES	jpap10	10/12/2018	SKYLAR LIEBZEIT CWC ALL CONFERENCE BANQUET	GENERAL FUND/EMPLOYEE TRAVEL/GENERAL ATHLETICS	4001900154	132.00
						Totals for 78905	132.00
78906	THE FLOWER POT	JPAP10	10/12/2018	MEMORIAL FOR GARY BARRINGTON FUNERAL	GENERAL FUND/PERSONAL SERVICES/BOARD OF EDUCATION	0	37.99
						Totals for 78906	37.99

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78907	THEDACARE AT WORK	JPAP10	10/12/2018	DS RAPID 5 BUNDLED/PHYSICAL FREE FROM COMM DISEASE - M. ZIRBEL	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	144.00
78907	THEDACARE AT WORK	JPAP10	10/12/2018	DS RAPID 5 BUNDLED/PHYSICAL FREE FROM COMM DISEASE - J. BEYER & M. BRONOLD	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	288.00
						Totals for 78907	432.00
78908	UNEMPLOYMENT INSURAN	JPAP10	10/12/2018	UNEMPLOYMENT	GENERAL FUND/UNEMPLOYMENT COMPENSATION/INSURAN CE AND JUDGEMENTS	0	658.96
						Totals for 78908	658.96
78909	WISCONSIN ASSOC OF S	JPAP10	10/12/2018	MEETING ONLY MEMBER FEE FOR 2018 FALL REGION 7 MEETING - JOANNE JOHNSON & MELANIE OPPOR	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOARD MEMBERS	0	70.00
						Totals for 78909	70.00
78910	WENDT, MELISSA	JPAP10	10/12/2018	REIMBURSE FOR LUNCH ACCOUNT DEPOSIT	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	40.00
						Totals for 78910	40.00
78911	WI SKYWARD USER GROU	jpap10	10/12/2018	SKYWARD USER GROUP CONFERENCE REGISTRATION FOR JEANNE FRAZIER - OCTOBER 15 & 16, 2018	GENERAL FUND/PERSONAL SERVICES/STAFF SERVICES	0	170.00
						Totals for 78911	170.00
78912	ZABEL'S SAWMILL	JPAP10	10/12/2018	DAN KOEHLER WOOD	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4001900133	1,771.00
						Totals for 78912	1,771.00
78913	WWCA-WI WRESTLING CO	JPAP10	10/15/2018	WRESTLING PROFESSIONAL DEVELOPMENT - B. JOHNSON/D. BOTTING/ S. COYLE	GENERAL FUND/EMPLOYEE TRAVEL/BOYS WRESTLING	4001900157	345.00
						Totals for 78913	345.00
78914	BELANGER, SCOTT	JPAP10	10/16/2018	VARSITY FOOTBALL OFFICIAL ON 10/19/18 VS AUBURNDALE - REGIONAL GAME	GENERAL FUND/PERSONAL SERVICES/GENERAL ATHLETICS	0	70.00
						Totals for 78914	70.00
78915	CHANEY, STEVE	JPAP10	10/16/2018	VARSITY FOOTBALL OFFICIAL ON 10/19/18 VS AUBURNDALE - REGIONAL GAME	GENERAL FUND/PERSONAL SERVICES/GENERAL ATHLETICS	0	128.59
						Totals for 78915	128.59
78916	COLLINS, PATRICK	JPAP10	10/16/2018	VARSITY VOLLEYBALL LINE JUDGE ON 10/16/18 FOR REGIONAL GAME VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/GENERAL ATHLETICS	0	30.00
						Totals for 78916	30.00
78917	KRAUTKRAMER, ANDY	JPAP10	10/16/2018	VARSITY FOOTBALL OFFICIAL ON 10/19/18 VS AUBURNDALE - REGIONAL GAME	GENERAL FUND/PERSONAL SERVICES/GENERAL	0	70.00

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					ATHLETICS		
					Totals for 78917		70.00
78918	KUBISIAK, KEITH	JPAP10	10/16/2018	VARSITY FOOTBALL OFFICIAL ON 10/19/18 VS AUBURNDALE - REGIONAL GAME	GENERAL FUND/PERSONAL SERVICES/GENERAL ATHLETICS	0	70.00
					Totals for 78918		70.00
78919	POPPY, MICHELLE	JPAP10	10/16/2018	VARSITY VOLLEYBALL LINE JUDGE ON 10/16/18 FOR REGIONAL GAME VS WITTENBERG-BIRNAMWOOD	GENERAL FUND/PERSONAL SERVICES/GENERAL ATHLETICS	0	30.00
					Totals for 78919		30.00
78920	TARRAS, STEVE	JPAP10	10/16/2018	VARSITY FOOTBALL OFFICIAL ON 10/19/18 VS AUBURNDALE - REGIONAL GAME	GENERAL FUND/PERSONAL SERVICES/GENERAL ATHLETICS	0	70.00
					Totals for 78920		70.00
78921	ALLIANT ENERGY	JPAP10	10/19/2018	GAS - ELEMENTARY SCHOOL - 9/10/18 - 10/8/18	GENERAL FUND/GAS FOR HEAT/OPERATION	1011900059	776.86
78921	ALLIANT ENERGY	JPAP10	10/19/2018	#7110450000 - LWHS ELECTRIC - 9/10/18 - 10/8/18	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	9,593.59
78921	ALLIANT ENERGY	JPAP10	10/19/2018	#4740620000 - LWHS GAS -10/8/18 - 9/10/18	GENERAL FUND/GAS FOR HEAT/OPERATION	4001900136	-1.64
78921	ALLIANT ENERGY	JPAP10	10/19/2018	#4706230000 - CONCESSIONS - (9/4/18 - 10/1/18)	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	63.09
78921	ALLIANT ENERGY	JPAP10	10/19/2018	NEW SIGN - ELEC - 9/6/18 - 10/4/18	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	54.79
78921	ALLIANT ENERGY	JPAP10	10/19/2018	PAES LAB - ELECTRIC & GAS - 9/7/18 - 10/5/18	SPECIAL EDUCATION FUND/GAS FOR HEAT/OPERATION	271900083	37.29
78921	ALLIANT ENERGY	JPAP10	10/19/2018	PAES LAB - ELECTRIC & GAS - 9/7/18 - 10/5/18	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	271900083	37.29
					Totals for 78921		10,561.27
78922	APPLE COMPUTER INC.	JPAP10	10/19/2018	iPads - 10 for general education, 1 for special education	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRATIVE TECHNOLOGY SERV	8001900010	1,336.36
78922	APPLE COMPUTER INC.	JPAP10	10/19/2018	iPads - 10 for general education, 1 for special education	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRATIVE TECHNOLOGY SERV	8001900010	1,336.37
78922	APPLE COMPUTER INC.	JPAP10	10/19/2018	iPads - 10 for general education, 1 for special education	SPECIAL EDUCATION FUND/TECHNOLOGY RELATED HARDWARE/CROSS CATEGORICAL-ED	8001900010	267.27



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78922	APPLE COMPUTER INC.	JPAP10	10/19/2018	iPads - 10 for general education, 1 for special education	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRATIVE TECHNOLOGY SERVICE	8001900010	135.91
78922	APPLE COMPUTER INC.	JPAP10	10/19/2018	iPads - 10 for general education, 1 for special education	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRATIVE TECHNOLOGY SERVICE	8001900010	135.91
78922	APPLE COMPUTER INC.	JPAP10	10/19/2018	iPads - 10 for general education, 1 for special education	SPECIAL EDUCATION FUND/TECHNOLOGY RELATED HARDWARE/CROSS CATEGORICAL-ED	8001900010	27.18
Totals for 78922							3,239.00
78923	BADGER SPORTING GOOD	JPAP10	10/19/2018	CROSS COUNTRY UNIFORMS	GENERAL FUND/APPAREL (Instructional only)/ATHLETIC DIRECTOR	4001900086	1,272.00
Totals for 78923							1,272.00
78924	CESA 6-CONFERENCE RE	jpap10	10/19/2018	NVCI/Sitter	SPECIAL EDUCATION FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	271900079	225.00
Totals for 78924							225.00
78925	COMMAND CENTRAL, LLC	JPAP10	10/19/2018	ELECTION CODING	GENERAL FUND/PERSONAL SERVICES/ELECTION	0	3,583.00
Totals for 78925							3,583.00
78926	GRESHAM COMMUNITY SC	JPAP10	10/19/2018	CWC NORTH CONFERENCE VOLLEYBALL TOURNAMENT ON 10/6/18 HELD AT THE MARION FIELDHOUSE	GENERAL FUND/PERSONAL SERVICES/GENERAL ATHLETICS	0	250.00
Totals for 78926							250.00
78927	IMPACT APPLICATIONS,	JPAP10	10/19/2018	1 YEAR SUBSCRIPTION ONLINE	GENERAL FUND/NON-INSTRUCTIONAL SOFTWARE/GENERAL ATHLETICS	4001900162	655.00
Totals for 78927							655.00
78928	KUETTEL'S SEPTIC SER	jpap10	10/19/2018	MAINTENANCE TO DRAINS IN THE FOOD SERVICE AREA	FOOD SERVICE FUND/OPERATIONAL SERVICES/FOOD SERVICES	0	395.00
Totals for 78928							395.00
78929	LEARNING A-Z (LAZEL)	JPAP10	10/19/2018	LEARNING A-Z SUBSCRIPTION RENEWAL	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/UNDIFFERENTIATED CURRICULUM	1011900063	4,218.00
Totals for 78929							4,218.00
78930	OFFICE DEPOT	JPAP10	10/19/2018	ENVELOPES	SPECIAL EDUCATION FUND/GENERAL SUPPLIES/MULTI-CATEGORICAL	0	42.19

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78930	OFFICE DEPOT	JPAP10	10/19/2018	LABELS - DISTRICT OFFICE	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	0	28.20
78930	OFFICE DEPOT	JPAP10	10/19/2018	PAPER - DISTRICT OFFICE	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	0	70.09
Totals for 78930							140.48
78931	REMINGTON'S QUALITY	JPAP10	10/19/2018	SPED GROCERY CONTINGENCY FOR 1ST QUARTER	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	271900076	5.18
78931	REMINGTON'S QUALITY	JPAP10	10/19/2018	SPED GROCERY CONTINGENCY FOR 1ST QUARTER	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	271900076	1.98
Totals for 78931							7.16
78932	SCHOOL PRIDE	JPAP10	10/19/2018	SPORTS MATERIALS - ADD A YEAR BOARDS	GENERAL FUND/EQUIPMENT PURCHASE-ADDITION/GE NERAL ATHLETICS	4001900095	3,355.00
Totals for 78932							3,355.00
78933	SCHOOL SPECIALTY INC	JPAP10	10/19/2018	CENTRAL SUPPLY ITEMS	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	1011900054	438.30
78933	SCHOOL SPECIALTY INC	JPAP10	10/19/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900130	4.45
78933	SCHOOL SPECIALTY INC	JPAP10	10/19/2018	OFFICE SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	1011900055	138.91
78933	SCHOOL SPECIALTY INC	JPAP10	10/19/2018	CARRIE KOEHN CENTRAL SUPPLY - ENVELOPES FOR GUIDANCE	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900106	19.02
Totals for 78933							600.68
78934	SHULFER SPRINKLERS &	JPAP10	10/19/2018	WINTERIZATION OF SPRINKLER SYSTEM-COMMERCIAL	GENERAL FUND/OPERATIONAL SERVICES/SITES	0	400.00
Totals for 78934							400.00
78935	STRANG, PATTESON, RE	JPAP10	10/19/2018	LEGAL FEES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	1,456.00
Totals for 78935							1,456.00
78936	UNITED ART AND EDUCA	JPAP10	10/19/2018	ART ROOM DRYING RACK	GENERAL FUND/EQUIPMENT PURCHASE REPLACEMENT/ART	1011900046	1,719.32
Totals for 78936							1,719.32
78937	US TICKET, INC	JPAP10	10/19/2018	PREMIUM PBIS ROLL TICKETS - RED	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	1011900062	191.19
Totals for 78937							191.19

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78938	WCA GROUP HEALTH TRU	JPAP10	10/19/2018	NOVEMBER 2018 HEALTH INSURANCE PREMIUMS	GENERAL FUND/WEA TRUST EFF 090115	0	86,753.00
Totals for 78938							86,753.00
78939	WESTFIELD AREA HIGH	JPAP10	10/19/2018	CROSS COUNTRY SECTIONAL MEET - BOTH TEAM GENDERS	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	50.00
Totals for 78939							50.00
78940	ALLIANT ENERGY	JPAP10	10/22/2018	#7936950000 - ELEMENTARY ELECTRIC - 9/10/18 - 10/8/18	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1011900060	6,620.22
Totals for 78940							6,620.22
78941	POSTMASTER MANAWA	JPAP10	10/22/2018	REFERENDUM MAILING ON 10/23/18	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	303.15
Totals for 78941							303.15
78942	4IMPRINT	110218	10/26/2018	Staff Shirts - New Staff and Staff Purchases	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	5001900001	365.30
78942	4IMPRINT	110218	10/26/2018	Staff Shirts - New Staff and Staff Purchases	GENERAL FUND/MATERIALS FOR SALE/DISTRICT ADMINISTRATION	5001900001	252.90
78942	4IMPRINT	JPAP02	10/26/2018	Staff Shirts - New Staff and Staff Purchases	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	5001900001	252.90
78942	4IMPRINT	JPAP02	10/26/2018	Staff Shirts - New Staff and Staff Purchases	GENERAL FUND/MATERIALS FOR SALE/DISTRICT ADMINISTRATION	5001900001	365.30
78942	4IMPRINT	110218	11/02/2018	Staff Shirts - New Staff and Staff Purchases	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	5001900001	-252.90
78942	4IMPRINT	110218	11/02/2018	Staff Shirts - New Staff and Staff Purchases	GENERAL FUND/MATERIALS FOR SALE/DISTRICT ADMINISTRATION	5001900001	-365.30
Totals for 78942							618.20
78943	CESA #4	JPAP02	10/26/2018	JANINE CONNOLLY ADDRESSING ANXIETY RELATED NEEDS 1/17/2019	GENERAL FUND/PERSONAL SERVICES/INSTRUCTION AL STAFF TRAINING	4001900166	50.00
Totals for 78943							50.00
78944	CESA 6-CONFERENCE RE	JPAP02	10/26/2018	LITERACY LEADING AND COACHING PROGRAM	GENERAL FUND/TRANSFER TO CESA/ INSTRUCTIONAL STAFF TRAINING	4001900108	1,350.00
78944	CESA 6-CONFERENCE RE	JPAP02	10/26/2018	LITERACY LEADING AND COACHING PROGRAM	GENERAL FUND/TRANSFER TO CESA/ INSTRUCTIONAL STAFF TRAINING	4001900108	1,350.00
Totals for 78944							2,700.00
78945	CINTAS CORPORATION L	JPAP10	10/26/2018	MATS, MOPS, RAGS, APRONS,	FOOD SERVICE	0	21.70

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				CUSTODIAL SUPPLIES	FUND/OPERATIONAL SERVICES/FOOD SERVICES		
78945	CINTAS CORPORATION L	JPAP10	10/26/2018	MATS, MOPS, RAGS, APRONS, CUSTODIAL SUPPLIES	SPECIAL EDUCATION FUND/OPERATIONAL SERVICES/BUILDINGS	0	11.70
78945	CINTAS CORPORATION L	JPAP10	10/26/2018	MATS, MOPS, RAGS, APRONS, CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	49.21
78945	CINTAS CORPORATION L	JPAP10	10/26/2018	MATS, MOPS, RAGS, APRONS, CUSTODIAL SUPPLIES	GENERAL FUND/OPERATIONAL SERVICES/BUILDINGS	0	199.26
					Totals for 78945		281.87
78946	ENGELHARDT DAIRY OF	JPAP02	10/26/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	214.43
78946	ENGELHARDT DAIRY OF	JPAP02	10/26/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	132.10
78946	ENGELHARDT DAIRY OF	JPAP02	10/26/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	76.56
78946	ENGELHARDT DAIRY OF	JPAP02	10/26/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	110.00
78946	ENGELHARDT DAIRY OF	JPAP02	10/26/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	214.43
78946	ENGELHARDT DAIRY OF	JPAP02	10/26/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	79.34
78946	ENGELHARDT DAIRY OF	JPAP02	10/26/2018	MILK AND FOOD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	126.32
78946	ENGELHARDT DAIRY OF	JPAP02	10/26/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	60.23
78946	ENGELHARDT DAIRY OF	JPAP02	10/26/2018	LWHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	87.90
78946	ENGELHARDT DAIRY OF	JPAP02	10/26/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	137.38
					Totals for 78946		1,238.69
78947	GRAICHEN DISPOSAL &	JPAP02	10/26/2018	Graichen 10 months @ \$755/month	GENERAL FUND/OPERATIONAL SERVICES/SITES	8001900014	377.50
78947	GRAICHEN DISPOSAL &	JPAP02	10/26/2018	Graichen 10 months @ \$755/month	GENERAL FUND/OPERATIONAL SERVICES/SITES	8001900014	377.50
					Totals for 78947		755.00
78948	JOHNSON CONTROLS FIR	JPAP10	10/26/2018	SERVICE ON FIRE ALARM SYSTEM	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	4001900158	1,085.40
					Totals for 78948		1,085.40
78949	KITCHEN - TECH LLC.	JPAP10	10/26/2018	HS REPLACEMENT OF DISHWASHER	FOOD SERVICE	0	832.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				ELEMENT	FUND/MAINTENANCE SERVICES/FOOD SERVICES		
78949	KITCHEN - TECH LLC.	JPAP10	10/26/2018	REPLACE DISHWASHER ELEMENT AND REPLACE BOOSTER THERMOSTAT	FOOD SERVICE FUND/MAINTENANCE SERVICES/FOOD SERVICES	0	907.00
					Totals for 78949		1,739.00
78950	MECA SPORTSWEAR	JPAP02	10/26/2018	TACK BOARD - SPORTS PROGRAM	GENERAL FUND/NON-CAPITAL EQUIPMENT/GENERAL ATHLETICS	4001900152	23.50
					Totals for 78950		23.50
78951	NASSCO, INC	JPAP10	10/26/2018	CUSTODIAL SUPPLIES LWHS	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	800.22
78951	NASSCO, INC	JPAP10	10/26/2018	MES CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	1,601.13
					Totals for 78951		2,401.35
78952	NEXUS SOLUTIONS	JPAP10	10/26/2018	PAYMENT	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	100,000.00
					Totals for 78952		100,000.00
78953	PAN-O-GOLD BAKING	JPAP02	10/26/2018	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	48.00
78953	PAN-O-GOLD BAKING	JPAP02	10/26/2018	BREAD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	109.11
					Totals for 78953		157.11
78954	REALLY GREAT READING	JPAP02	10/26/2018	JACKIE SERNAU -	GENERAL FUND/GENERAL SUPPLIES/ENGLISH LANGUAGE	4001900113	24.00
78954	REALLY GREAT READING	JPAP02	10/26/2018	JACKIE SERNAU -	GENERAL FUND/TEXTBOOKS & WORKBOOKS/ENGLISH LANGUAGE	4001900113	168.00
78954	REALLY GREAT READING	JPAP02	10/26/2018	JACKIE SERNAU -	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/ENGLISH LANGUAGE	4001900113	250.00
					Totals for 78954		442.00
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	104.44
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,329.79
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	74.48
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,707.89

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	73.82
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	110.81
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	1,293.23
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,479.48
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	158.62
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	1,176.48
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD-COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	15.95
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD-COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	11.60
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	CREDIT	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	-191.47
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	622.29
78955	REINHART FOOD SERVIC	JPAP02	10/26/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	962.18
						Totals for 78955	8,929.59
78956	SCHOOL SPECIALTY INC	JPAP10	10/26/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900155	15.61
78956	SCHOOL SPECIALTY INC	JPAP10	10/26/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900142	157.10
78956	SCHOOL SPECIALTY INC	JPAP02	10/26/2018	CARRIE KOEHN CENTRAL SUPPLY - ZABLER	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900109	8.34
78956	SCHOOL SPECIALTY INC	JPAP02	10/26/2018	CARRIE KOEHN TIMECARD CARD STOCK	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900139	12.13
78956	SCHOOL SPECIALTY INC	JPAP10	10/26/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900140	8.54
						Totals for 78956	201.72
78957	SOLARUS	JPAP10	10/26/2018	PAES lab telephone and	SPECIAL EDUCATION	271900088	148.08

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				internet	FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES		
78957	SOLARUS	JPAP10	10/26/2018	Telephone bill for all buildings for 6 months MES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	745.24
78957	SOLARUS	JPAP10	10/26/2018	Telephone bill for all buildings for 6 months DISTRICT OFFICE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	368.64
78957	SOLARUS	JPAP10	10/26/2018	Telephone bill for all buildings for 6 months HS OFFICE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	790.30
					Totals for 78957		2,052.26
78958	STANDARD INSURANCE C	JPAP10	10/26/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,182.84
78958	STANDARD INSURANCE C	JPAP10	10/26/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LTD INS PAYABLE	0	980.87
78958	STANDARD INSURANCE C	JPAP10	10/26/2018	LIFE/STD & LTD PREMIUMS	GENERAL FUND/STD INS PAYABLE	0	366.01
					Totals for 78958		2,529.72
78959	THE OFFICE TECHNOLOG	JPAP10	10/26/2018	Lease for 70 Chromebooks \$1,008.56/month	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRATIVE TECHNOLOGY SERV	8001900015	916.87
					Totals for 78959		916.87
78960	THEDACARE AT WORK	JPAP02	10/26/2018	10/02/2018 & 10/05/2018 DS RAPID 5 BUNDLED PHYSICAL FREE FROM COMM DISEASE	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	288.00
					Totals for 78960		288.00
78963	BADGER SPORTING GOOD	JPAP10	10/31/2018	MS BASKETBALL SHORTS	GENERAL FUND/APPAREL (Instructional only)/ATHLETIC DIRECTOR	4001900156	630.00
					Totals for 78963		630.00
78964	CARBON FRECKLE	JPAP10	10/31/2018	CARRIE KOEHN - ENVELOPES	GENERAL FUND/PERSONAL SERVICES/UNDIFFERENTIATED CURRICULUM	4001900020	672.00
					Totals for 78964		672.00
78965	DAYTON, KENNETH	JPAP10	10/31/2018	MS BOYS BASKETBALL OFFICIAL ON 11/5/18 VS BONDUEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 78965		60.00
78966	DAYTON, KENNETH	JPAP10	10/31/2018	MS BOYS BASKETBALL OFFICIAL ON 11/6/18 VS BOWLER	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
78966	DAYTON, KENNETH	110918	11/09/2018	MS BOYS BASKETBALL OFFICIAL ON 11/6/18 VS BOWLER	COMMUNITY SERVICE FUND/PERSONAL	0	-60.00

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					SERVICES/OTHER COMMUNITY SERVICES		
					Totals for 78966		0.00
78967	DURRANT, PHILLIP	JPAP10	10/31/2018	MS BOYS BASKETBALL OFFICIAL ON 11/6/18 VS BOWLER	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
78967	DURRANT, PHILLIP	110918	11/09/2018	MS BOYS BASKETBALL OFFICIAL ON 11/6/18 VS BOWLER	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	-60.00
					Totals for 78967		0.00
78968	RADLEY, DANIEL	JPAP10	10/31/2018	MS BOYS BASKETBALL OFFICIAL ON 11/5/18 VS BONDUEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 78968		60.00
78969	REMINGTON'S QUALITY	JPAP10	10/31/2018	SPED GROCERY CONTINGENCY FOR 1ST QUARTER	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	271900076	10.93
					Totals for 78969		10.93
78970	SCHOOL SPECIALTY INC	JPAP10	10/31/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900161	15.18
78970	SCHOOL SPECIALTY INC	JPAP10	10/31/2018	CARRIE KOEHN CENTRAL SUPPLY	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900159	32.66
					Totals for 78970		47.84
78971	STACK SPORTS	JPAP10	10/31/2018	KROSSOVER	GENERAL FUND/NON-INSTRUCTION AL SOFTWARE/GIRLS BASKETBALL	4001900163	799.02
78971	STACK SPORTS	JPAP10	10/31/2018	KROSSOVER	GENERAL FUND/NON-INSTRUCTION AL SOFTWARE/BOYS BASKETBALL	4001900163	799.02
					Totals for 78971		1,598.04
78972	TOBII DYNAVOX LLC	JPAP10	10/31/2018	TEACHER ONLINE SUBSCRIPTION	SPECIAL EDUCATION FUND/COMPUTER SOFTWARE PROGRAMS/EARLY CHILDHOOD	271900060	99.00
					Totals for 78972		99.00
78973	WHSFA SECTION II	JPAP10	10/31/2018	DRAMA - SECTIONAL FEE	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	140.00
					Totals for 78973		140.00
78974	WIS ART EDUCATION AS	JPAP10	10/31/2018	NANZY ZABLER - VISUAL ARTS CLASSIC FOR ART TEAM	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/ART	4001900171	150.00
					Totals for 78974		150.00
78975	AT&T	jpap11	11/02/2018	Open PO for AT&T bill - 6 months	GENERAL FUND/ON-LINE	8001900016	651.23



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					COMMUNICATIONS/CENTRAL SERVICES		
					Totals for 78975		651.23
78976	BADGER SPORTING GOOD	jpap11	11/02/2018	MS BASKETBALL UNIFORMS	GENERAL FUND/APPAREL (Instructional only)/ATHLETIC DIRECTOR	4001900150	1,169.34
					Totals for 78976		1,169.34
78977	CESA 6-CONFERENCE RE	jpap11	11/02/2018	LEVELED LITERACY INTERVENTIONS TRAINING AND SUPPORT - MISSY TASSONE	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	271900067	700.00
78977	CESA 6-CONFERENCE RE	jpap11	11/02/2018	LEVELED LITERACY INTERVENTION TRAINING AND SUPPORT - ALICIA DEAN	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	271900068	700.00
78977	CESA 6-CONFERENCE RE	jpap11	11/02/2018	LLI WORKSHOP - WARNING & WORTZ	SPECIAL EDUCATION FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	271900082	300.00
78977	CESA 6-CONFERENCE RE	jpap11	11/02/2018	TITLE 1 MONITORING AND SUPPORT CONSORTIUM	GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	271900059	750.00
					Totals for 78977		2,450.00
78978	DELTA DENTAL-VISION	jpap11	11/02/2018	VISION INS PREMIUMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	666.22
					Totals for 78978		666.22
78979	FIRST TECHNOLOGIES,	jpap11	11/02/2018	RITA GIPP CLASSROOM SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/TECHNOLOGY EDUCATION	4001900151	256.00
					Totals for 78979		256.00
78980	OFFICE DEPOT	jpap11	11/02/2018	ADDRESS LABELS	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	0	11.82
78980	OFFICE DEPOT	jpap11	11/02/2018	SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	0	63.79
					Totals for 78980		75.61
78981	QUALITY CONCRETE & E	jpap11	11/02/2018	THAWROX (TREATED ROAD SALT)	GENERAL FUND/GENERAL SUPPLIES/SITES	0	9,342.06
					Totals for 78981		9,342.06
78982	Shepard Of The Lakes	jpap11	11/02/2018	PROJECT BACKPACK DONATIONS	Special Revenue Trust Fund/GIFTS/DISTRICT WIDE	0	3,500.00
					Totals for 78982		3,500.00
78983	SIMONIS, JEROME	jpap11	11/02/2018	MS BOYS BASKETBALL OFFICIAL ON 11/6/18 VS BOWLER	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER	0	60.00

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78983	SIMONIS, JEROME	111218	11/12/2018	MS BOYS BASKETBALL OFFICIAL ON 11/6/18 VS BOWLER	COMMUNITY SERVICES COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	-60.00
						Totals for 78983	0.00
78984	TRUGREEN LIMITED PAR	jpap11	11/02/2018	LAWN SERVICE - LWHS	GENERAL FUND/OPERATIONAL SERVICES/SITES	0	255.00
						Totals for 78984	255.00
78985	US CELLULAR	jpap11	11/02/2018	CELL PHONES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	359.97
						Totals for 78985	359.97
78986	WI DEPT OF JUSTICE	jpap11	11/02/2018	CRIMINAL BACKGROUND CHECKS WIS DEPT OF JUSTICE - (3 @ 7.00)	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	21.00
						Totals for 78986	21.00
78987	WIS INTERSCHOL ATHLE	jpap11	11/02/2018	FOOTBALL PLAYOFF FINANCIAL STATEMENT	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	1,027.91
						Totals for 78987	1,027.91
78988	SIMONIS, JEROME	JPAP11	11/07/2018	MS BOYS BASKETBALL OFFICIAL ON 11/15/18 VS SHIOCTON	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 78988	60.00
78989	W.A.D.A.	JPAP11	11/07/2018	WADA CONVENTION _ SKYLAR LIEBZEIT ON NOV. 10 & 11, 2018 IN WI DELLS	GENERAL FUND/EMPLOYEE TRAVEL/GENERAL ATHLETICS	4001900175	325.00
						Totals for 78989	325.00
78990	WIS INTERSCHOL ATHLE	JPAP11	11/07/2018	2018 REGIONAL GIRLS VOLLEYBALL FINANCIAL STATEMENT	GENERAL FUND/ADMISSIONS- CO CURRICULAR/GENERAL ATHLETICS	0	336.75
						Totals for 78990	336.75
78991	AMERICAN WELDING & G	JPAP11	11/09/2018	DAN KOEHLER - SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4001900134	114.63
78991	AMERICAN WELDING & G	JPAP11	11/09/2018	DAN KOEHLER - SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/TECHNOLOGY EDUCATION	4001900134	65.37
78991	AMERICAN WELDING & G	JPAP11	11/09/2018	DAN KOEHLER - SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4001900134	95.53
78991	AMERICAN WELDING & G	JPAP11	11/09/2018	DAN KOEHLER - SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/TECHNOLOGY EDUCATION	4001900134	54.47

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
78991	AMERICAN WELDING & G	JPAP11	11/09/2018	DAN KOEHLER - SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4001900134	149.65
78991	AMERICAN WELDING & G	JPAP11	11/09/2018	DAN KOEHLER - SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/TECHNOLOGY EDUCATION	4001900134	85.35
78991	AMERICAN WELDING & G	JPAP11	11/09/2018	DAN KOEHLER - SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4001900134	63.56
78991	AMERICAN WELDING & G	JPAP11	11/09/2018	DAN KOEHLER - SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/TECHNOLOGY EDUCATION	4001900134	36.24
78991	AMERICAN WELDING & G	JPAP11	11/09/2018	DAN KOEHLER - SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4001900134	367.87
78991	AMERICAN WELDING & G	JPAP11	11/09/2018	DAN KOEHLER - SUPPLIES	GENERAL FUND/NON-CAPITAL EQUIPMENT/TECHNOLOGY EDUCATION	4001900134	209.78
						Totals for 78991	1,242.45
78992	AUGUST WINTER & SONS	JPAP11	11/09/2018	TROUBLESHOOT RTU #2, #8, #9, #14	GENERAL FUND/MAINTENANCE SERVICES/BUILDINGS	0	1,807.83
						Totals for 78992	1,807.83
78993	BADGER SPORTING GOOD	JPAP11	11/09/2018	SPORTING GOODS/SCOREBOOKS	GENERAL FUND/GENERAL SUPPLIES/GIRLS BASKETBALL	4001900121	71.87
78993	BADGER SPORTING GOOD	JPAP11	11/09/2018	SCOREBOOKS	GENERAL FUND/GENERAL SUPPLIES/BOYS BASKETBALL	4001900119	15.00
78993	BADGER SPORTING GOOD	JPAP11	11/09/2018	MAT TAPE	GENERAL FUND/NON-CAPITAL EQUIPMENT/BOYS WRESTLING	4001900122	165.00
78993	BADGER SPORTING GOOD	JPAP11	11/09/2018	SPORTING GOODS	GENERAL FUND/NON-CAPITAL EQUIPMENT/BOYS BASKETBALL	4001900118	142.00
						Totals for 78993	393.87
78994	ROBERT W BAIRD & CO	JPAP11	11/09/2018	CASH RECONCILIATION JUNE 19 & 20	GENERAL FUND/PERSONAL SERVICES/DIRECTION OF BUSINESS	0	1,700.00
						Totals for 78994	1,700.00
78995	CASH	JPAP11	11/09/2018	REIMBURSE PETTY CASH - DISTRICT OFFICE	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	0	19.30
78995	CASH	JPAP11	11/09/2018	REIMBURSE PETTY CASH -	Special Revenue	0	100.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				DISTRICT OFFICE	Trust Fund/GENERAL SUPPLIES/GUIDANCE		
78995	CASH	JPAP11	11/09/2018	REIMBURSE PETTY CASH - DISTRICT OFFICE	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	3.95
78995	CASH	JPAP11	11/09/2018	REIMBURSE PETTY CASH - DISTRICT OFFICE	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	0	19.68
					Totals for 78995		142.93
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	2,789.98
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	2,789.98
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	620.00
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	CESA bill for Leadership and Physical Therapy	GENERAL FUND/TRANSFER TO CESA/DIR OF IMPROVEMENT OF INSTRUCT	8001900012	3,099.98
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	CESA bill for Leadership and Physical Therapy	GENERAL FUND/TRANSFER TO CESA/DIR OF IMPROVEMENT OF INSTRUCT	8001900012	3,099.98
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8001900012	668.80
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8001900012	2,675.20
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	CESA 6 workshop for O'Brien - Turning Insights into Actions with Microsoft BI	GENERAL FUND/TRANSFER TO CESA/DIRECTION OF BUSINESS	8001900020	200.00
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	GRANT WRITING SERVICE PER HOUR - (hourly rate to submit round 2 of the Safety Grant)	GENERAL FUND/TRANSFER TO CESA/OTHER GENERAL ADMINISTRATION	0	525.00
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	Audiology/Hearing Itinerant CESA bill	SPECIAL EDUCATION FUND/TRANSFER TO CESA/AUDIOLOGY CESA	271900084	282.58
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	Audiology/Hearing Itinerant CESA bill	SPECIAL EDUCATION FUND/TRANSFER TO CESA/HEARING CESA	271900084	67.52
78996	CESA 6-CONFERENCE RE	JPAP11	11/09/2018	TECH SUPPORT - 10 DIFFERENT DAYS	GENERAL FUND/TRANSFER TO	0	2,610.12

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					CESA/TECHNOLOGY SERVICES		
					Totals for 78996		19,429.14
78997	CINTAS CORPORATION L	JPAP11	11/09/2018	CUSTODIAL SUPPLIES	FOOD SERVICE	0	140.40
					FUND/OPERATIONAL SERVICES/OPERATION		
78997	CINTAS CORPORATION L	JPAP11	11/09/2018	CUSTODIAL SUPPLIES-MOPS & MATS	FOOD SERVICE	0	8.07
					FUND/OPERATIONAL SERVICES/OPERATION		
					Totals for 78997		148.47
78998	DPI PUBLICATION SALE	JPAP11	11/09/2018	WI PUBLIC SCHOOL DISTRICT & CESA MAP	GENERAL	0	13.00
					FUND/NON-CAPITAL EQUIPMENT/DISTRICT ADMINISTRATION		
					Totals for 78998		13.00
78999	EVERS, JANNA	JPAP11	11/09/2018	REIMBURSE DISTRICT FEE FOR TREVOR EVERS	GENERAL	0	20.00
					FUND/STUDENT FEES/DISTRICT WIDE		
					Totals for 78999		20.00
79000	HEDTKE, DANIEL	JPAP11	11/09/2018	REIMBURSE VOLLEYBALL ATHLETIC FEE FOR ALYSSA HEDTKE	GENERAL	0	30.00
					FUND/STUDENT FEES/ATHLETIC DIRECTOR		
					Totals for 79000		30.00
79001	HIROSKEY, KAREN	JPAP11	11/09/2018	REIMBURSE DISTRICT FEE FOR CALEB HIROSKEY	GENERAL	0	20.00
					FUND/STUDENT FEES/DISTRICT WIDE		
					Totals for 79001		20.00
79002	INTEGRATED SYSTEMS C	JPAP11	11/09/2018	DECEMBER HOSTING SERVICES	GENERAL	0	360.00
					FUND/NON-INSTRUCTIONAL SOFTWARE/CENTRAL SERVICES		
					Totals for 79002		360.00
79003	KOBUSSEN BUSES LTD	JPAP11	11/09/2018	BUSING - OCTOBER 2018	GENERAL	0	57,922.13
					FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRACTED FLEET		
79003	KOBUSSEN BUSES LTD	JPAP11	11/09/2018	BUSING - OCTOBER 2018	GENERAL	0	3,374.85
					FUND/CONTRACTED PUPIL TRANSPORTATIO/CO-CURRICULAR TRANS		
79003	KOBUSSEN BUSES LTD	JPAP11	11/09/2018	BUSING - OCTOBER 2018	SPECIAL EDUCATION	0	6,048.02
					FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIAL EDUCATION HDCP		
79003	KOBUSSEN BUSES LTD	JPAP11	11/09/2018	BUSING - OCTOBER 2018	GENERAL	0	853.31
					FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS		
79003	KOBUSSEN BUSES LTD	JPAP11	11/09/2018	BUSING - OCTOBER 2018	GENERAL	0	257.81
					FUND/CONTRACTED PUPIL		

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					TRANSPORTATIO/FIELD TRIPS		
79003	KOBUSSEN BUSES LTD	JPAP11	11/09/2018	BUSING - OCTOBER 2018	GENERAL	0	131.34
					FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS		
79003	KOBUSSEN BUSES LTD	JPAP11	11/09/2018	BUSING - OCTOBER 2018	SPECIAL EDUCATION	0	184.59
					FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIA L EDUCATION HDCP		
					Totals for 79003		68,772.05
79004	KOMPAS CARE	JPAP11	11/09/2018	KOMPAS CARE SOFTWARE & SERVICES 2018/2019 SCHOOL YEAR	GENERAL	0	1,527.00
					FUND/PERSONAL SERVICES/FISCAL		
					Totals for 79004		1,527.00
79005	LONEWOLF, DAVID	JPAP11	11/09/2018	REIMBURSE DISTRICT FEE FOR XYRUS LONEWOLF	GENERAL	0	20.00
					FUND/STUDENT FEES/DISTRICT WIDE		
					Totals for 79005		20.00
79006	LUNDT, CRAIG	JPAP11	11/09/2018	REIMBURSE DISTRICT FEE & BOYS BASKETBALL FEE FOR CADEN LUNDT	GENERAL	0	20.00
					FUND/STUDENT FEES/DISTRICT WIDE		
79006	LUNDT, CRAIG	JPAP11	11/09/2018	REIMBURSE DISTRICT FEE & BOYS BASKETBALL FEE FOR CADEN LUNDT	GENERAL	0	30.00
					FUND/STUDENT FEES/ATHLETIC DIRECTOR		
					Totals for 79006		50.00
79007	MELVIN, CONSTANCE	JPAP11	11/09/2018	REIMBURSE MS VOLLEYBALL FEE FOR KYLIE MELVIN	COMMUNITY SERVICE	0	15.00
					FUND/COMMUNITY SERVICE FEES/DISTRICT WIDE		
					Totals for 79007		15.00
79008	MULTI MEDIA CHANNELS	JPAP11	11/09/2018	PUBLISHING	GENERAL	0	2,437.63
					FUND/PRINTING AND BINDING/INFORMATION		
					Totals for 79008		2,437.63
79009	MUCH, MIRANDA	JPAP11	11/09/2018	REIMBURSE DISTRICT & ATHLETIC FEES FOR ANGELINA DEPADI	GENERAL	0	20.00
					FUND/STUDENT FEES/DISTRICT WIDE		
79009	MUCH, MIRANDA	JPAP11	11/09/2018	REIMBURSE DISTRICT & ATHLETIC FEES FOR ANGELINA DEPADI	COMMUNITY SERVICE	0	30.00
					FUND/COMMUNITY SERVICE FEES/DISTRICT WIDE		
					Totals for 79009		50.00
79010	NORTH EASTERN WISCON	JPAP11	11/09/2018	Open PO for OT bills	SPECIAL EDUCATION	271900090	2,291.00
					FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY		
					Totals for 79010		2,291.00
79011	NCS PEARSON INC	JPAP11	11/09/2018	AIMSWEB SUBSCRIPTION	GENERAL	271900069	156.00
					FUND/COMPUTER SOFTWARE PROGRAMS/REGULAR CURRICULUM		

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79011	NCS PEARSON INC	JPAP11	11/09/2018	AIMSWEB SUBSCRIPTION	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/REGULAR CURRICULUM	271900069	149.50
						Totals for 79011	305.50
79012	NELSON, SARAH	JPAP11	11/09/2018	REIMBURSE DISTRICT & ATHLETIC FEES FOR NOLAN HOYORD	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	20.00
79012	NELSON, SARAH	JPAP11	11/09/2018	REIMBURSE DISTRICT & ATHLETIC FEES FOR NOLAN HOYORD	COMMUNITY SERVICE FUND/COMMUNITY SERVICE FEES/DISTRICT WIDE	0	15.00
						Totals for 79012	35.00
79013	OLDS, TRISHA	JPAP11	11/09/2018	REIMBURSE MS VOLLEYBALL FEE FOR HALEY KITOWSKI	COMMUNITY SERVICE FUND/COMMUNITY SERVICE FEES/DISTRICT WIDE	0	15.00
						Totals for 79013	15.00
79014	PETERSON, SHALON	JPAP11	11/09/2018	REIMBURSE DISTRICT FEE FOR TREVOR PELZER	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	20.00
						Totals for 79014	20.00
79015	PIRK, PAUL	JPAP11	11/09/2018	REIMBURSE DISTRICT & ATHLETIC FEES FOR MALEAH PIRK	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	20.00
79015	PIRK, PAUL	JPAP11	11/09/2018	REIMBURSE DISTRICT & ATHLETIC FEES FOR MALEAH PIRK	GENERAL FUND/STUDENT FEES/ATHLETIC DIRECTOR	0	75.00
						Totals for 79015	95.00
79016	RADLEY, DANIEL	JPAP11	11/09/2018	MS BOYS BASKETBALL OFFICIAL ON 11/15/18 VS SHIOCTON	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 79016	60.00
79017	RSCHOOLSTODAY(DWC)	JPAP11	11/09/2018	ANNUAL MEMBERSHIP - (9/1/18 - 8/31/19)	GENERAL FUND/NON-INSTRUCTION AL SOFTWARE/GENERAL ATHLETICS	4001900143	250.00
						Totals for 79017	250.00
79018	SCHEUERMANN, BRIAN	JPAP11	11/09/2018	REIMBURSE VOLLEYBALL FEE & CC FEE FOR ALI & SAM SCHEUERMANN	GENERAL FUND/STUDENT FEES/ATHLETIC DIRECTOR	0	60.00
						Totals for 79018	60.00
79019	SCHOOL SPECIALTY INC	JPAP11	11/09/2018	CARRIE KOEHN	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	4001900170	9.27
						Totals for 79019	9.27
79020	SUBSCRIPTION DEPARTM	JPAP11	11/09/2018	RENEWAL OF WAUPACA COUNTY POST (52 ISSUES)	GENERAL FUND/EMPLOYEE DUES AND FEES/OFFICE OF SUPERINTENDENT	0	49.00
						Totals for 79020	49.00

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79021	SWANSON, AARON	JPAP11	11/09/2018	REIMBURSE DISTRICT & ATHLETIC FEES FOR ANNA & JEMIMAH	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	40.00
79021	SWANSON, AARON	JPAP11	11/09/2018	REIMBURSE DISTRICT & ATHLETIC FEES FOR ANNA & JEMIMAH	GENERAL FUND/STUDENT FEES/ATHLETIC DIRECTOR	0	30.00
						Totals for 79021	70.00
79022	THEDACARE AT WORK	JPAP11	11/09/2018	DS RAPID 5 BUNDLED/PHYSICAL FREE FROM COMM DISEASE - T HIDDEMMEN	GENERAL FUND/PERSONAL SERVICES/HEALTH SERVICES	0	144.00
						Totals for 79022	144.00
79023	THOMA, JESSE	JPAP11	11/09/2018	REIMBURSE DISTRICT FEE FOR CODY & MATTHEW THOMA	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	40.00
						Totals for 79023	40.00
79024	UNEMPLOYMENT INSURAN	JPAP11	11/09/2018	UNEMPLOYMENT	GENERAL FUND/UNEMPLOYMENT COMPENSATION/INSURAN CE AND JUDGEMENTS	0	408.17
						Totals for 79024	408.17
79025	VALLEY SCALE SERVICE	JPAP11	11/09/2018	SPORTS PROGRAM - SCALE INSPECTION	GENERAL FUND/PERSONAL SERVICES/BOYS WRESTLING	4001900172	112.00
						Totals for 79025	112.00
79026	WEX BANK - GLOBAL FL	JPAP11	11/09/2018	ALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE OPERATION/REGULAR	0	301.87
						Totals for 79026	301.87
79027	YOHR, RANDY	JPAP11	11/09/2018	REIMBURSE DISTRICT FEE FOR GARRETT YOHR	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	20.00
						Totals for 79027	20.00
79028	CANDELL, THOMAS	JPAP11	11/12/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/19/18 VS BONDUEL	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	70.00
						Totals for 79028	70.00
79029	CERVENY, LARISSA	JPAP11	11/12/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/19/18 VS BONDUEL	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	70.00
						Totals for 79029	70.00
79030	CHASE, THOMAS	JPAP11	11/12/2018	JV BOYS BASKETBALL OFFICIAL ON 11/20/18 VS ROSHOLT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
						Totals for 79030	47.00
79031	CHASE, THOMAS	JPAP11	11/12/2018	JV GIRLS BASKETBALL OFFICIAL ON 11/27/18 VS WEYAUWEGA FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	47.00
						Totals for 79031	47.00
79032	CZARNECKI, LARRY	JPAP11	11/12/2018	JV GIRLS BASKETBALL OFFICIAL	GENERAL	0	47.00



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				ON 11/19/18 VS BONDUEL	FUND/PERSONAL SERVICES/GIRLS BASKETBALL		
					Totals for 79032		47.00
79033	DAYTON, KENNETH	JPAP11	11/12/2018	MS BOYS BASKETBALL OFFICIAL ON 11/19/18 VS IOLA-SCANDINAVIA	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 79033		60.00
79034	FEUCHT, JASON	JPAP11	11/12/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 11/26/18 VS ALMOND BANCROFT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
					Totals for 79034		70.00
79035	HALUSKA, JAMES JR	JPAP11	11/12/2018	JV BOYS BASKETBALL OFFICIAL ON 11/20/18 VS ROSHOLT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
					Totals for 79035		47.00
79036	HASS, MARK	JPAP11	11/12/2018	JV2 BOYS BASKETBALL OFFICIAL ON 11/20/18 VS STEVENS POINT(SPASH)	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
					Totals for 79036		47.00
79037	HASS, MARK	JPAP11	11/12/2018	MS BOYS BASKETBALL OFFICIAL ON 11/26/18 VS AMHERST	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 79037		60.00
79038	KIERSTEAD, DAVID	JPAP11	11/12/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 11/20/18 VS ROSHOLT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
					Totals for 79038		70.00
79039	KLEINHANS, MATTHEW	JPAP11	11/12/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/19/18 VS BONDUEL	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	70.00
					Totals for 79039		70.00
79040	MARTZAHN, PHILLIP JR	JPAP11	11/12/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/27/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	70.00
					Totals for 79040		70.00
79041	MATUSZEWSKI, ROBERT	JPAP11	11/12/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 11/26/18 VS ALMOND BANCROFT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
					Totals for 79041		70.00
79042	MUELLER, CHRIS	JPAP11	11/12/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/27/18 VS IOLA-SCANDINAVIA	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	70.00
					Totals for 79042		70.00
79043	PFLUGER, MATTHEW	JPAP11	11/12/2018	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/27/18 VS	GENERAL FUND/PERSONAL	0	70.00

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				IOLA-SCANDINAVIA	SERVICES/GIRLS BASKETBALL		
					Totals for 79043		70.00
79044	RADLEY, DANIEL	JPAP11	11/12/2018	JV GIRLS BASKETBALL OFFICIAL ON 11/19/18 VS BONDUEL	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	47.00
					Totals for 79044		47.00
79045	RADLEY, DANIEL	JPAP11	11/12/2018	JV BOYS BASKETBALL OFFICIAL ON 11/26/18 VS ALMOND BANCROFT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
					Totals for 79045		47.00
79046	SIMONIS, JEROME	JPAP11	11/12/2018	JV BOYS BASKETBALL OFFICIAL ON 11/26/18 VS ALMOND BANCROFT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
					Totals for 79046		47.00
79047	SIMONIS, JEROME	JPAP11	11/12/2018	JV GIRLS BASKETBALL OFFICIAL ON 11/27/18 VS WEYAUWEGA FREMONT	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	47.00
					Totals for 79047		47.00
79048	SLEEPER, MICHAEL	JPAP11	11/12/2018	JV2 BOYS BASKETBALL OFFICIAL ON 11/20/18 VS STEVENS POINT(SPASH)	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	47.00
					Totals for 79048		47.00
79049	TURNER, WADE	JPAP11	11/12/2018	MS BOYS BASKETBALL OFFICIAL ON 11/26/18 VS AMHERST	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 79049		60.00
79050	WALDVOGEL, ALLEN	JPAP11	11/12/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 11/20/18 VS ROSHOLT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
					Totals for 79050		70.00
79051	WEIR, DAVID	JPAP11	11/12/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 11/26/18 VS ALMOND BANCROFT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
					Totals for 79051		70.00
79052	WELCH, TIM	JPAP11	11/12/2018	MS BOYS BASKETBALL OFFICIAL ON 11/19/18 VS IOLA-SCANDINAVIA	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
					Totals for 79052		60.00
79053	WIRTH, DEAN	JPAP11	11/12/2018	VARSITY BOYS BASKETBALL OFFICIAL ON 11/20/18 VS ROSHOLT	GENERAL FUND/PERSONAL SERVICES/BOYS BASKETBALL	0	70.00
					Totals for 79053		70.00
79054	ALLIANT ENERGY	JPAP11	11/15/2018	PAES LAB - ELECTRIC & GAS - 10/5/18 - 11/7/18	SPECIAL EDUCATION FUND/GAS FOR HEAT/OPERATION	271900083	69.40

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79054	ALLIANT ENERGY	JPAP11	11/15/2018	PAES LAB - ELECTRIC & GAS - 10/5/18 - 11/7/18	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	271900083	69.39
79054	ALLIANT ENERGY	JPAP11	11/15/2018	#7110450000 - LWHS ELECTRIC - 10/8/18 - 11/8/18	GENERAL FUND/GAS FOR HEAT/OPERATION	4001900136	8,618.98
79054	ALLIANT ENERGY	JPAP11	11/15/2018	#4706230000 - CONCESSIONS - (10/1/18-11/1/18)	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	-19.76
79054	ALLIANT ENERGY	JPAP11	11/15/2018	#7936950000 - ELEMENTARY ELECTRIC - 10/8/18 - 11/8/18	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1011900060	6,278.54
79054	ALLIANT ENERGY	JPAP11	11/15/2018	NEW SIGN - ELEC - 10/4/18 - 11/6/18	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	0.53
79054	ALLIANT ENERGY	JPAP11	11/15/2018	GAS - ELEMENTARY SCHOOL - 10/8/18 - 11/8/18	GENERAL FUND/GAS FOR HEAT/OPERATION	1011900059	2,225.46
						Totals for 79054	17,242.54
79055	ASCD	JPAP11	11/15/2018	RENEWING MEMBERSHIP FOR DR. OPPOR (3/1/19 - 2/28/20)	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/OFFICE OF SUPERINTENDENT	0	239.00
						Totals for 79055	239.00
79056	BATTERIES PLUS	JPAP11	11/15/2018	BULBS	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	37.52
						Totals for 79056	37.52
79057	CENTURY LINK	JPAP11	11/15/2018	Long Distance telephone bill	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900011	66.16
						Totals for 79057	66.16
79058	ENGELHARDT DAIRY OF	jpap11	11/15/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	148.13
79058	ENGELHARDT DAIRY OF	jpap11	11/15/2018	MES MILK	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	213.93
79058	ENGELHARDT DAIRY OF	jpap11	11/15/2018	HS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	98.66
79058	ENGELHARDT DAIRY OF	jpap11	11/15/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	110.00
79058	ENGELHARDT DAIRY OF	jpap11	11/15/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	230.65
79058	ENGELHARDT DAIRY OF	jpap11	11/15/2018	HS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	42.70
79058	ENGELHARDT DAIRY OF	jpap11	11/15/2018	HS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	96.40

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79058	ENGELHARDT DAIRY OF	jpap11	11/15/2018	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	69.95
79058	ENGELHARDT DAIRY OF	jpap11	11/15/2018	HS MILK AND FOOD ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	165.87
79058	ENGELHARDT DAIRY OF	jpap11	11/15/2018	HS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	60.53
						Totals for 79058	1,236.82
79059	FREESTYLE PHOTOGRAPH	JPAP11	11/15/2018	NANCY ZABLER - CLASSROOM SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/ART	4001900174	310.04
						Totals for 79059	310.04
79060	GRAICHEN DISPOSAL &	JPAP11	11/15/2018	Graichen 10 months @ \$755/month	GENERAL FUND/OPERATIONAL SERVICES/SITES	8001900014	377.50
79060	GRAICHEN DISPOSAL &	JPAP11	11/15/2018	Graichen 10 months @ \$755/month	GENERAL FUND/OPERATIONAL SERVICES/SITES	8001900014	377.50
						Totals for 79060	755.00
79061	NAMI FOX VALLEY	JPAP11	11/15/2018	EDUCATOR TRAINING - 10/26/18	Special Revenue Trust Fund/PERSONAL SERVICES/HEALTH	0	300.00
						Totals for 79061	300.00
79062	NEOLA, INC.	JPAP11	11/15/2018	CONTINUING UPDATE SERVICE FOR SCHOOL BOARD POLICIES, VOLUME 28: NUMBER 1 & CONSULTING SERVICES BY YOUR NEOLA ASSOCIATE (9/26/18)	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	1,397.50
						Totals for 79062	1,397.50
79063	OFFICE DEPOT	JPAP11	11/15/2018	HEAVY DUTY BUBBLE MAILERS	GENERAL FUND/GENERAL SUPPLIES/DISTRICT ADMINISTRATION	0	6.37
						Totals for 79063	6.37
79064	PAN-O-GOLD BAKING	jpap11	11/15/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	16.50
79064	PAN-O-GOLD BAKING	jpap11	11/15/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	65.98
79064	PAN-O-GOLD BAKING	jpap11	11/15/2018	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	21.00
						Totals for 79064	103.48
79065	REINHART FOOD SERVIC	jpap11	11/15/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	277.87
79065	REINHART FOOD SERVIC	jpap11	11/15/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	166.79
79065	REINHART FOOD SERVIC	jpap11	11/15/2018	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	73.82
79065	REINHART FOOD SERVIC	jpap11	11/15/2018	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE	0	191.65

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79065	REINHART FOOD SERVIC	jpap11	11/15/2018	FOOD AND NON FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	664.32
79065	REINHART FOOD SERVIC	jpap11	11/15/2018	NON FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	58.05
79065	REINHART FOOD SERVIC	jpap11	11/15/2018	FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	176.32
					FUND/FOOD/FOOD SERVICES		
					Totals for 79065		1,608.82
79066	REMINGTON'S QUALITY	JPAP11	11/15/2018	SANDY CORDES FOOD SCIENCE SUPPLIES	GENERAL FUND/FOOD/AGRICULTUR E	4001900178	25.57
					Totals for 79066		25.57
79067	ROSHOLT SCHOOL DISTR	JPAP11	11/15/2018	ELLEN CHRISTENSEN ALL START CHOIR	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/VOCAL MUSIC	4001900180	104.32
					Totals for 79067		104.32
79068	SCHULKE, AARON	JPAP11	11/15/2018	REIMBURSE GIRLS BASKETBALL FEE FOR BRYSTAL SCHULKE	GENERAL FUND/STUDENT FEES/ATHLETIC DIRECTOR	0	30.00
					Totals for 79068		30.00
79069	TRUGREEN LIMITED PAR	JPAP11	11/15/2018	ICE MELT PALLETS - LWHS	GENERAL FUND/GENERAL SUPPLIES/SITES	0	437.50
79069	TRUGREEN LIMITED PAR	JPAP11	11/15/2018	ICE MELT PALLETS	GENERAL FUND/GENERAL SUPPLIES/SITES	0	218.75
					Totals for 79069		656.25
79070	WCA GROUP HEALTH TRU	JPAP11	11/15/2018	DECEMBER HEALTH INSURANCE PREMIUMS	GENERAL FUND/WEA TRUST EFF 090115	0	96,337.00
					Totals for 79070		96,337.00
181900014	ABBAY, JANET	JPAP10	10/12/2018	REIMBURSE FOR BOOKS PURCHASED FOR CHILD DEVELOPMENT DAYS	GENERAL FUND/TEXTBOOKS & WORKBOOKS/UNDIFFEREN TIATED CURRICULUM	0	71.00
					Totals for 181900014		71.00
181900015	OPPOR, MELANIE	JPAP10	10/12/2018	REIMBURSE FOR COFFEE MAKER FOR BOE & DISTRICT OFFICE	GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF SUPERINTENDENT	0	89.99
					Totals for 181900015		89.99
181900016	SITTER, KATHRYN	JPAP10	10/19/2018	READING INTERVENTION BINDER	SPECIAL EDUCATION FUND/OTHER MEDIA/MULTI-CATEGORI CAL	271900089	43.49
					Totals for 181900016		43.49
181900017	FLYNN, STEPHANIE	JPAP02	10/26/2018	MILEAGE TO CESA 6	SPECIAL EDUCATION FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	271900092	54.50
					Totals for 181900017		54.50
181900018	KELLER, SHELLEY	JPAP10	10/26/2018	MILEAGE REIMBURSEMENT FOR	GENERAL	0	114.45

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				SKYWARD CONFERENCE	FUND/EMPLOYEE TRAVEL/STAFF SERVICES		
					Totals for	181900018	114.45
181900019	PREY, JULIE	JPAP10	10/26/2018	MILEAGE REIMBURSEMENT WRS TRAINING	GENERAL FUND/EMPLOYEE TRAVEL/OPERATION	0	54.50
					Totals for	181900019	54.50
181900020	ANDERSON, MEGAN	JPAP11	11/09/2018	PBIS REWARD	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	9.94
					Totals for	181900020	9.94
181900021	CONNOLLY, JANINE	JPAP11	11/09/2018	TREATS FOR INSERVICE	Special Revenue Trust Fund/GENERAL SUPPLIES/HEALTH	0	22.78
					Totals for	181900021	22.78
181900022	KRUEGER, JENNIFER	JPAP11	11/09/2018	NATIONAL SCHOOL LIBRARY STANDARDS FOR LEARNING	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/INSTRUCTIONA L STAFF TRAINING	0	56.50
181900022	KRUEGER, JENNIFER	JPAP11	11/09/2018	NATIONAL SCHOOL LIBRARY STANDARDS FOR LEARNING	GENERAL FUND/OTHER NON-CAPITOL OBJECTS/INSTRUCTIONA L STAFF TRAINING	0	56.50
					Totals for	181900022	113.00
181900023	MILLARD, DAWN	JPAP11	11/09/2018	MILEAGE TO TRANSPORT VOLLEYBALL PLAYERS TO AND FROM DODGELAND FOR A TOURNAMENT	GENERAL FUND/EMPLOYEE TRAVEL/VOLLEYBALL	0	100.28
181900023	MILLARD, DAWN	JPAP11	11/09/2018	MILEAGE REIMBURSEMENT - MANAWA TO GREEN BAY FOR STATE VOLLEYBALL GAMES	GENERAL FUND/EMPLOYEE TRAVEL/VOLLEYBALL	0	63.22
					Totals for	181900023	163.50
181900024	UJAZDOWSKI, LUANNE	JPAP11	11/09/2018	PBIS INCENTIVE	GENERAL FUND/FOOD/OFFICE OF THE PRINCIPAL	0	36.98
181900024	UJAZDOWSKI, LUANNE	JPAP11	11/09/2018	PBIS LUNCH INCENTIVE	GENERAL FUND/FOOD/OFFICE OF THE PRINCIPAL	0	30.98
					Totals for	181900024	67.96
181900025	WARNING, ANN	JPAP11	11/09/2018	ANN WARNING - PBIS REWARDS	GENERAL FUND/FOOD/OFFICE OF THE PRINCIPAL	601900063	24.80
					Totals for	181900025	24.80
181900026	OPPOR, MELANIE	JPAP11	11/15/2018	MILEAGE REIMBURSE AND ADMIN REIMBURSEMENT	GENERAL FUND/EMPLOYEE TRAVEL/OFFICE OF SUPERINTENDENT	0	109.00
181900026	OPPOR, MELANIE	JPAP11	11/15/2018	MILEAGE REIMBURSE AND ADMIN REIMBURSEMENT	GENERAL FUND/OTHER EMPLOYEE BENEFITS/OFFICE OF SUPERINTENDENT	0	70.00
					Totals for	181900026	179.00
181900027	ZIEMER, CORRIE	JPAP11	11/15/2018	STATE VOLLEYBALL TICKETS FOR: C. ZIEMER, A. DEAN, D.	GENERAL FUND/EMPLOYEE	0	48.00

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				MILLARD	TRAVEL/VOLLEYBALL		
					Totals for 181900027		48.00
201800056	WISCONSIN RETIREMENT	R9	09/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,530.51
201800056	WISCONSIN RETIREMENT	R9	09/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,234.98
201800056	WISCONSIN RETIREMENT	R9	09/15/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	311.15
201800056	WISCONSIN RETIREMENT	R9	09/15/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,530.51
201800056	WISCONSIN RETIREMENT	R9	09/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,234.98
201800056	WISCONSIN RETIREMENT	R9	09/15/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	311.15
					Totals for 201800056		22,153.28
201800065	WISCONSIN RETIREMENT	R9	09/30/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,374.40
201800065	WISCONSIN RETIREMENT	R9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,437.16
201800065	WISCONSIN RETIREMENT	R9	09/30/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	484.94
201800065	WISCONSIN RETIREMENT	R9	09/30/2018	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,374.40
201800065	WISCONSIN RETIREMENT	R9	09/30/2018	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,437.16
201800065	WISCONSIN RETIREMENT	R9	09/30/2018	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	484.94
					Totals for 201800065		22,593.00
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,744.48
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,300.64
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	345.77
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	5.12
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,045.12
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	304.18
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	80.87
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	COMMUNITY SERVICE	0	1.20

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FICA (SOCIAL SECURITY) GENERAL	0	346.00
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FEDERAL INCOME TAX SPECIAL EDUCATION	0	29.24
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FEDERAL INCOME TAX FOOD SERVICE	0	25.00
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FEDERAL INCOME TAX GENERAL	0	10,087.77
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FEDERAL INCOME TAX SPECIAL EDUCATION	0	1,075.16
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FEDERAL INCOME TAX FOOD SERVICE	0	180.33
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FEDERAL INCOME TAX COMMUNITY SERVICE	0	0.00
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FICA (SOCIAL SECURITY) GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,045.12
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FICA (SOCIAL SECURITY) SPECIAL EDUCATION	0	304.18
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FICA (SOCIAL SECURITY) FOOD SERVICE	0	80.87
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FICA (SOCIAL SECURITY) COMMUNITY SERVICE	0	1.20
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FICA (SOCIAL SECURITY) GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,744.48
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FICA (SOCIAL SECURITY) SPECIAL EDUCATION	0	1,300.64
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FICA (SOCIAL SECURITY) FOOD SERVICE	0	345.77
201800087	INTERNAL REVENUE SER	P9	10/15/2018	Payroll accrual	FUND/FICA (SOCIAL SECURITY) COMMUNITY SERVICE	0	5.12
					Totals for 201800087		37,398.26
201800088	MASSMUTUAL FINANCIAL	P9	10/15/2018	Payroll accrual	GENERAL FUND/HARTFORD INS -	0	0.00
201800088	MASSMUTUAL FINANCIAL	P9	10/15/2018	Payroll accrual	TSA/ROTH GENERAL FUND/HARTFORD INS -	0	1,199.00
201800088	MASSMUTUAL FINANCIAL	P9	10/15/2018	Payroll accrual	TSA/ROTH GENERAL FUND/HARTFORD INS -	0	50.00
					Totals for 201800088		1,249.00



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201800089	WEA TAX SHELTERED AN	P9	10/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	44.88
201800089	WEA TAX SHELTERED AN	P9	10/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201800089	WEA TAX SHELTERED AN	P9	10/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201800089	WEA TAX SHELTERED AN	P9	10/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
						Totals for 201800089	419.88
201800090	WISCONSIN DEPT OF RE	P9	10/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	75.00
201800090	WISCONSIN DEPT OF RE	P9	10/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201800090	WISCONSIN DEPT OF RE	P9	10/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	45.15
201800090	WISCONSIN DEPT OF RE	P9	10/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,363.02
201800090	WISCONSIN DEPT OF RE	P9	10/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	728.62
201800090	WISCONSIN DEPT OF RE	P9	10/15/2018	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	128.61
201800090	WISCONSIN DEPT OF RE	P9	10/15/2018	Payroll accrual	COMMUNITY SERVICE FUND/STATE INCOME TAX	0	0.00
						Totals for 201800090	7,345.40
201800092	WEA MEMBER BENEFIT T	P9	10/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	160.81
201800092	WEA MEMBER BENEFIT T	P9	10/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	52.09
201800092	WEA MEMBER BENEFIT T	P9	10/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
						Totals for 201800092	352.90
201800094	DELTA DENTAL OF WISC	jpwi10	10/10/2018	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	659.98
						Totals for 201800094	659.98
201800095	DELTA DENTAL OF WISC	jpwi10	10/03/2018	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,416.00
						Totals for 201800095	1,416.00
201800096	EMPLOYEE BENEFITS CO	jpwi10	10/04/2018	HRA DEDUCTIBLE - 2018 -2019	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	2,181.07
						Totals for 201800096	2,181.07
201800097	EMPLOYEE BENEFITS CO	JPWI10	10/31/2018	HRA & BESTFLEX ADMINISTRATIVE FEES	GENERAL FUND/DISTRICT FEES / BANKING FEE/DIRECTION OF BUSINESS	0	315.45
						Totals for 201800097	315.45
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,818.36

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,318.60
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	336.96
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	454.18
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,062.39
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	308.37
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	78.81
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	106.22
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	341.00
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	29.24
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	25.00
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	5.50
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	10,220.98
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,116.11
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	177.50
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	412.71
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,062.39
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	308.37
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	78.81
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	106.22
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	GENERAL FUND/FICA	0	8,818.36

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	(SOCIAL SECURITY) SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,318.60
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	336.96
201800101	INTERNAL REVENUE SER	P9	10/31/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	454.18
						Totals for 201800101	39,295.82
201800102	MASSMUTUAL FINANCIAL	P9	10/31/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	0.00
201800102	MASSMUTUAL FINANCIAL	P9	10/31/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,199.00
201800102	MASSMUTUAL FINANCIAL	P9	10/31/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
						Totals for 201800102	1,249.00
201800103	WEA TAX SHELTERED AN	P9	10/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	46.24
201800103	WEA TAX SHELTERED AN	P9	10/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201800103	WEA TAX SHELTERED AN	P9	10/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201800103	WEA TAX SHELTERED AN	P9	10/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
						Totals for 201800103	421.24
201800104	WISCONSIN DEPT OF RE	P9	10/31/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	70.00
201800104	WISCONSIN DEPT OF RE	P9	10/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201800104	WISCONSIN DEPT OF RE	P9	10/31/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	34.95
201800104	WISCONSIN DEPT OF RE	P9	10/31/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,441.29
201800104	WISCONSIN DEPT OF RE	P9	10/31/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	764.45
201800104	WISCONSIN DEPT OF RE	P9	10/31/2018	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	127.48
201800104	WISCONSIN DEPT OF RE	P9	10/31/2018	Payroll accrual	COMMUNITY SERVICE FUND/STATE INCOME TAX	0	150.92
						Totals for 201800104	7,594.09
201800106	WEA MEMBER BENEFIT T	P9	10/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	160.81
201800106	WEA MEMBER BENEFIT T	P9	10/31/2018	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
						Totals for 201800106	300.81
201800107	EMPLOYEE BENEFITS CO	jpwill	10/25/2018	FSA & HRA CLAIMS	GENERAL FUND/FLEX	0	352.87

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800107	EMPLOYEE BENEFITS CO	jpwill	10/25/2018	FSA & HRA CLAIMS	PLAN SY1718 GENERAL	0	1,236.33
					FUND/HRA/WEA ER DED (PMT ABOVE EE'S		
					Totals for 201800107		1,589.20
201800108	DELTA DENTAL OF WISC	jpwill	10/17/2018	DENTAL CLAIMS	GENERAL FUND/SELF	0	759.00
					FUND-EMPLOYER SHARE PREMI		
					Totals for 201800108		759.00
201800109	DELTA DENTAL OF WISC	jpwill	10/31/2018	DENTAL ADMINISTRATION & DENTAL CLAIMS	GENERAL FUND/SELF	0	1,500.66
					FUND-EMPLOYER SHARE PREMI		
					Totals for 201800109		1,500.66
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	9,877.94
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,220.35
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	315.48
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	5.58
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,310.19
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	285.40
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	73.79
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	1.31
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	341.00
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	29.24
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	25.00
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	11.00
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	12,182.43
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,129.33
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	146.45

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	0.00
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,310.19
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	285.40
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	73.79
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	1.31
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	9,877.94
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,220.35
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	315.48
201800114	INTERNAL REVENUE SER	P9	11/15/2018	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	5.58
					Totals for 201800114		42,044.53
201800115	MASSMUTUAL FINANCIAL	P9	11/15/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	0.00
201800115	MASSMUTUAL FINANCIAL	P9	11/15/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,199.00
201800115	MASSMUTUAL FINANCIAL	P9	11/15/2018	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 201800115		1,249.00
201800116	WEA TAX SHELTERED AN	P9	11/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	44.88
201800116	WEA TAX SHELTERED AN	P9	11/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201800116	WEA TAX SHELTERED AN	P9	11/15/2018	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201800116	WEA TAX SHELTERED AN	P9	11/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 201800116		419.88
201800117	WISCONSIN DEPT OF RE	P9	11/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	70.00
201800117	WISCONSIN DEPT OF RE	P9	11/15/2018	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
201800117	WISCONSIN DEPT OF RE	P9	11/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	33.01
201800117	WISCONSIN DEPT OF RE	P9	11/15/2018	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	7,384.30
201800117	WISCONSIN DEPT OF RE	P9	11/15/2018	Payroll accrual	SPECIAL EDUCATION	0	727.46

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/STATE INCOME TAX		
201800117	WISCONSIN DEPT OF RE	P9	11/15/2018	Payroll accrual	FOOD SERVICE	0	110.41
					FUND/STATE INCOME TAX		
201800117	WISCONSIN DEPT OF RE	P9	11/15/2018	Payroll accrual	COMMUNITY SERVICE	0	0.00
					FUND/STATE INCOME TAX		
					Totals for 201800117		8,330.18
201800119	WEA MEMBER BENEFIT T	P9	11/15/2018	Payroll accrual	GENERAL FUND/WEA	0	160.81
					TRUST ADVANTAGE		
201800119	WEA MEMBER BENEFIT T	P9	11/15/2018	Payroll accrual	GENERAL FUND/WEA	0	53.31
					TRUST ADVANTAGE		
201800119	WEA MEMBER BENEFIT T	P9	11/15/2018	Payroll accrual	GENERAL FUND/WEA	0	140.00
					TRUST ADVANTAGE		
					Totals for 201800119		354.12
					Totals for checks		750,583.70

CREDIT CARD STATEMENT - October			WUFAR Code					Description	
Date	Vendor	Amount	Fund	E Location	Object	Function	Project		
<b>Dan Wolfram</b>									
9/25/2018	MASTERMINDTECH	\$105.36 CRF	10	E	800	999	500000	0	CREDIT FROM RITA GIPP'S PURCHASE LAST MONTH
9/25/2018	MASTERMINDTECH	\$265.00 CRF	10	E	800	999	500000	0	CREDIT FROM RITA GIPP'S PURCHASE LAST MONTH
10/2/2018	MILLS FLEET FARM	\$22.75	10	E	400	411	253000	000	MIKE THOMACK, BUILDINGS & GROUNDS
10/3/2018	THE COSTUMER	\$43.97	10	E	400	411	241000	000	KARYN PAMPERIN - DRAMA PERFORMANCE
10/17/2018	MILLS FLEET FARM	\$127.70	10	E	400	411	121000	000	NANCY ZABLER - CLASSROOM SUPPLIES
	<b>TOTAL</b>	<b>\$194.42</b>							
<b>Melanie Oppor</b>									
10/08/18	Adobe Acropro Subs	\$15.81	10	E	500	435	232100		Updated Version of Adobe
	<b>TOTAL</b>	<b>\$15.81</b>							
<b>Michelle Pukita</b>									
Sept. 27	DPI	\$16.00	10	E	101	470	110000		Wisconsin Model Early Learning Stabndards 4K and EC Standards
Oct. 5	Teachers Pay Teacher	\$41.90	27	E	101	439	158000	341	Supplies for Special Ed. Teachers
Oct. 6	LTD Commodities	\$71.93	27	E	101	440	158000	341	Supplies for Special Ed. Teachers
	<b>TOTAL</b>	<b>\$129.83</b>							
<b>Jeanne Frazier</b>									
09/20/18	Amazon	\$173.75	10	E	400	473	125400	0	PO 4001900115 Chorus Bks - 25 copies Bastien Piano Basics
09/23/18	Amazon	\$93.03	27	E	400	440	158000	341	<b>PO 0271900080 HS Carson classroom materials Combined Total \$112.52</b>
09/23/18	Amazon	\$19.49	27	E	400	411	158000	341	<b>PO 0271900080 HS Carson classroom materials</b>
09/24/18	Kalahari Resort	\$119.00	10	E	500	342	232100	0	Frazier Rm at Skyward Convention, Wis. Dells
09/25/18	Amazon	\$19.48	27	E	400	411	158000	341	PO 0271900080 HS Carson Classroom Materials
09/23/18	Wal-Mart	-\$5.93	10	E	500	411	232100	0	Credit Return materials District Office
09/28/18	Kalahari Resort	\$99.00	10	E	400	342	241000	0	S. Keller Room at Skyward Convention, Wis. Dells
09/28/18	Kalahari Resort	-\$20.00	10	E	500	342	232100	0	Frazier Rm Reduced Rate - at Skyward Convention, Wis. Dells
10/16/18	Pioneer Family Restaurant	\$7.77	10	E	500	342	232100	0	<b>Frazier Meal during Skyward Convention Combined Total \$15.55</b>
10/16/18	Pioneer Family Restaurant	\$7.78	10	E	400	342	241000	0	<b>Keller Meal during Skyward Convention</b>
10/15/18	Kalahari Restaurant	\$13.62	10	E	500	342	232100	0	<b>Frazier Meal during Skyward Convention Combined Total \$30.62</b>
10/15/18	Kalahari Restaurant	\$17.00	10	E	400	342	241000	0	<b>Keller Meal during Skyward Convention</b>
10/19/18	Amazon	\$643.44	10	E	101	490	221300	365	<b>PO 0271900057 Differentiated Learner Books for staff Combined T \$896.22</b>
		\$252.78	10	E	400	490	221300	365	<b>PO 0271900057 Differentiated Learner Books for staff</b>
	<b>TOTAL</b>	<b>\$1,440.21</b>							





Name	Reference	Trans Date	Description	Post Date	Amount
		10/05/2018	VB VS WI VALLEY LUTHERAN \$171.00 FB VS A	10/05/2018	1,277.00
			Totals for 13289		1,277.00
		10/05/2018	9-12 ATHLETICS	10/05/2018	30.00
			Totals for 13290		30.00
		10/05/2018	INSTRUMENT RENTAL	10/05/2018	30.00
			Totals for 13291		30.00
		10/05/2018	STUDENT PARKING	10/05/2018	20.00
			Totals for 13292		20.00
		10/05/2018	9-12 YEARBOOK/PERSONALIZATION	10/05/2018	180.00
			Totals for 13293		180.00
		10/05/2018	CHROMEBOOK CHARGES	10/05/2018	30.00
			Totals for 13294		30.00
		10/05/2018	CHECKS COLLECTED	10/05/2018	127.00
			Totals for 13295		127.00
		10/05/2018	FOOD SERVICE DONATION	10/05/2018	2,601.08
			Totals for 13296		2,601.08
		10/05/2018	FOOD SERVICE DONATION	10/05/2018	40.00
			Totals for 13297		40.00
		10/05/2018	REFUND ON OVER PAYMENT	10/05/2018	687.08
			Totals for 13298		687.08
		10/05/2018	RECORDERS	10/05/2018	187.75
			Totals for 13299		187.75
		10/12/2018	TO COVER CHECKS FOR BOOSTER CLUB	10/12/2018	80.00
			Totals for 13309		80.00
		10/12/2018	MANAWA CROSS COUNTRY	10/12/2018	45.00
			Totals for 13310		45.00
		10/12/2018	1/2 PAYMENT BBB KROSSOVER	10/12/2018	399.11
			Totals for 13311		399.11
		10/12/2018	1/2 PAYMENT GBB KROSSOVER	10/12/2018	399.11
			Totals for 13312		399.11
		10/12/2018	CHAIRS INVOICE 5499	10/12/2018	3,705.40
			Totals for 13313		3,705.40
		10/12/2018	CONFERENCE BOARDS INVOICE 62113	10/12/2018	3,355.00
			Totals for 13314		3,355.00
		10/12/2018	BADGER MMS SHORTS	10/12/2018	630.00
			Totals for 13315		630.00
		10/12/2018	OCTOBER CLASS RENT FERG'S DRIVING SCHOOL	10/12/2018	150.00
			Totals for 13316		150.00
		10/12/2018	PROJECT BACKPACK	10/12/2018	50.00
			Totals for 13317		50.00
		10/12/2018	VB VS SHIOCTON	10/12/2018	184.00
			Totals for 13318		184.00
		10/12/2018	FOOD SERVICE ACCOUNT PAYMENTS	10/12/2018	1,382.00
			Totals for 13319		1,382.00
		10/12/2018	FOOD SERVICE ACCOUNT PAYMENTS	10/12/2018	1,368.75
			Totals for 13320		1,368.75
		10/19/2018	FOOD SERVICE PAYMENTS	10/19/2018	1,272.80
			Totals for 13329		1,272.80
		10/19/2018	FOOD SERVICE DEPOSIT	10/19/2018	1,042.00
			Totals for 13342		1,042.00
		10/19/2018	ADMISSION FB VS WITT-BURN	10/19/2018	402.25
			Totals for 13343		402.25
		10/19/2018	9-12 ATHLETICS	10/19/2018	30.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 13346		30.00
		10/19/2018	DISTRICT FEES	10/19/2018	20.00
			Totals for 13347		20.00
		10/19/2018	TECH ED COURSE FEES	10/19/2018	35.00
			Totals for 13348		35.00
		10/19/2018	LYCEUM PROGRAMS	10/19/2018	8.00
			Totals for 13349		8.00
		10/19/2018	NEWSPAPER	10/19/2018	4.00
			Totals for 13350		4.00
		10/19/2018	CHROMEBOOK CHARGES	10/19/2018	50.00
			Totals for 13351		50.00
		10/30/2018	FOOD SERVICE DEPOSIT	10/30/2018	701.00
			Totals for 13341		701.00
		10/31/2018	TOTAL FOOD DEBIT	10/31/2018	-14,295.45
		10/31/2018	TOTAL FOOD DEBIT	10/31/2018	14,295.45
			Totals for 13331		0.00
		10/31/2018	MES STUDENT BREAKFAST	10/31/2018	54.00
		10/31/2018	MES STUDENT BREAKFAST	10/31/2018	-54.00
			Totals for 13332		0.00
		10/31/2018	MES STUDENT LUNCH	10/31/2018	4,434.20
		10/31/2018	MES STUDENT LUNCH	10/31/2018	-4,434.20
			Totals for 13333		0.00
		10/31/2018	MES ADULT LUNCH	10/31/2018	189.00
		10/31/2018	MES ADULT LUNCH	10/31/2018	-189.00
			Totals for 13334		0.00
		10/31/2018	MES STUDENT MILK	10/31/2018	459.30
		10/31/2018	MES STUDENT MILK	10/31/2018	-459.30
			Totals for 13335		0.00
		10/31/2018	MES ALA CARTE	10/31/2018	301.75
		10/31/2018	MES ALA CARTE	10/31/2018	-301.75
			Totals for 13336		0.00
		10/31/2018	HS STUDENT BREAKFAST	10/31/2018	190.20
		10/31/2018	HS STUDENT BREAKFAST	10/31/2018	-190.20
			Totals for 13337		0.00
		10/31/2018	HS STUDENT LUNCH	10/31/2018	4,875.80
		10/31/2018	HS STUDENT LUNCH	10/31/2018	-4,875.80
			Totals for 13338		0.00
		10/31/2018	HS ADULT LUNCH	10/31/2018	441.00
		10/31/2018	HS ADULT LUNCH	10/31/2018	-441.00
			Totals for 13339		0.00
		10/31/2018	HS ALA CARTE	10/31/2018	3,350.20
		10/31/2018	HS ALA CARTE	10/31/2018	-3,350.20
			Totals for 13340		0.00
			Total for Cash Receipts		20,523.33



# 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

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[www.manawaschools.org](http://www.manawaschools.org)

To whom it may concern,

This is my letter to formally resign as head football coach at the School District of Manawa effective November 1<sup>st</sup>, 2018. I have completed all of my duties, to my knowledge, as the head Football coach and look forward to continuing my employment within the School District of Manawa. Feel free to contact me with any questions or concerns at 608-397-0148.

Sincerely,

Jeff Bortle

*Received in Dist ofc 11/1/18*

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**Dr. Melanie J. Oppor**

District Administrator  
[moppor@manawaschools.org](mailto:moppor@manawaschools.org)  
(920) 596-2525

**Daniel J. Wolfgram**

Jr./Sr. High School Principal  
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**Michelle Pukita**

Elementary Principal  
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(920) 596-5700

**Carmen O'Brien**

Business Manager  
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(920) 596-5332

**Danielle Brauer**

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



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November 6th, 2018

Mr. Liebzeit and the Board of Education:

After 13 seasons as the Head Volleyball Coach for the School District of Manawa I am resigning from the position. I have not come to this conclusion easily, and it has been made with a heavy heart, but I feel that it is the right decision for me.

There are many reasons why it is time for me to step down from this role. I am sorry for any inconvenience it may cause. I sincerely hope the district can find a good replacement for me. Thank you.

Sincerely,

Corrie L. Ziemer  
MES Physical Education Teacher  
School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
(H) 920-538-2361  
[cziemer@manawaschools.org](mailto:cziemer@manawaschools.org)



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To: Dr. Melanie Oppor  
Fr: Skylar Liebzeit  
Date: 10/24/2018  
Re: 2019 MS Girls Basketball Coach

I am recommending the following coach for the 2019 MS Girls Basketball coaching assignment pending background check and physical:

Name	Position	Information
Zach Klatt	MS Girls Basketball Coach	I would like to recommend Zach Klatt as the next MS Girls Basketball to work hand in hand with Rob Rosenau who has been a part of the MS program.

[www.manawaschools.org](http://www.manawaschools.org)

**Dr. Melanie J. Oppor**

District Administrator

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[www.manawaschools.org](http://www.manawaschools.org)

To: Dr. Melanie Oppor  
Fr: Skylar Liebzeit  
Date: 11/9/2018  
Re: 2019 Softball Coaching Staff

I am recommending the following coaches for the 2019 Softball coaching assignment pending background checks and TB/Physicals:

Name	Position	Information
Austin Rohan	Head Varsity Coach	Austin Rohan will be entering his first season as the Manawa Head Softball Coach. He previously had experience with the program in an assistant coach capacity.
Randy Rosin	Paid Assistant / JV Head Coach	Randy Rosin will be entering his first season with the Manawa Softball Program. Randy brings great knowledge of the game of softball to the staff. This will be his first season as a paid assistant.
Pat O'Brien	Volunteer Assistant	Pat will be returning as a volunteer assistant with the Softball Program. He has been a great asset to the program in years past and looks to continue building the program with his help and dedication.
Sydney Bailey	Volunteer Assistant/JV Assistant	Sydney Bailey will be entering her first season as a volunteer assistant coach

**Dr. Melanie J. Oppor**

District Administrator

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		she will be working primarily with the JV team.
--	--	---

**Dr. Melanie J. Oppor**

District Administrator

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Jr./Sr. High School Principal

[dwolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org)

(920) 596-5800

**Michelle Pukita**

Elementary Principal

[mpukita@manawaschools.org](mailto:mpukita@manawaschools.org)

(920) 596-5700

**Carmen O'Brien**

Business Manager

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(920) 596-5332

**Danielle Brauer**

Curriculum/Special Ed. Dir.

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(920) 596-5301



# 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

www.manawaschools.org

To: Dr. Melanie Oppor  
Fr: Skylar Liebzeit  
Date: 11/9/2018  
Re: 2019 Baseball Coaching Staff

I am recommending the following coaches for the 2019 Baseball coaching assignment pending background checks and TB/Physicals:

Name	Position	Information
Chad Stroud	Head Varsity Coach	Chad Stroud will be entering his first season as the Manawa Head Baseball Coach. He previously had experience with the program in an assistant coach capacity.
Greg Reynolds	Paid Assistant / JV Head Coach	Greg Reynold will be entering his second season with the Manawa Baseball Program. Greg brings great knowledge and WIAA knowledge to the staff. This will be his first season as a Paid assistant.
Dave Strebe	Volunteer Assistant/JV Assistant	Dave Strebe will be entering his second season as a volunteer assistant coach.
Paul Millard	Volunteer Assistant/JV Assistant	Paul Millard will be entering his first season as a volunteer assistant coach he will be working primarily with the JV team.
Dan Tellock	Unpaid Statistician	Dan Tellock will be the

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District Administrator

moppor@manawaschools.org

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		unpaid statistician this year for the Manawa baseball team.
Bill Murphy	Unpaid Volunteer Helper	Billy will be returning to help the program with practice help. He will not be in the capacity of a coach. However, he will be around the kids during practice.

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**FUNDRAISER INFORMATION**

**2018-19 Budget Year (Last Revised 11-19-2018)**

<b>Name of Fundraiser (K-6)</b>	<b>Class or Club</b>	<b>Purpose</b>	<b>Dates</b>
Box Top for Education	All Grades	To purchase unbudgeted teacher itmes.	All Year
PTO Wolf Walk	PTO	To fund PTO activities to support school functions.	Fall
PTO Penny War	PTO	To offset unbudgeted expenses and support positive school climate activities at MES.	March 6-10, 2017
Hansen's Food	All Grades	To fund field trips and other class activities.	All Year
Valentine's Day Cookies	Student Council	To fund Student Council activities.	All Year
Book Fair/BOGO Fair	Librarian	To fund books for library, book room, and/or classrooms.	November & May
Java Fridays	Special Education	Self-sustaining work experience for students.	All Year
Community Service Project (Eliminate)	Music Teacher (Mrs. Baranczyk)	split between families in Phillipines who made braclets and the school	Winter
<b>Name of Fundraiser (7-12)</b>	<b>Class or Club</b>	<b>Purpose</b>	<b>Dates</b>
Seroogy's	Art Club/Art Team	Art Team T-Shirts	All Year
Concessions	Student Council	To pay for projects.	Football season, volleyball season, girls basketball season, boys basketball season, track season, and a portion of the wrestling season
Vandewalls Chocolate	7th and 8th Grades	To fund 2017 Washington D.C. trip.	All Year
Shirt Sales	Student Council	To pay for projects.	September
Fruit Sales (Russ Davis - wholesale)	Choir/Band	To fund various fees for solo ensemble.	October/November
Sale of Shakes	Student Council	To pay for projects.	February & March
Flower Sales	Student Council	To pay for projects.	February & March
TBA	Student Council	To assist with hosting State Student Council Convention	
FFA Dessert Auction (At Banquet)	FFA	To pay for leadership development/chapter expenses.	March or April
Donors Choose Drum Project	Vocal Music	African Drum acquisiton for General Music	Fall 2018
To Be Determined	Cross Country	Awards, end of year banquet.	September

Chef's Choice Pizza	Band/Choir	S/E fees, transportation costs.	Sept. & January
Bake Sale	Band	S/E fees, transportation costs.	May
Rose & Concession Sale	Band	Host school for S/E.	March
50/50 Raffle	Choir	Replenish Activity Account for future travel. February - Lion King	2018-2019 Choir Concerts
Choir Concert Concessions	Choir	Replenish Activity Account for future travel. February - Lion King	2018-2019 Choir Concerts
Cookie Dough (Great American Opportunities)	Band	Fund Trip	January
Concert on the Triangle - Pie Sale	Band	Transportation costs.	Summer
50-50 Raffle Tickets Football Games	Girls Basketball	Uniforms/other activities.	September/October
50-50 Raffle Tickets Basketball Games	Junior Class	Prom.	Winter
Muffin Project - including Muffin Thursdays, Rootbeer Float Fridays, Freezer Pop Sale, and Staff Thanksgiving Dinner	Special Education	Self-sustaining work experience for students. To fund community outings.	All Year
Holiday Bread Order	Special Education	Self-sustaining work experience, and help to support community outings.	November - January
Lollipop Sale	FOR Club	Activities and projects.	Sept. - Nov.
Various Projects	Think Pink	Raising money to donate to the American Cancer Society.	All Year
Bottled Water Vending Machine	FFA	Various projects and activities.	All Year
Football Jersey Sale	Football	Fund the replacement of jerseys so all match.	Spring/Summer 2016
<b>Name of Fundraiser (Districtwide)</b>	<b>Class or Club</b>	<b>Purpose</b>	<b>Dates</b>
Project Backpack	Manawa Project Backpack Club	To support the ongoing food and supply costs for student program participants.	Solicitation of donation letter
Color Run	Secondary Special Education	District technology or academic enhancements.	May - Every Other Year - 2018; 2020; 2022; etc.
The Frostbite Club	Wellness Committee	Incentive prizes like t-shirts, water bottles, etc. for children	December/January
Mr. Manawa and Bake Sale	Junior Class	Prom fundraiser	25-Mar
Finals Munchies and Beverages	NHS	Laude Stoles / Fund Activities	January/June

RED = eliminated fundraisers

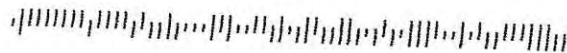
YELLOW = updated/revised fundraisers

Mc Coy  
319 E. Beacon Avenue  
New London, Wisconsin  
54961



Manawa School District  
800 Beech Street  
Manawa, Wisconsin, 54949

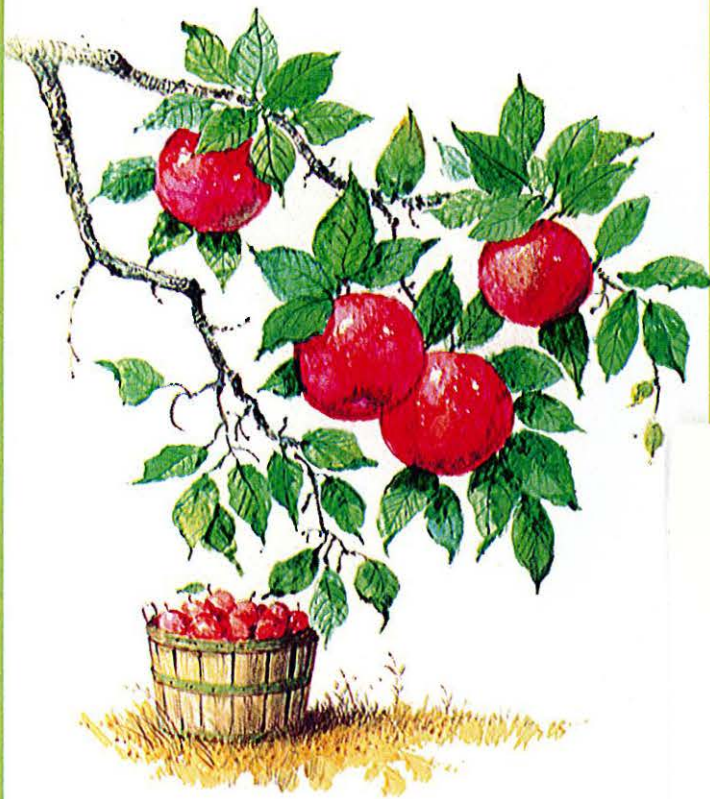
4949-866400



Dear School District of Manawa Employees -  
It was so thoughtful of you to send the  
beautiful green plant to my home honoring by  
doing so my beloved husband's passing. Bob  
was a devoted & talented educator & I know  
many lives are better because of his integrity &  
guidance.  
Thank you very much.

Warmly,  
Pat McCoy

An Expression  
of Thanks



It was  
very  
thoughtful  
of you!

Dear Administration & School Board  
Members,

Thank You for the beautiful  
clock given to me as my  
retirement gift. When it chimes,  
I think of my past 34 years and  
how I enjoyed everyday to the  
fullest. Your thoughtfulness is a  
gift I will always treasure.  
Tris Wegener





Thank You



**PREMIER**

Recognizing Your Value

The staff of Premier Community Bank would like to thank you for your support of the bank, insurance and investment services.

To benefit the wonderful communities in which we live and work, Premier Community Bank has made a donation in honor of you to its community's local food pantry.

We appreciate your relationship and look forward to partnering with you for all of your financial needs.

Renee  
Kathy

Jessie  
Rhonda

Gyronne

Conie

Allison



# Proclamation

*Whereas* our children and youth are one of Wisconsin's greatest resources and those with intellectual, academic, creative, leadership, and artistic gifts and talents need nurturing and support; and

*Whereas* just as giftedness comes in a variety of domains, it has no limits related to age; race, ethnicity, or national origin; economic status; sex, gender identity, or gender expression; sexual orientation; religion; multilingualism; or exceptionalism; and

*Whereas* collaboration between school district staff, families, organizations, community members, and the students themselves serve as the foundation for successful support of all high-ability and high-potential children and youth; and

*Whereas* the Wisconsin Department of Public Instruction joins the leadership and commitment of the Wisconsin Association for Talented and Gifted, the Wisconsin Center for Academically Talented Youth, the Wisconsin Association of School District Administrators, the Wisconsin Association of School Boards, the Association of Wisconsin School Administrators, the Wisconsin Association for Supervision and Curriculum Development, the Wisconsin RtI Center, and the Cooperative Educational Service Agencies as we work together to support Wisconsin's children with gifts and talents;

*Therefore, be it resolved that* the week of November 5 to 9, 2018, be declared Gifted Education Week, a time to celebrate the work of schools, families, organizations, and community members to support students with gifts and talents.

## Gifted Education Week

*The Power of Student Voice: Our Dreams, Our Needs*

November 5 to 9, 2018



A handwritten signature in black ink that reads "Tony Evers".

Tony Evers, PhD, State Superintendent



Monthly Enrollment Count to the Board 2018-2019

Grade		3rd Fri				
		21-May-18	17-Sep-18	27-Sep-2018	12-Oct-18	19-Nov-18
EC / Speech .5		4	3	3	3	3
4K .6		33	36	35	35	37
Kdg		44	29	29	30	29
1		32	45	45	45	45
2		31	30	30	30	30
3		54	32	32	32	32
4		41	51	51	50	50
5		37	37	37	37	37
6		51	39	39	38	38
7		54	50	50	50	50
8		51	52	52	52	52
9		68	55	54	54	54
10		53	66	66	66	66
11		58	55	54	55	55
12		60	63	62	63	65
<b>Subtotal Students</b>		<b>671</b>	<b>643</b>	<b>639</b>	<b>640</b>	<b>643</b>
<b>Less OE IN</b>		<b>-22</b>	<b>-26</b>	<b>-23</b>	<b>-23</b>	<b>-23</b>
<b>Plus OE OUT</b>		<b>85</b>	<b>109</b>	<b>102</b>	<b>102</b>	<b>101</b>
<b>Less Tuition Sharing</b>				<b>-2</b>	<b>-2</b>	<b>-2</b>
<b>Total Enrollment</b>		<b>734</b>	<b>726</b>	<b>716</b>	<b>717</b>	<b>719</b>
<b>3rd Friday Sept 2017</b>	<b>736</b>					

3rd Friday Corrections





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

To: Dr. Melanie Oppor  
From: Michelle Pukita  
Date: Nov. 12, 2018  
Re: Staff and Program Highlights

---

- **Wolf Walk:** Wolf Walk was very successful. The children did a fantastic job walking and running around the track. Quite a few miles were put on. Thank you to the elementary staff for walking with and supervising the children. Thank you to the high school staff, especially Sandra Cordes for allowing some of the high school students to help, for the band and Austin Rohan for leading us in the National Anthem and then leading us around the track. Thank you to the PTO and all our parent volunteers for making this day a huge success. Finally, thank you to all our sponsors for your donations. We could not have this day without your support.



**Red Ribbon Week:** The week of Oct. 23<sup>rd</sup> through Oct.31<sup>st</sup> was Red Ribbon Week. The theme for this year was “Life is Your Journey, Travel Drug-Free.” Thank you to Corrie Ziemer, Becky Stormoen, Sarah Bortle, LuAnne Ujazdowski, Michelle Poppy, Megan Anderson, Missy Tassone, Andrea Whitman, Cathy McCoy, and Jen Rosin.

- The following events took place during the week:
  - Door Decorating: Teachers were encouraged to decorate their classroom doors with their students to go along with this theme.
  - PBIS Assembly: The monthly PBIS assembly took place on Thursday, Oct.25<sup>th</sup>. The assembly focused on Red Ribbon Week.
  - Dress Up Days - The following were Dress-up days:
    - *Monday, October 29<sup>th</sup>:* Journey Drug-Free (Tourist Day)
    - *Tuesday, October 30<sup>th</sup>:* Sock It to Drugs (Wear Crazy Socks)
    - *Wednesday, October 31<sup>st</sup>:* “Orange” You Glad You Make Good Choices (Wear Orange and Black)
    - *Thursday, November 1<sup>st</sup>:* Team Up Against Drugs (Wear Jerseys)
    - *Friday, November 2<sup>nd</sup>:* Stop and Think (Wear Red)



Very cool socks on “Sock It to Drugs” day.



Door decorating took place during Red Ribbon Week.



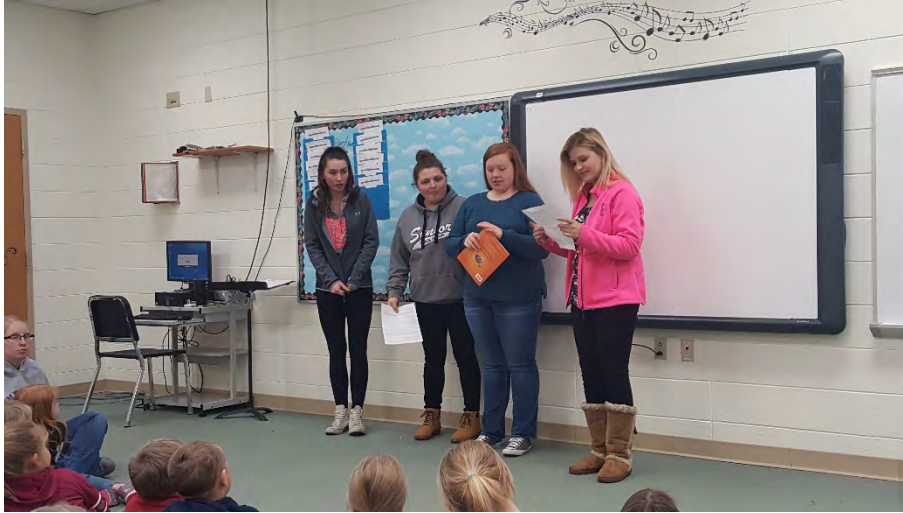
Jerseys were worn on "Team Up Against Drugs" day during Red Ribbon Week.



MES student body wearing red to celebrate Red Ribbon Week.



- **Food Drive Kick Off:** The MES Student Council worked cooperatively with the high school Leadership Class to collect food for students in need. Mrs. Cordes had a group of high school students come down on Friday, Nov. 9<sup>th</sup> to kick off the Food Drive with MES students. They read The Great Turkey Race to the students, as this is the theme. The food was collected the week of Nov. 12<sup>th</sup> through Nov. 16<sup>th</sup>.



Students from the Leadership Class came down to kickoff this year's food drive.

- **Visit from Manawa Police Department and Waupaca County Sheriff Department with the Canines:** On Oct. 18<sup>th</sup> Chief Gorman and the Waupaca County Sheriff Department stopped by MES for a friendly visit. The overall intent was to build relationships with the students. The students enjoyed petting the Canines and talking with the officers.





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

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 11/13/2018

Re: Staff and Program Highlights - November

---

**Parent Teacher Conferences:** Staff reported that conferences yielded good conversations with many parents. Attendance was normal for the evening with the 7<sup>th</sup> and 8<sup>th</sup>-grade teachers remaining busy the entire night. 7<sup>th</sup> and 8<sup>th</sup>-grade staff offered a hybrid version of conferences to parents for this round of conferences which is best described as a “teamed approach”. Information was sent to parents in advance and many of the parents reported high satisfaction with the option to meet with all four core teachers at the same time. Drop-ins were also welcomed and times for this option were also advertised and used. This approach has worked well for parents to have a one-stop shop if there is a universal concern.

**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 9<sup>th</sup>, a survey was sent to all 7-12<sup>th</sup>-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. The results of the survey were shared this past month and engaging discussions with staff ensued. The survey will be given a second time at the same interval 2<sup>nd</sup> semester.

**Welcome, New Staff and Congratulations Mrs. McArthur!** Arya Evangeline McArthur was born Friday, November 9<sup>th</sup>. We wish Mrs. McArthur the very best as she recovers, and we look forward to meeting Arya! Mr. Tim Hiddemen will be her long-term substitute until the end of the 1<sup>st</sup> semester. We are fortunate to have Mr. Hiddemen on board with 20 years of social studies experience at the high school level.

**Veteran’s Day Thank You:** Thank you to all staff and students who collaborated to make this year’s Veteran’s Day program a huge success. Students demonstrated excellence in their respective performing groups and at the microphone. I am very proud to be working with a community that values and commemorates this special day. Many schools do not have this tradition, and we need to embrace our collective sense of honor towards our servicemen and women.









**Opera Visitor to Choir:** Jacob Baker from the University of Colorado at Boulder visited three classes Monday, November 13<sup>th</sup> at Little Wolf Jr./Sr. High School. He chatted with kids about being a professional vocalist and performed songs from opera, pop music, and country/folk genres. He encouraged students to be on time, work hard, and aim high. Jacob is finishing his masters this December and plans to move forward in his career through a "young artist program". Jacob has been a student of Mrs. Christensen's for both junior high and high school.







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

**To:** Dr. Melanie Oppor  
**From:** Carmen O'Brien  
**cc:** Board of Education  
**Date:** November 19, 2018  
**Re:** Business Office Highlights and Updates

---

The 2018-19 budget has been finalized and passed by the BOE. Since the passage of both referendum questions, the budget will need to be adjusted after it is approved by DPI. Work has already started on the 2019-20 budget.

I attended a training at CESA #6 about utilizing Microsoft Power BI software to create financial reports. I will attend a final training in December with the intent of being able to produce informative and easy-to-understand financial reports for all stakeholders.

I met with the Quad County Consortium this past month. This is the group of school districts that we partner with to purchase health insurance. It was very informative, and I took back some ideas to use with the staff wellness committee.

I met with the staff wellness committee for the first time this school year. The group consisted of Cathy McCoy, Jill Krause, Michelle Poppy, and me. We talked about two different ways to structure the goals of this committee and it was decided that a survey would go out to staff to gain their insight. Our next meeting is on December 11, 2018 at 3:30 p.m.

Transportation information is being updated in our Skyward system by Mrs. Flynn. The updated information will be provided to Kobussen, Ltd. to analyze using their routing software.

I met with Brenda Suehs to go over items for the upcoming food service audit on December 17-19, 2018. Mrs. Suehs has a very good start on the necessary paperwork for this very comprehensive process.

One of my goals for the business office is to become more streamlined and efficient. To do this, I will be working with Mr. Cobarrubias to set up our Skyward system to be able to approve invoices, check requests, reimbursements, and fund transfers electronically. An additional benefit is that this will cut down on the amount of paper needed by my office.



November 8, 2018

Subject: Transportation update, October, 2018

To: Manawa School District

The Manawa School District had 22 days of school in October. In addition to the daily routes, Manawa ran 23 trips out of the Terminal. Trips were down slightly in October, as expected, due to fall sporting events slowing down prior to the winter season.

Jacob Elsner passed his driving test in October and is filling in on Routes and Trips. Jacob has caught on quick and does a fantastic job. Jacob is a former Manawa High School Alum and current student at Fox Valley Technical College in Appleton, WI.

We have another driver in the mix that currently has his learner's permit and is training with Sue Suehs and Ruth Boerst. This person is Jacob Schwerenska. Jacob is employed with Sturm Foods and will fit the role of a sub driver and trips.

On October 31<sup>st</sup>, Regional Safety Manager, Scott Anderson met with Janet Delzer. Janet is in the early stages of training and we look for her to become a full time AM & PM route driver that will take trips as needed. On this same day, Scott Anderson conducted a driver safety meeting at the Manawa Terminal. We had exceptional attendance with 12 drivers able to make the meeting.

We have completed mechanic interviews and are happy to announce that we have hired Jeff Meyer from Manawa to be our full time mechanic at the Manawa Terminal. Jeff's first day on the job was November 5<sup>th</sup>. Jeff is training with Blaise Bodway, (Regional Fleet Manager).

We made some traction with the hiring of drivers during the month of October. That being said we are always in need of more bus drivers. If you know of anyone that may be a good candidate, willing to drive 1 day to 5 days per week, please contact me with their information and I will make sure to be in contact with them. It's a great way to serve the community and the school district.

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](mailto:casey.fields@kobussen.com)**



To: Dr. Melanie J. Oppor, BOE  
From: Danni Brauer  
Date: 11/12/18  
Re: Special Ed/Curriculum Update

### Special Education

- We got another request from Ashwaubenon for teachers to visit the Paving the Way Lab. The teachers came last spring during our spring break. Mr. Carson and I brought them through the lab and had them try out some PAES tasks. This time they would like to observe students in the lab to see how it works live.

### Curriculum

- Mrs. Sernau and I attended a free workshop called Quality Instructional Materials: Unlocking Teacher Creativity & Increasing Equity. This was one of the best workshops I've been to in recent years. The focus of the day was to discuss how teachers are working hard but most schools are missing the ball when it comes to putting high quality materials in front of students especially those of color and low socio-economic standing. There have been very few materials that are actually aligned to college and career ready standards since the birth of the common core state standards. For this reason we shouldn't be surprised that student continue to graduate without truly being college ready. This is a comment we have heard from past graduates and their parents. The workshop introduced us to 2 excellent resources to help us combat this problem. UnboundEd is a group that is committed to empowering teachers by providing free, high-quality, standards-aligned resources for the classroom. The group also offers training on how to dig deep into the standards to really know what students are expected to know and be able to do. EdReports is a not-for-profit group that vetts curricular resources on 4 key areas; math: focus & coherence, rigor & mathematical practices, standards alignment, and usability; reading: text quality, building knowledge, standards alignment, and usability. The most powerful part of the day is when they showed a video of an eighth grade English lesson. Upon our first viewing, Mrs. Sernau and I were really impressed with the piece of material the students were asked to read, the discussions the students had and the way the students worked collaboratively. We were surprised to find out that the students had barely scratched the service of the Common Core State Standard that was the focus of the lesson. How could we be so impressed with a lesson that fell so short of the standard? This emphasized the work we have started on Wednesdays where teachers are meant to really dig into their standards. We have a way to go.
- I met with Sarah Lawton who is a Language and Culture Center Coordinator for CESA 6. We reviewed the districts EL structure, ACCESS scores and Learning Development Plans. She let me know that we are, in fact, doing what is needed to be done for our English Learner population. She shared more resources with me and briefly went through the DPI's new policy handbook which will be coming out soon. One piece that I

will begin to implement this year will be screening our 4K students who we have identified as potential English Learners by our Home Language Survey.

- I will begin to administer the ACCESS tests for our English Learners in December. I expect to be dismissing students when we get the test results back.
- I attended parent/teacher conferences for 3 of our English Learners. In the meeting we went over the students' Language Development Plan, the student's most recent ACCESS scores, and decided on accommodations for students. The parents expressed their pleasure with the work our teachers have done with their children.

# Technology Board Report

November 16, 2018



## Technology Committee

As part of our continuous improvement work we have identified the need to launch a district technology committee. The purpose of the committee is to improve the technology plan to ensure we:

- have an annual board approved five-year technology plan;
- integrate digital citizenship and literacy into curriculum;
- establish sustainable technology rotation;
- grow capacity of teachers to integrate technology into their classroom.

## WiFi Home Project

Nine of the fourteen available devices have been assigned to students. Five are still available. Middle school parents and students have expressed a need for WiFi access at home. We are opening up the program to include middle school students.

## Camera Project

We have evaluated proposals and are close to officially selecting a vendor. The Wisconsin Department of Administration has awarded two rounds of grants. The combine project budget for the camera project is \$68,806. In addition to upgrading the district camera system will be able to enhance supporting technology infrastructure such as network switches and redundant power systems.

## Help Desk Tickets

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

**Minutes for the November 7, 2018 Curriculum Committee Meeting**

**Date: November 7, 2018**

**Time: 4:08 p.m.**

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

**Board Committee Members: Scheller (C), Pohl, Hollman**

**In Attendance: Danni Brauer, Stephanie Riske, Bryant Cobarrubias**

1. SDM Student Technology Guide: Informational
2. Course Revisions for SY1920 - Actionable
  - a. AP Chemistry: motion by Pohl/Hollman to recommend adoption of AP Chemistry course to BOE
  - b. Programming: motion by Pohl/Hollman to recommend adoption of Programming course to BOE
  - c. Engineering: motion by Hollman/Pohl to recommend adoption of Engineering course to BOE
3. ACT Day Testing Plan SY1819 - Actionable: motion by Pohl/Hollman to recommend adoption of ACT Day Testing Plan to BOE
4. Curriculum Maps - Actionable
  - a. Horticulture: motion by Pohl/Hollman to recommend adoption of the Horticulture curriculum map to BOE
  - b. Employability Skills: motion by Pohl/Hollman to recommend adoption of the Employment Skills curriculum map to BOE
5. Next Meeting Date: Wednesday, December 5, 2018 at 4:00 p.m. in the ES Board Room
8. Motion to adjourn: 5:06 p.m.

Submitted by H el ene Pohl

## Minutes of the November 13, 2018 Finance Committee Meeting

**Date: November 13, 2018**

**Time: 5:30 p.m.**

Location: ES Board Room @  
800 Beech Street, Manawa

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

**In Attendance:** Pohl, R. Johnson, J. Johnson, Food Service employees, Mrs. Buttles, Mr. Phelan, Mrs. Riske, Dr. Oppor, Mrs. O'Brien

Timer: Joanne Johnson

Recorder: Joanne Johnson

1. 2019-20 Local Budget Process (Information)
  1. Timeline: Informational
  2. Staff & Program Change Process: Informational

Motion by J. Johnson/R. Johnson to move items #5 and #6 up on the agenda to the second item. Motion carried.

2. Request for Proposal (RFP) (Information)
  1. Banking Services: Informational, process for RFP explained and last time bids were done.
  2. Food Service: Informational, will go out in the next month or two
  3. Photography: Informational, should have gone to RFP for this year, will be done in the next month or two, last time was a three-year contract.
3. Commission on Aging - Meal Site and Meal Preparation (Information): Informational: Dr. Oppor, Mrs. O'Brien, Mrs. Johnson, and Mrs. Suehs will attend the meeting on November 15, 2018, regarding the Manawa meal site. This is an information gathering session for the District.
4. ForeCast 5 Analytics (Information): Need to insert referendum information. Motion by J. Johnson/R. Johnson to table. Motion carried.
5. State of Wisconsin Biennium Budget (2019-21) (Information): Informational
6. 2018-19 Local Budget Overview (Information)
  1. Cash Flow/ Borrowing: Informational, have borrowed twice will continue to review and monitor prior to January tax payments coming in when funds can be repaid.
7. Finance Committee Planning Guide (Information)
8. Next Finance Committee Meeting Date: December 4, 2018, at 6 p.m.
9. Next Finance Committee Items:
  - 1.
  - 2.
10. Adjourn: Motion by J. Johnson/R. Johnson to adjourn at 6:28 pm. Motion carried.



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

Date: November 6, 2018

Time: 6:30 p.m.

MES Board Room  
800 Beech St., Manawa

Board Committee Members: R. Johnson (C), Scheller, Forbes

*Time: 6:30 P.M.*

In Attendance:

Timer: *Stan Forbes*

Recorder: *Stan Forbes*

1. Energy Efficiency Projects (Information / Action)
  - a. Light Project *Approved #5 Lights*
  - b. Standing Metal Seam Roof Repair *spring of 2019*
  - c. Entryway Thresholds and Sweeps *complete*
2. TruGreen Yr. 3 of Contract - Feedback (Information / Action) *Informational*
3. Maintenance Updates (Information / Action)
  - a. Kubota *Repaired / Informational*
  - b. HS Kitchen Dishwasher *Informational*
4. Rettler Land Survey (Information / Action) *Completed / Informational*
5. Buildings & Grounds Committee Planning Guide (Information)
6. Set Next Meeting Date
7. Next Meeting Items:
  - a. Baseball - AD needs *Informational*
  - b. Item Two
7. Adjourn *6:40 P.M.*

*Russ Johnson*

**Minutes of the November 7, 2018 Policy & Human Resources Committee Meeting**

**Date:** November 7, 2018

**Time:** 5:08 p.m.

**MES Board Room  
800 Beech St., Manawa**

**Board Committee Members:** Pethke (C), Forbes and J. Johnson

**In Attendance:** Pethke, Forbes, J. Johnson, Hollman, Pohl, Scheller, Oppor, Mrs. Riske.

**Timer:**

**Recorder:** J. Johnson

1. Salary & Stipend Guide Update (Action): Motion by J. Johnson/Forbes to recommend Salary & Stipend Guide to full Board as presented. Motion carried.
2. Policy 7530.02 - Staff and School Officials Use of Personal Communication Devices (Information / Action): Motion by J. Johnson/Forbes to recommend Policy 7530.02 Staff and School Officials Use of Personal Communication Devices to full Board as presented for a first reading. Motion carried.
3. Policy and Human Resources Committee Planning Guide (Information)
4. Set Next Meeting Date: December 5, 2018 at 5 pm.
5. Next Meeting Items:
  - a.
  - b.
7. Adjourn: Motion by J. Johnson/Forbes to adjourn at 5:45 pm. Motion carried.



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](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  
Adopted April 25, 2016

**0161 - PARLIAMENTARY AUTHORITY**

The parliamentary ~~procedure~~<sup>authority</sup> 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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Last Modified by Steve LaVallee on September 25, 2018



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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Last Modified by Steve LaVallee on September 25, 2018



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.

Last Modified by Steve LaVallee on September 25, 2018





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.

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	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

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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

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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

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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



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Section	For Board Review - Vol. 27, No. 2
Title	Copy of FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")
Number	po1630.01
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### 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

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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
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### 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

Last Modified by Steve LaVallee on September 25, 2018



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 10<sup>th</sup> 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 10<sup>th</sup> 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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Title	Copy of EARLY COLLEGE CREDIT PROGRAM
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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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Legal

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

Last Modified by Steve LaVallee on October 3, 2018



Book	Policy Manual
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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.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of EMPLOYMENT OF PROFESSIONAL STAFF
Number	po3120
Status	
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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 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 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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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

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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

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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

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 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

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	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	
Adopted	May 16, 2016
Last Revised	April 23, 2018

#### 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

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	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

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")
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Last Revised	December 18, 2017

#### 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  
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#### 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
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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.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of ATTENDANCE
Number	po5200
Status	
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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.

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Book	Policy Manual
Section	For Board Review - Vol. 27, No. 2
Title	Copy of USE OF TOBACCO BY STUDENTS
Number	po5512
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### 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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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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Legal

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 contact 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.

Last Modified by Steve LaVallee on September 25, 2018



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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Last Modified by Steve LaVallee on October 3, 2018



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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Last Modified by Steve LaVallee on September 25, 2018



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.

Last Modified by Steve LaVallee on September 25, 2018





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.

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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

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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.~~







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](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](mailto: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.



# New Course/Course Revision Proposal

## School District of Manawa

Date: 10/4/2018

Title of Course: AP Chemistry

Teacher: Erik Duhn

Department or Grade Level: Science

Please check:  Revision  New

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

If Yes, what class does this replace? **Chemistry II**

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

**AP Chemistry is a laboratory science class designed to simulate the first semester, introductory chemistry class at any college or university. For most students, this the course enables them to take the second semester of chemistry for any science related major, or fulfill the science requirement for a non-science major. This course is approved by College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework. AP Chemistry is open to all students that have completed chemistry with a C or better and who wish to take part in a rigorous and academically challenging course.**

**Number of credits:** 1.0

Required course  Elective course

**Target student population:** 8-16

**Prerequisites:** C or better in Chemistry

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

As an AP course, Chemistry is one of the most acknowledged for credit. Local colleges may grant up to 10 college credits for completing this course and scoring a 3 or better on the AP exam. Colleges look for AP courses from their applicants to see that they are bettering themselves. By simply taking AP Chemistry, students have the opportunity to be better equipped for university by being better prepared for a required college science credit.

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

# New Course/Course Revision Proposal

## School District of Manawa

List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.

APSI in Madison ~\$750

Textbooks ~\$100 per student

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

**Review Chemistry 1**

**Gases**

**Thermochemistry**

**Atomic Structure and Periodicity**

**Liquids and Solids**

**Properties of Solutions**

**Chemical Kinetics**

**Chemical Equilibrium**

**Acids and Bases**

**Solubility and Complex Ion Equilibria**

**Spontaneity, Entropy, and Free Energy**

**Electrochemistry**

**Bonding**

# New Course/Course Revision Proposal

## School District of Manawa

Date: 9/30/18

Title of Course: Programming I

Teacher: Rita Gipp

Department or Grade Level: Tech Ed

Please check:  Revision  New

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

If Yes, what class does this replace? **This full-year course replaces the current semester course:**

**Coding/Programming**

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

**(No Change in course description)**

Little Wolf High School Programming Curriculum is divided up into six primary units under the umbrella of two major categories: 1) Programming Fundamentals; and 2) Web Basics. In a flexible web-based format, students learn essential developer tools: the Unix command line, text editors, and version control with Git. Participants then advance to Web Basics, including: HTML, CSS & Layout, and JavaScript.

**Number of credits: 1**

Required course  Elective course

**Target student population:** 10-12th Graders

**Prerequisites:** Algebra

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

The current course meets for one semester. When the course was developed, it was anticipated that students would be able to move through the course at a faster pace than has since deemed necessary. This request proposes that the same course be offered for a full-year, allowing students the time to advance beyond the first half of the course: Fundamentals. The second half of the course, I believe, will promote higher interest in coding as the students' work comes to life with web design using HTML, CSS, and Javascript.

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



# New Course/Course Revision Proposal

## School District of Manawa

The current year brought a decrease in enrollment in the Coding/Programming class, and I attribute this largely to the fact that time did not allow for students to advance beyond programming fundamentals to experience the rich rewards of programmed design.

With time to get through the more dynamic “web basics” half of the course, students will be sure to experience the more gratifying results of their programming skills in action.

Additionally, with online communication a prevalent form of communication today, it seems reasonable to provide these skills to students as part of the first year course.

Finally, since a proposal has also been sent to move the Intro to Engineering and Electronics courses into one full-year course, changing this course also to a full year course will likely complement the scheduling process.

**List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.**

No costs are associated with this course change.

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

### DEVELOPER FUNDAMENTALS

#### Command Line - Fundamentals 01

An introduction to the command line for complete beginners, designed to teach the common foundations of “computer magic”. Proficiency at the command line is useful for anyone who needs to work with developers, such as product managers, project managers, and designers.

#### Text Editor - Fundamentals 02

Designed to help you learn to use what is arguably the most important item in the aspiring computer magician’s bag of tricks: a text editor. This tutorial is designed to introduce the entire category of application—a category many people don’t even know exists.

#### Git - Fundamentals 03

This tutorial covers a third essential skill: version control, an automatic way to track changes in software projects, giving creators the power to view previous versions with ease.

### WEB BASICS

#### HTML - Web 01

This unit serves as an introduction to HyperText Markup Language, the language of the World Wide Web. You'll learn the most important HTML tags by building a simple but real website, which you'll deploy to the live Web in the very first section!

# New Course/Course Revision Proposal

## School District of Manawa

### **CSS & Layout - Web 02**

This tutorial teaches the basics of how to use Cascading Style Sheets, the way that website appearances are defined, and then continues deeper to show how to create usable site layouts using a templating system called Jekyll.

### **Javascript - Web 03**

As the only programming language that can be executed inside browsers, JavaScript is an essential part of every programmer's toolkit. Learn Enough JavaScript to Be Dangerous is designed to get you started writing practical and modern JavaScript programs using the latest technologies (including Node.js and ES6).

### **\*APPLICATION DEVELOPMENT** *(Bonus Lessons for Accelerated Learners!)*

*With the foundations laid, you're now ready to learn industrial-strength web development with the full "Ruby on Rails" Tutorial. With 12 chapters and nearly 20 hours of video, the Rails Tutorial teaches you much more. By the time you finish this course, you'll be able to build your own professional-grade web applications.*

# New Course/Course Revision Proposal

## School District of Manawa

Date: 9/30/18

Title of Course: Engineering

Teacher: Rita Gipp

Department or Grade Level: CTE

Please check:  Revision  New

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

If Yes, what class does this replace? **This one full-year course replaces the current two semester classes: *Intro to Engineering and Electronics*.**

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

Little Wolf High School's Engineering course provides instruction in the process of engineering solutions, from ideation to creation. Students apply the Engineer's Design Process to the creation of 3D printed models, laser cut products, and automated solutions using Arduino and Raspberri Pi microcontrollers. Emphasis is on higher level problem-solving skills in the areas of STEM as students devise solutions to real-world problems.

Number of credits: 1

Required course  Elective course

Target student population: 9-12th Graders

Prerequisites: None

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

This course combines content from the current course offerings of *Intro to Engineering and Electronics* into one full year class. By combining the courses, students will gain skill and knowledge to combine the aspects of designed solutions with automation, opening the door to a more comprehensive program.

Rationale:

The current middle school students, with which enrollment is high, will come to future high school Engineering classes with a broader skill set than previous students. They will already have learned how to apply the engineer's design process to computer-aided design - skills gained in the *7th grade Innovation & Design* class. They will also be equipped with the knowledge of the basics of automation - skills gained in the *8th grade Engineering & Automation* class. This new set of high school students will be ready to apply what they learned in those two classes to a more comprehensive Engineering program at LWHS that combines basic principles of engineering, electronics, and automation.

# New Course/Course Revision Proposal

## School District of Manawa

The next step for these students will be Robotics. Last year, Advanced Robotics was proposed and approved. The vision for this program is to keep the bubble moving from the high enrollment we currently see in the middle school to an eventual popularity in Robotics.

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

Currently, some units in the high school *Intro to Engineering* class replicate units within the middle school curriculum in order to develop necessary skills for CAD development. An subsequent change in the high school curriculum is necessary as the middle school students advance in grades. The consideration of combining the Electronics class seems the most viable option because of the rigorous and inspiring hands-on plan that results .

By combining the courses into one, it allows for a more comprehensive program where engineering solutions have broader content beyond the limits of inanimate objects currently produced by students in the *Intro to Engineering* class.

Additionally, as the middle school enrollment has nearly doubled from the first year to the second, the desire is to create a scope and sequence that allows for more students to become eligible for enrollment in the Robotics and Advanced Robotics courses. This adaptation of the current schedule of offerings would achieve that goal.

**List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.**

Supplies needed for the new Engineering course would be identical to the supplies currently used in the two separate classes; however, an increase in enrollment is anticipated if the current middle school students enrolled in the program continue in Engineering through high school.

The resulting cost increase would include the purchase of additional Aduino and Raspberri Pi kits. Likewise, more Robotics equipment will be needed as the students progress from Engineering to Robotics, but that cost should be anticipated for the 2020-21 school year.

For the 2019-20 school year, the following purchase needs are anticipated:

EQUIPMENT/SUPPLIES	Vendor	PRICE	QTY	COST
<a href="#">Arduino Sparkfun Inventor's Kit</a>	Amazon	\$ 84.45	8	\$ 675.60
<a href="#">Raspberri Pi Complete Starter Kit</a>	Amazon	\$ 69.99	8	\$ 559.92
<a href="#">Raspberri Pi Touch Screen Monitors</a>	Amazon	\$ 41.98	8	\$ 335.84
			<b>Total</b>	<b>\$ 1,571.36</b>

# New Course/Course Revision Proposal

## School District of Manawa

**\*Attach a list and sequence of Units. For each unit, appropriate standards should be linked and learning targets established. (Stage I of the curriculum mapping process.)**

The units of study in this course include:

### **The Growth Mindset**

#### **WCCTS**

CD1.a: Identify personal strengths, aptitudes, and passions.

CD1.b: Demonstrate effective decision-making, problem-solving and goal setting.

### **The Engineering Design Process**

#### **WSTE**

ENG1.a: Analyze engineering design theory.

ENG2.a: Analyze the attributes of engineering design.

ENG2.b: Describe and apply engineering design.

ENG3.b: Analyze the procedures for innovation and invention

### **2D Design & Modeling (AutoCAD)**

#### **WSTE**

ENG4.b: Design solutions based on gathered information

ENG5.a: Use information to describe and design systems.

### **3D Design & Modeling (Autodesk Inventor)**

#### **WSTE**

ENG4.b: Design solutions based on gathered information

ENG5.a: Use information to describe and design systems.

BB1.b: Analyze and use tools and materials

### **3D Printing & Laser Cut Fabrication**

#### **WSTE**

BB1.b: Analyze and use tools and materials

BB1.c: Analyze and use mechanisms

### **Arduino Automated Circuits**

#### **WSTE**

BB1.d: Analyze and use electricity and electronic systems

BB1.e: Analyze, explain, and use control systems

EL1.a: Apply electronic theory to practice

EL3.a: Analyze, develop, use, and apply digital electronics.

### **Raspberri Pi Microcontrollers**

# **New Course/Course Revision Proposal**

## **School District of Manawa**

### **WSTE**

EL5.a: Design and build a sequential logic circuit that satisfies a need to design constraints.

EL6.a: Program and construct a microcontroller that satisfies a need to design constraints.

### **Engineering Real-World Solutions**

4C1.a Develop original solutions, products and services to meet a given need.

4C1.b Work creatively with others to develop solutions, products, and services.



## Students choosing to excel; realizing their strengths.

To: Dr. Melanie J. Oppor, BOE  
From: Dan Wolfgram and Danni Brauer  
Date: November 5, 2018  
Re: ACT Testing Plan

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The purpose of this memo is to inform School District of Manawa Board of Education of the change in ACT testing plan for 2019.

For the past 2 years, freshmen, sophomores and seniors participated in Academic and Career Planning field trips while the junior class took the ACT plus Writing exam. This process ensured that high school students were not in the building on testing day, so that a pristine testing environment could be achieved. Fox Valley Technical College is unable to provide tours to Little Wolf Jr./Sr. High School this year, due to their high demand for this day. In contacting other colleges for February 20, 2019, NWTC in Green Bay stated that they are not an option for touring schools, not in their region. UW-Oshkosh and UW-Stevens Point are not giving tours in the winter months to large groups due to weather concerns.

To continue to provide a pristine testing environment, the Building Leadership Team (BLT) met to discuss options. Three options were considered: testing at the Masonic Lodge, offering a lyceum for grades 9, 10 and 12, or keeping freshmen, sophomores, and seniors home for the day. After much discussion, the last option proved to be the most practical solution.

Advantages to the plan include the availability to have ten to fifteen students per room with two proctors or five to eight students per room with one proctor. With this option, there would be enough staff members to proctor these rooms along with four to six rooms for students' with different timing codes (Individual Education Plans, 504 plans and English Learner plans).

Students in 7th and 8th-grade will attend school on February 20th and will remain cloistered to preserve the testing environment. They will have limited access to their lockers and will be able to go to lunch. Current DPI hours allocated for required school hours is 1,137. Little Wolf Jr./Sr. High School has allocated 1,180 leaving 43 hours available to give.

Parents will be informed after the November board of Education meeting via letter and Skylert.



<b>Course Name:</b>	Horticulture		
<b>Credits:</b>	0.5		
<b>Prerequisites:</b>	None		
<b>Description:</b>	This class is an overview incorporating basic plant science, floral design, gardening, and landscaping. Students will learn about all aspects of the reproduction, growth, design and marketing of plants. Students will create horticulture projects, make floral arrangements, and be involved in many other projects involving flowers, vegetables, and landscaping and outdoor projects. FFA projects will be incorporated.		
<b>Academic Standards:</b>	Wisconsin Standards for Agriculture, Food and Natural Resources		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
<b>Plant Taxonomy</b>	4 days	PS1	Classify agricultural plants according to taxonomy systems. Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
<b>Anatomy &amp; Structures</b>	24 days	PS1	Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
<b>Plant Requirements</b>	14 days	PS2	Determine the influence of environmental factors on plant growth. Develop and implement a fertilization plan for specific plants, field crops and/or greenhouse crops.
<b>Propagation</b>	11 days	PS3 FPP1	Demonstrate plant propagation techniques. Develop and implement a plant management plan for crop production. Identify the issues of safety and environmental concerns about foods and food processing (e.g., Genetically Modified Organisms, microorganisms, contamination, irradiation).
<b>Integrated Pest Management</b>	10 days	PS3 NR2	Develop and implement a plant management plan for crop production.
<b>Floral Design</b>	10 days	PS4	Create designs using plants.
<b>Landscaping</b>	4 days	PS4 4C1	Create designs using plants. Develop original solutions, products and services to meet a given need.
<b>Careers</b>	2 days	CD1	Identify person strengths, aptitudes and passions. Become familiar with career and hobby opportunities in horticulture.

Unit Name: <b>Plant Taxonomy</b>	<b>Length:</b> 4 days
<b>Standards:</b> PS1: Students will apply knowledge of plant classification, anatomy and physiology to the production and management of plants.	<b>Outcomes:</b> Classify agricultural plants according to taxonomy systems. Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
<b>Essential Questions:</b> Why do humans sort topics into groups?	<b>Learning Targets:</b> Identify how people use plants and match plant products to the appropriate plant class. Explain systems used to classify plants and compare and contrast the hierarchical agricultural plants. Identify agriculturally important plants by common names. Classify agricultural plants according to the hierarchical classification system, life cycles, plant use and as monocotyledons or dicotyledons. Describe the morphological characteristics used to identify agricultural plants.
Topic 1: <b>Plant Taxonomy</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> PS1	<b>Academic Vocabulary:</b> common name, scientific name, kingdom, phylum, class, order, family, genus, species, nomenclature, taxonomist
Lesson Frame: Binomial System of Naming Plants	We will: explain why scientific names are used. I will: name 3 common plants by scientific name.
Lesson Frame: Genus, Species & Varieties	We will: explain the difference between binomial naming systems. I will: cite an example of each with my favorite flower.
Lesson Frame: Taxonomy Chart	We will: create a flower chart of plant taxonomy. I will: understand the relation of each taxonomic step.
<b>Performance Tasks:</b> sorting reviews, matching activities, word wall steps, plant identification	Notes:
Topic 2: <b>History of Taxonomy</b>	<b>Length:</b> 1 day
<b>Standard(s):</b> PS1	<b>Academic Vocabulary:</b> Linneus, botanist, generic, horticulturist, adjective
Lesson Frame: Greek and Latin Systems	We will: research the history of plant naming systems I will: write an exit ticket summary of the history of naming systems
Lesson Frame: Swedish Botanist Linnaeus	We will: learn the system of generic (group) and specific names I will: write an exit ticket explaining group and family names

<b>Performance Tasks:</b> Fake Facebook Family review, word walls, critical writing activities, online review games	Notes:

Unit Name: <b>Anatomy and Structures</b>	<b>Length:</b> 24 days
<b>Standards:</b> PS1: Students will apply knowledge of plant classification, anatomy and physiology to the production and management of plants.	<b>Outcomes:</b> Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.
<b>Essential Questions:</b> What is essential in plant structures for survival? What special traits does a plant cell have in comparison to animals? How are plants important in society and how do they affect daily life?	<b>Learning Targets:</b> Draw the life cycle of a plant. Diagram a typical plant cell and identify plant cell organelles and their functions. Identify the components, the types and the functions of plant roots and stems. Discuss leaf morphology and the functions of leaves. Identify the components of a flower, the functions of a flower and the functions of flower components. Explain the basic process of photosynthesis and its importance to life on Earth.
Topic 1: <b>Life Cycle of a Plant</b>	<b>Length:</b> 5 days
<b>Standard(s):</b> PS1	<b>Academic Vocabulary:</b> life cycle, primary source, plant purposes
Lesson Frame: Plant Life Cycles	We will: discuss life cycles of plants. I will: note two contributions of plants to life cycles.
Lesson Frame: Life Cycle Variations	We will: sketch life cycles of plants. I will: compare and contrast the differences in cycles.
Lesson Frame: Internal Stem Processes	We will: differentiate between monocots and dicots. I will: explain the structural differences.
<b>Performance Tasks:</b> monocot vs. dicot cross-section, life cycle usage activity, class presentation	Notes:
Topic 2: <b>Parts of a Plant</b>	<b>Length:</b> 10 days
<b>Standard(s):</b> PS1	<b>Academic Vocabulary:</b> petiole, whorled, midrib, guard cells, stoma, transpire, chloroplasts, photosynthesis, oxidation, respiration, cambium, phylem, xylem, margins, shapes, arrangements, epidermis
Lesson Frame: Basic Plant Parts	We will: identify the 4 major parts and purposes of a plant. I will: create a poster illustrating plant parts.
Lesson Frame: Leaf Morphology	We will: identify plant margins, arrangements and shapes. I will: complete matching activity of margins, arrangements and shapes.
Lesson Frame: Internal Leaf Structure	We will: investigate plant processes.

	I will: summarize each of the processes.
<b>Performance Tasks:</b> edible botany lab, shapes and margins presentation, plant processes investigations, crossword puzzle creation, vocabulary enrichment	Notes:
<b>Topic 3: Internal and External Complete Flower Parts</b>	<b>Length:</b> 6 days
<b>Standard(s):</b> PS1	<b>Academic Vocabulary:</b> stamen, pistil, anther, filament, petal, ovary, style, receptacle, sepal, pollination
Lesson Frame: Reproduction of Plants	We will: research the name and reproductive function of each part of a complete flower. I will: sketch the complete flower into my notes.
Lesson Frame: Cellular Level of Plants	We will: diagram a plant cell . I will: compare and contrast animal and plant cells.
<b>Performance Tasks:</b> complete flower model, reproduction bingo, edible plant cells, online quiz activities	Notes:
<b>Topic 4: Root Systems</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> PS1	<b>Academic Vocabulary:</b> propagate, absorption, phloem, xylem, cambium, fibrous, tap root
Lesson Frame: Structure	We will: create a systems analysis of root structures. I will: understand the roles and functions in roots.
Lesson Frame: Type of Root System	We will: contrast the external and internal structures of tap and fibrous roots. I will: sketch a summary into notes.
<b>Performance Tasks:</b> root systems investigation, fibrous and taproot lab, vocabulary enrichment	Notes:

Unit Name: <b>Plant Requirements</b>	<b>Length:</b> 14 days
<b>Standards:</b> PS2: Students will prepare and implement a plant management plan that addresses the influence of environmental factors, nutrients and soil on plant growth.	<b>Outcomes:</b> Determine the influence of environmental factors on plant growth. Develop and implement a fertilization plan for specific plants, field crops and/or greenhouse crops.
<b>Essential Questions:</b> What do plants need to survive and thrive? How can we manipulate plant needs? What do humans need from plants? What affect do nutritional deficiencies and excesses have on plants as well as animals?	<b>Learning Targets:</b> Distinguish between media that is too dry or too wet for seeds or plants to grow efficiently. Compare and contrast different plant medias. Describe what elements plants use for food. Identify the essential nutrients for plant growth and development and their major functions and monitor plants for signs of nutrient deficiencies. Identify fertilizer sources of essential plant nutrients, explain fertilizer formulations and describe different methods of fertilizer application. Describe nutrient deficiency symptoms, recognize environmental causes of nutrient deficiencies and prepare a scouting report.
Topic 1: <b>Environmental Factors</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> PS2	<b>Academic Vocabulary:</b> optimal, environmental systems, photoperiodism, short-day plants vs long-day vs indifferent, humidity, girdle, enzymes
Lesson Frame: Aboveground Environment	We will: explore the 6 factors affecting the above ground environment. I will: briefly summarize each .
Lesson Frame: Enzymes	We will: identify how enzymes can change plant sugars and starches into other foods. I will: identify results of enzymatic products.
<b>Performance Tasks:</b> poster, iMovie or WeVideo trailer, light experiment	Notes:
Topic 2: <b>Soil &amp; Plant Medias</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> PS2	<b>Academic Vocabulary:</b> texture triangle, earation, sand, silt, loam, clay, organiz matter, profile, subsoil, bedrock
Lesson Frame: Soil Types	We will: review the soil textural triangle. I will: make predictions of soil types in our area.
Lesson Frame: Alternative Growing Media	We will: identify components of soil media. I will: list advantages and disadvantages for each.
Lesson Frame: Media Selection	We will: distinguish proper texture, temperature and moisture for seed germination. I will: create an interactive notebook entry.

<p><b>Performance Tasks:</b> soil and media preparation lab, soil texture triangle activity, soil testing, seed germination comparison lab</p>	<p>Notes:</p>
<p>Topic 3: <b>Nutrients</b></p>	<p><b>Length:</b> 7 days</p>
<p><b>Standard(s):</b> PS2</p>	<p><b>Academic Vocabulary:</b> macro and micronutrients, potash, alkaline, acidity, pH, leaching</p>
<p>Lesson Frame: Essential Nutrients</p>	<p>We will: determine if a nutrient is a macro or micronutrient for a plant. I will: create a mnemonic device for memorization (e.g. CHOPKINS CaFE, mg).</p>
<p>Lesson Frame: Nutrient Function</p>	<p>We will: explore the major plant food elements. I will: list two functions of each.</p>
<p>Lesson Frame: Fertilizer</p>	<p>We will: compute fertilizer ratios and application rates. I will: demonstrate knowledge of NPK formulations.</p>
<p><b>Performance Tasks:</b> presentation, deficiency coloring books, fertilizer math computations, reading a label</p>	<p>Notes:</p>

Unit Name: <b>Propagation/Harvest</b>	<b>Length:</b> 11 days
<b>Standards:</b> PS3: Students will propagate, culture and harvest plants. FPP1: Students will examine components of the food industry and historical development of food products and processing.	<b>Outcomes:</b> Demonstrate plant propagation techniques. Develop and implement a plant management plan for crop production. Identify the issues of safety and environmental concerns about foods and food processing (e.g., Genetically Modified Organisms, microorganisms, contamination, irradiation).
<b>Essential Questions:</b> How are plants reproduced? How can alternative propagation methods be superior to growing from seeds?	<b>Learning Targets:</b> Conduct tests associated with seed germination rates, viability and vigor. Handle seed to overcome seed dormancy mechanisms and to maintain seed viability and vigor. Describe optimal conditions for asexual propagation and demonstrate techniques used to propagate plants by cuttings, division, separation and layering. Give examples of the risks and advantages associated with genetically modified plants.
Topic 1: <b>Seed Propagation</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> PS3	<b>Academic Vocabulary:</b> propagating, self pollination, cross-pollination, hybrids, cultivars, viability, scarification
Lesson Frame: Seed Selection	We will: learn the important steps in selection of seeds. I will: determine Waupaca County's Plant Hardiness Zone.
Lesson Frame: Seed Composition	We will: identify the basic parts and functions within a seed. I will: sketch and label the parts of a seed.
Lesson Frame: Seed Treatment	We will: research methods of seed preparation. I will: properly scarify a seed.
<b>Performance Tasks:</b> rag doll experiment for germination trials, seed scarification and treatment labs, Hardiness Zone map project, seed selection activity	Notes:
Topic 2: <b>Vegetative Propagation</b>	<b>Length:</b> 4 days
<b>Standard:</b> PS3	<b>Academic Vocabulary:</b> cuttings, layering, grafting, layering, division, scion
Lesson Frame: Methods of Propagating Plants	We will: research techniques for propagating plants. I will: identify vegetative propagation by pictures.
Lesson Frame: Purposes of Propagation	We will: determine which method is best for common plants. I will: sort advantages and disadvantages of propagation.
Lesson Frame: Demonstration	We will: demonstrate a propagation or grafting technique.



	I will: take notes on peer demonstrations.
<b>Performance Tasks:</b> demonstration, video, research, chart creation	Notes:
Topic 3: <b>Genetically Modified Organisms (GMO)</b>	<b>Length:</b> 4 days
<b>Standard:</b> FPP1	<b>Academic Vocabulary:</b> genetic engineering, selective breeding, hybrid, modification, GRAS, biotechnology, gene transfer
Lesson Frame: Environmental and Safety Concerns	We will: give examples of risks and advantages of GMOs. I will: brainstorm questions about GMOs.
Lesson Frame: Economic Impact	We will: research the economic impact of GMOs. I will: use technology to create a chart of the findings.
Lesson Frame: GMO Performance	We will: evaluate the performance of genetically modified crops. I will: summarize the risks and rewards of GMOs.
<b>Performance Tasks:</b> classroom debate, polling, online research organization	Notes:

Unit Name: <b>Integrated Pest Management</b>	<b>Length:</b> 10 days
<b>Standards:</b> PS3: Students will propagate, culture and harvest plants. NR2: Students will apply scientific principles to natural resource management activities.	<b>Outcomes:</b> Develop and implement a plant management plan for crop production.
<b>Essential Questions:</b> How can weed and insect pests be managed? What environmental, economic, and social impacts of pests exist?	<b>Learning Targets:</b> Inspect propagation material for evidence of pests or disease. Develop and implement a plan for integrated pest management. Identify helpful insects as an alternative to chemicals. Identify major local weeds, insect pests and infectious and noninfectious plant diseases. Evaluate environmental and consumer concerns regarding pest management strategies. Discuss factors that influence the establishment and spread of invasive species.
Topic 1: <b>Types of Pesticides</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> PS3	<b>Academic Vocabulary:</b> insecticide, miticide, fungicide, herbicide, rodenticide, nematocides, molluscicides, signal words, inconsistent, inhalation, dermal, dilution, toxicity
Lesson Frame: Types of Pesticides	We will: categorize the seven types of pesticides. I will: contrast each of the seven areas.
Lesson Frame: Reading a Label	We will: read pesticide labels for the 11 standard points of information. I will: identify signal words on the label.
Lesson Frame: Safety Precautions	We will: determine necessary safety precautions when using pesticides. I will: create a flow-chart of safety procedures.
<b>Performance Tasks:</b> pesticide label test-out, poster, quizlet, flow chart	Notes:
Topic 2: <b>IPM (Integrated Pest Management)</b>	<b>Length:</b> 3 days
<b>Standard(s):</b> PS3	<b>Academic Vocabulary:</b> IPM, biological control, predators, resistance
Lesson Frame: Biological Control	We will: identify biological control agents and how they work. I will: list examples of 6 specific methods of control.
Lesson Frame: Insect and Disease Resistant Plants	We will: discuss varieties of disease and insect resistant plants. I will: share advantages in a group setting.
Lesson Frame: Pest Control Plans	We will: outline a pest control program. I will: explain when biological control or chemicals are recommended.

<p><b>Performance Tasks:</b> biological control plans, poster of control methods, plant inspection protocol test</p>	<p>Notes:</p>
<p>Topic 3: <b>Weeds, Pests &amp; Diseases</b></p>	<p><b>Length:</b> 4 days</p>
<p><b>Standard(s):</b> PS3, NR2</p>	<p><b>Academic Vocabulary:</b> pest, weed, vermin, dormancy, invasive species,</p>
<p>Lesson Frame: Weeds</p>	<p>We will: identify 15 major weeds found in Wisconsin. I will: be able to identify by sight.</p>
<p>Lesson Frame: Pests</p>	<p>We will: identify 8 common pests in Wisconsin. I will: be able to identify by sight.</p>
<p>Lesson Frame: Diseases</p>	<p>We will: identify 5 common plant diseases. I will: create a treatment plan for common diseases in plants.</p>
<p><b>Performance Tasks:</b> biological control plans, "most wanted outlaws" presentation, identification tasks</p>	<p>Notes:</p>

Unit Name: <b>Floral Design</b>	<b>Length:</b> 10 days
<b>Standards:</b> PS4: Students will employ elements of design to enhance an environment.	<b>Outcomes:</b> Create designs using plants. Learn about uses of floral design in society.
<b>Essential Questions:</b> What role does floral design play in society? What transferable skills are developed in learning floral design?	<b>Learning Targets:</b> Draw a picture using the elements of design. Define, design and identify design elements. Discuss the applications of art in agriculture/horticulture. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.
Topic 1: <b>Basic Floral Design</b>	<b>Length:</b> 10 days
<b>Standard(s):</b> PS4	<b>Academic Vocabulary:</b> balance, focal point, proportion, scale, accent, repetition, rhythm, harmony, unity, round, triangle, horizontal, crescent, hogarth, and right angle.
Lesson Frame: Principles of Design	We will: create collages illustrating the principles of design. I will: be able to identify each of the 9 major principles.
Lesson Frame: Floral Design Shapes	We will: identify the six basic floral design shapes. I will: create an arrangement using one of the basic shapes.
Lesson Frame: Common Flower Identification	We will: research which flowers are commonly used in arrangements. I will: be able to identify 12 commons flowers by sight.
<b>Performance Tasks:</b> presentation, collages, design challenges, flower calendar, tools of the trade ID	Notes:

<b>Unit Name: Landscaping</b>	<b>Length: 4 days</b>
<b>Standards:</b> PS4: Students will employ elements of design to enhance an environment. 4C1: Students will think and work creatively to develop innovative solutions to problems and opportunities.	<b>Outcomes:</b> Create designs using plants. Develop original solutions, products and services to meet a given need.
<b>Essential Questions:</b> What are the main objectives of landscaping?	<b>Learning Targets:</b> Draw a picture using the elements of design. Define, design and identify design elements. Explain design elements of line, form, texture and color and express the visual effect each has on the viewer. Select plants, hard goods, supplies and other materials for use in a design based on a range of criteria.
<b>Topic 1: Principles of Landscape Design</b>	<b>Length: 4 days</b>
<b>Standard(s):</b> PS4, 4C1	<b>Academic Vocabulary:</b> simplicity, balance, focalization of interest, rhythm/line, scale/proportion, unity, hardscape, xeriscape, mulch
Lesson Frame: Design Principles	We will: study the five principles of landscape design. I will: sketch an example of each principle.
Lesson Frame: Objectives of Residential Landscaping	We will: brainstorm needs and desires of people in developing outdoor environments. I will: interview a homeowner as a practice client.
Lesson Frame: Landscape Maintenance	We will: study technical procedures for landscape maintenance. I will: identify landscape accessories.
<b>Performance Tasks:</b> landscape maintenance proposal plan, interview for design, structure building for principles, electronic review games	Notes:

Unit Name: <b>Careers</b>	<b>Length:</b> 2 days
<b>Standards:</b> CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.	<b>Outcomes:</b> Identify person strengths, aptitudes and passions. Become familiar with career and hobby opportunities in horticulture.
<b>Essential Questions:</b> How does my schooling relate to my future? What SMART goals will help me find the path to my future?	<b>Learning Targets:</b> Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions. Assess education and training opportunities to acquire new skills necessary for career advancement.
Topic 2: <b>Careers</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> CD1	<b>Academic Vocabulary:</b> pomology, horticulture, olericulture, floriculture, landscaping, nursery, working conditions, qualifications
Lesson Frame: Career Exploration	We will: evaluate careers in horticulture (including landscaping) for needed skills, training and opportunity. I will: research a related career in Career Cruising and write a brief summary.
Lesson Frame: Horticultural Overview	We will: discuss the scope, size, and economic importance of the horticulture industry. I will: learn about selected career pathways related to horticulture.
Lesson Frame:	We will: summarize pathway of choice. I will: create an exit ticket of plus delta for pathways.
<b>Performance Tasks:</b> career essay, personal career research, Career Cruising survey, vocabulary word wall	Notes:

<b>Course:</b>	Employability Skills		
<b>Credits:</b>	0.5		
<b>Prerequisites:</b>	none		
<b>Description:</b>	This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to postsecondary options. Curriculum study units will include: assessment, transition, Covey's 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Students may earn a State Employability Skills certificate through this course.		
<b>Academic Standards:</b>	Wisconsin Standards for Agriculture, Food and Natural Resources		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
<b>Career Readiness Checklist</b>	10 Days	CD1 CD2 CD3	Students will review the top 20 career readiness skills and establish a plan to incorporate these lessons in their school and work plans.
<b>7 Habits of Highly Effective Students</b>	15 days	CD1 CD4 IMT1 LE1	Implement leadership skills to accomplish team goals and objectives. Identify strengths and weaknesses and develop a plan for success. Creation of a personal plan for employability skills.
<b>Personal Career Prep</b>	20 days	CD4.b	Identify the qualities employers may seek in a candidate. Use technology to assist in career exploration and job-seeking activities. Compare and contrast personal attributes with employment needs and trends. Complete required employment forms and documentation.
<b>Communication Skills</b>	8 days	4C3 CD4	Communicate thoughts and feelings with others using verbal and non-verbal language. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. Identify and exhibit traits for retaining employment.
<b>Interview Skills</b>	15 days	CD2 CD4 LE1	Evaluate how performance and connections within the learning community enhance future opportunities. Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential.
<b>Workplace Ethics &amp; Security</b>	4 days	4C2 4C3 IMT1	Develop effective resolutions for a given problem, decision or opportunity using available information. Predict how an action could result in unintended consequences, both positive and negative. Choose appropriate sources of data and information for a given purpose.

<b>Goal Setting &amp; Goal Burning</b>	10 days	CD1 CD3	Identify person strengths, aptitudes and passions. Demonstrate effective decision-making, problem solving and goal setting. Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.
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Unit Name: <b>Career Readiness</b>	<b>Length:</b> 10 days
<b>Standards:</b> CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals. CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	<b>Outcomes:</b> Students will review the top 20 career readiness skills and establish a plan to incorporate these lessons in their school and work plans.
<b>Essential Questions:</b> What are essential 21st century (and beyond!) skills? How can we prepare you, as seniors, for the world of work? What are transferable skills for the world of work?	<b>Learning Targets:</b> Identify individual likes and dislikes related to utilizing skills and abilities. Assess personal strengths, aptitudes and passions related to potential future careers. Use a decision-making and problem-solving model. Apply academic experiences to the world of work, inter-relationships and the community. Assess attitudes and skills that contribute to successful learning in school and across the life span.
Topic 1: <b>Career Clusters &amp; Perceptions</b>	<b>Length:</b> 5 days
<b>Standard(s):</b> CD1, CD2, CD3	<b>Academic Vocabulary:</b> skills gap, career clusters, readiness, entrepreneurship, punctuality, ethics, active listening, non verbal communication, analytical skills, quantitative skills
Lesson Frame: Personal Traits Inventory	We will: discuss 21st century skills and identify strengths, passions & aptitude. I will: assess current standing in each of the discussed skill areas.
Lesson Frame: Connection of educational achievement and work opportunities.	We will: brainstorm transferable skills from education to work. I will: determine individual skills.
Lesson Frame: Attitudes and Perceptions of Career Clusters	We will: review each of the career clusters. I will: denote individual pros and cons for each of the cluster areas.
<b>Performance Tasks:</b> perceptions survey, self-assessment of strengths/aptitudes/passions, career cluster wheel	Notes:
Topic 2: <b>Career Readiness</b>	<b>Length:</b> 5 days
Lesson Frame: Personal Path/Where am I headed?	We will: explore options for continuing education and the world of work. I will: identify educational and work options beyond high school.
Lesson Frame: What is career readiness?	We will: examine the top of career readiness. I will: complete exit ticket on 20 top traits.

<b>Performance Tasks:</b> survey on career readiness, video of personal traits, and group work on 21st century skills	Notes:

Unit Name: <b>7 Habits of Highly Effective Students</b>	<b>Length:</b> 15 days
<b>Standards:</b> CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD4: Students will identify and apply employability skills. IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives. LE1: Students will apply leadership skills in real-world, family, community and business and industry applications.	<b>Outcomes:</b> Implement leadership skills to accomplish team goals and objectives. Identify strengths and weaknesses and develop a plan for success. Creation of a personal plan for employability skills.
<b>Essential Questions:</b> How can Steven Covey's 7 principles be incorporated into your life as a student and employee? How does Maslow's hierarchy of needs change at different points in life?	<b>Learning Targets:</b> Identify behaviors that demonstrate self-discipline, self-worth, positive attitude and integrity. Describe positive work-qualities typically desired in each of the career cluster's pathway. Select relevant information necessary for making decisions and solving problems. Demonstrate skills such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living and change when interacting with others in general. Assess personal strengths, aptitudes and passions related to potential future careers.
Topic 1: Seven Habits	<b>Length:</b> 13 Days
<b>Standard(s):</b> CD7, IMT1, LE1	<b>Academic Vocabulary:</b> habit, personal bank account, self-paradigm, principle centered
Lesson Frame: Overview of habits	We will: take notes on each habit. I will: use evidence from the text to determine the important traits of each habit.
Lesson Frame: 7 Habits Self-Awareness	We will: review each of the seven habits. I will: complete a self-awareness survey.
Lesson Frame: Personal Bank Account	We will: learn about Covey's personal bank accounts for employability. I will: log daily deposits and withdrawals during this unit.
<b>Performance Tasks:</b> personal bank account log, multimedia presentation of habits, habits tree, Kohn partner review activity	Notes:
Topic 2: Maslow's Hierarchy of Needs	<b>Length:</b> 2 days
<b>Standards:</b> CD1, LE1	<b>Academic Vocabulary:</b> hierarchy, self-actualization, esteem, physiological needs, safety needs, concrete, abstract
Lesson Frame: Maslow's	We will: learn Maslow's Hierarchy of Needs. I will: sketch the pyramid into notes.
Lesson Frame: Self-Actualization	We will: determine steps necessary to achieve self-actualization. I will: determine self care steps.
<b>Performance Tasks:</b> Maslow pyramid creation, self analysis survey, word wall, jigsaw activity	Notes:



Unit Name: <b>Personal Career Prep</b>	<b>Length:</b> 20 days
<b>Standards:</b> CD4.b: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	<b>Outcomes:</b> Identify the qualities employers may seek in a candidate. Use technology to assist in career exploration and job-seeking activities. Compare and contrast personal attributes with employment needs and trends. Complete required employment forms and documentation.
<b>Essential Questions:</b> How do you best portray yourself in employment documents (resume, cover letter, job applications, etc)? How has social media and technology changed the world of work?	<b>Learning Targets:</b> Prepare a resume, cover letter, employment application.
Topic 1: <b>Resumes</b>	<b>Length:</b> 6 days
<b>Standard(s):</b> CD4.b	<b>Academic Vocabulary:</b> action words, active vs passive voices, infographic, chronological, functional, combination and targeted
Lesson Frame: Types of Resumes	We will: distinguish between all the different types of resumes. I will: compare and contrast the purposes of each type.
Lesson Frame: Action Words	We will: review top 100 action verbs in resumes. I will: highlight 10 that I can quantify examples for.
Lesson Frame: Resume Formats	We will: learn about formats of paper and electronic resumes. I will: select the format that best meets my experience.
<b>Performance Tasks:</b> create a resume, peer evaluation, explore online portals, Career Cruising project	Notes:
Topic 2: <b>Professional Communications</b>	<b>Length:</b> 5 days
<b>Standard(s):</b> CD4.b	<b>Academic Vocabulary:</b> resignation, cover letter, inquiries, correspondence, cultural expectations
Lesson Frame: Cover Letter	We will: review components of a professional cover letter. I will: save examples of cover letter formats in portfolio.
Lesson Frame: Professional Communications	We will: learn techniques for communicating with prospective employers. I will: develop skills in completing applications.
<b>Performance Tasks:</b> accurately complete paper and online applications, review online and paper sources of employment, create an information sheet with positive references, compare and contrast job applications	Notes:
Topic 3: <b>Business Communications</b>	<b>Length:</b> 5 days

<b>Standard(s):</b> CD4.b	<b>Academic Vocabulary:</b> references, desired wage, social security number, privacy, equal opportunity employer, scholastic, qualifications, termination, disability, course of study
Lesson Frame: Paper Applications	We will: learn the components of a job application I will: obtain information on 5 positive references
Lesson Frame: Online Applications	We will: discuss etiquette and tips of completing an online application I will: develop skills in completing applications
Lesson Frame: Job Postings/Seeking	We will: explore how to find job postings and what descriptions mean I will: understand parts of a job description
<b>Performance Tasks:</b> accurately complete paper and online applications, review online and paper sources of employment, create an information sheet with positive references, compare and contrast job applications	Notes:
<b>Topic 4: Employment Documents</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> CD4.b:	<b>Academic Vocabulary:</b> at-will agreement, benefits enrollment, non compete agreement, withholding
Lesson Frame: Review of essential documents and forms for a newly hired employee	We will: review definitions of essential forms and documents I will: correctly match the definition to term.
Lesson Frame: Withholding information	We will: review tax implications for new hires We will: complete a withholding form
<b>Performance Tasks:</b> comparison of employment agreements, word wall, document completions	Notes:

<b>Unit Name: Communication Skills</b>	<b>Length:</b> 8 days
<b>Standards:</b> 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. CD4: Students will identify and apply employability skills.	<b>Outcomes:</b> Communicate thoughts and feelings with others using verbal and non-verbal language. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. Identify and exhibit traits for retaining employment.
<b>Essential Questions:</b> What non-verbal and verbal cues happen in the world of work? What messages are you conveying with non-verbal skills? What would your "elevator speech" be?	<b>Learning Targets:</b> Describe various ways people communicate with each other without using words. Demonstrate effective listening skills. Explore non-verbal and non-written means of communication. Recognize the appropriate behavior and communication skills necessary in adult interactions.
<b>Topic 1: Non-verbal and verbal communication</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> 4C3, CD4	<b>Academic Vocabulary:</b> communication, tone, non-verbal, body language, cues
Lesson Frame: Importance of verbal and nonverbal communication	We will: compare and contrast verbal and non-verbal communication. I will: sort positive and negative examples of each.
Lesson Frame: Delivery of Messages	We will: discuss communication delivery methods. I will: select appropriate communication method.
<b>Performance Tasks:</b> listening activity, non-verbal communication tasks, nonverbal vs verbal	Notes:
<b>Topic 2: Elevator Speech</b>	<b>Length:</b> 4 days
Lesson Frame: 30 second "Tell me about yourself" speech	We will: discuss what to include in 30 second elevator speech. I will: craft a 30 second personal speech.
Lesson Frame: Positive Personal Critiques	We will: create a rubric to evaluate 30 second speeches. I will: practice listening skills and positive non-verbal skills.
<b>Performance Tasks:</b> elevator speech partner introductions, Flipgrid video creation, Top 5 About Me	Notes:

Unit Name: <b>Interview Skills</b>	<b>Length:</b> 15 days
<b>Standards:</b> CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals. CD4: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. LE1: Students will apply leadership skills in real-world, family, community and business and industry applications	<b>Outcomes:</b> Evaluate how performance and connections within the learning community enhance future opportunities. Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential.
<b>Essential Questions:</b> How do you best prepare for a job interview? What questions should you ask and be ready to be asked in an interview? How can career opportunities match personal skills, interests and aptitudes?	<b>Learning Targets:</b> Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity and loyalty). Identify career opportunities of interest; match personal interests and aptitudes. Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway. Identify the qualities employers may seek in a candidate.
Topic 1: <b>Character Education</b>	<b>Length:</b> 8 days
<b>Standard(s):</b> CD2, CD4	<b>Academic Vocabulary:</b> reputation, integrity, aptitude, values, service learning, intrinsic value, resume enhancement
Lesson Frame: Strengths and Weaknesses for Success	We will: identify individual personal characteristics and methods. I will: create a descriptive self bio of action words.
Lesson Frame: Service Learning Project	We will: discuss the 6 steps of service learning. I will: self-reflect on the 6 steps after completing a project.
Lesson Frame: FFA Motto & Genius Hours	We will: learn the 4 lines of the FFA Motto. I will: complete an exit ticket assessing self on the motto.
<b>Performance Tasks:</b> self biography creation, FFA motto evaluation, 6 steps of service learning reflection, personal surveys of strengths and weaknesses, Genius Hour Lessons	Notes:
Topic 2: <b>Interviewing</b>	<b>Length:</b> 7 days
<b>Standard(s):</b> CD4	<b>Academic Vocabulary:</b> business casual, scheduler, active dialogue, concise, timeline, interpersonal skills, hygiene
Lesson Frame: Pre-Interview	We will: review tips to prepare prior to the interview. I will: be aware of dos/don'ts.
Lesson Frame: Interview	We will: practice successful interviews. I will: participate in a mock interview.



Lesson Frame: Post-Interview	We will: learn what to do after an interview.
<b>Performance Tasks:</b> mock interviews, interview interactive notebook, dos/don'ts checklists, follow-up thank you notes, feedback activity	Notes:

Unit Name: <b>Workplace Ethics &amp; Security</b>	<b>Length:</b> 4 days
<b>Standards:</b> 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills. 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.	<b>Outcomes:</b> Develop effective resolutions for a given problem, decision or opportunity using available information. Predict how an action could result in unintended consequences, both positive and negative. Choose appropriate sources of data and information for a given purpose.
<b>Essential Questions:</b> What are ethics and how does it affect your life? What are workplace violations in ethics and how can you navigate the situation? How do you you utilize information from a variety of sources to make an informed decision?	<b>Learning Targets:</b> Differentiate between problems and symptoms. Analyze the impact of a decision using a systems thinking model. Explain how information can be portrayed differently by groups with varying purposes and perspectives. Show organizational skills necessary to be a successful leader and citizen and practice those skills in real-life situations.
Topic 1: <b>Ethics Violations</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> 4C2, 4C3, IMIT1	<b>Academic Vocabulary:</b> discrimination, conflict of interest, harassment, breach, policy, conduct, code
Lesson Frame: Ethical Scenarios of the World of Work	We will: discuss workplace ethics scenarios. I will: defend my position on scenarios.
Lesson Frame: Illegal Questions/Workplace	We will: learn about illegal interview and hiring questions. I will: formulate a response when asked a question that is not allowed.
<b>Performance Tasks:</b> ethics scenarios, ethics puzzles, teamwork challenge	Notes:
Topic 2: <b>Workplace Cybersecurity</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> 4C3, IMT1	<b>Academic Vocabulary:</b> cyber security, passwords, data, insecure data, malware, PINs
Lesson Frame: Cybersecurity	We will: utilize a systems thinking model to learn about cybersecurity in the workplace. I will: create a systems thinking model.
Lesson Frame: Electronic Expectations	We will: review policies and expectations of electronic usage in the workplace. I will: complete a sorting exit ticket.
<b>Performance Tasks:</b> security rebus puzzle, word wall, categorization	Notes:

Unit Name: <b>Goal Setting &amp; Goal Burning</b>	<b>Length:</b> 10 days
<b>Standards:</b> CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.	<b>Outcomes:</b> Identify personal strengths, aptitudes and passions. Demonstrate effective decision-making, problem solving and goal setting. Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.
<b>Essential Questions:</b> What does it mean to burn your goals and trust the process? What education and steps are needed to reach personal and career goals?	<b>Learning Targets:</b> Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions. Define a goal and describe why it is important to have goals. Identify long and short-term goals. Locate, evaluate and interpret career information. Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals.
Topic 1: <b>Chop Wood, Carry Water</b>	<b>Length:</b> 4 days
Standard(s): CD1, CD3	<b>Academic Vocabulary:</b> adversity, sensei, warrior, goals
Lesson Frame: What does it mean to burn your goals?	We will: discuss the concept of "burn your goals". I will: reflect on the process of goals.
Lesson Frame: Persistence and Grit	We will: view TED TALK on grit and perseverance. I will: complete a self assessment.
<b>Performance Tasks:</b> reading from Chop Wood/Carry Water, personal beliefs essay, grit meter	Notes:
Topic 2: <b>Goal Setting</b>	<b>Length:</b> 6 days
Lesson Frame: Goal setting process.	We will: identify components of SMART goals. I will: write a goal in SMART format.
Lesson Frame: Understand the difference between a goal and a SMART goal.	We will: evaluate goals to see if they are in SMART format. I will: develop a personal SMART goal.
Lesson Frame: Growth Mindset	We will: review the concept of fixed vs. growth mindset. I will: reflect on personal goals.
<b>Performance Tasks:</b> FFA journey SMART goals, Smarties competition, Carol Dweck reading	Notes:



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

# 2018-19

# Salary & Stipend Guide

School District of Manawa  
800 Beech Street  
Manawa, WI 54949  
920-596-2525  
[www.manawaschools.org](http://www.manawaschools.org)

*Approved by the Manawa Board of Education on*

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# School District of Manawa

## Salary Advancement Model

### Planning Team

District Administrator, Melanie J. Oppor  
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### **I. Background**

The SDM Salary Advancement Model was designed in the 2017-18 school year by a joint committee of SDM teachers and administrators. This Salary Advancement Model replaced the previous teacher/administrator designed plan called the Professional Advancement Compensation Eligibility (PACE) that was in place from the 2015-16 school year through the 2017-18 school year with final payments made in the 2018-19 school year.

The Salary Advancement Model is a combination of features gathered from other Wisconsin school districts along with the creative, personalized ideas suggested by School District of Manawa stakeholders. The driving vision for this plan is to acknowledge and foster a culture of professionalism that is characterized by a commitment to continuous improvement throughout a career. The vision reinforces characteristics to include quality instruction by fostering a culture of professionalism through accountability, a job-embedded salary structure, and continuous improvement through lifelong learning. This compensation system recognizes the many, varied ways in which 4K- to grade 12 teachers work with students to enrich their lives and thus, the wide variety of professional growth opportunities needed by teachers to continue to grow and feel fulfilled over the life of their career as a professional educator. A goal of the SDM Salary Advancement Model is to promote a positive and collaborative learning environment in which teachers are compensated for their professionalism.

### **II. Overview**

A single-lane, five-tiered career ladder is used as the basis for salary advancement (See Appendix A). There are several levels through which a typical teacher will pass during a career spanning 2-3 decades of employment with the SDM. Teachers typically move from one level to the next level about every six years through a promotion process based on the accumulation of points for a wide variety of professional development activities. Advancement requires collaboration, professionalism, and evidence of continuous improvement. There is also annual incremental growth within each level. In addition to the salary amount indicated on the salary structure, annual stipends are provided throughout a teacher's career for advanced degrees, National Board certification, and/or difficult to fill vacancies (ex. Certification areas where there is a shortage of qualified teachers).

### **III. Career Levels**

The single-lane salary structure is intended to provide opportunities for all educators --- from initial educator through experienced veteran educators. Promotions from one level to another are based on evidence of professional improvement that will be showcased in a culminating reflection experience with the teacher's supervising principal with the option of including a secondary administrator. This is a professional advancement career ladder.

### **IV. Salary Structure**

The single-lane salary structure is based on the opportunity to be promoted annually in small incremental steps. Teachers can move one step each contract year. Larger salary advancements will be provided at critical junctures in the model as teachers move from initial educator licenses to regular teacher licenses and again as teachers move from one level to the next level about every six years or two summary evaluation cycles. The teacher may submit documentation of the accumulated points no later than February 1 of the teacher's eligible year. Those points may include anticipated activities anticipated to be completed on or before June 30 of the year points are being submitted for salary advancement. A teacher may defer movement from one level to the next level for one year either at the teacher's discretion or the principal's recommendation.

### **V. Job Performance Evaluation**

The specifics of the District's teacher evaluation plan are contained in the *SDM Teacher Performance Evaluation (TPE) Guide*. The SDM utilizes the CESA 6 Teacher Effectiveness Model, based on the work of Dr. James Stronge, for its evaluation system. The SDM Salary Advancement Model is fully integrated with the TPE to maximize the connectedness between job performance reviews, evidentiary artifacts, and the advancement process. This integration allows teachers to maintain their focus and not be pulled in different directions by varied systemic requirements. The SDM annually conducts a full summary evaluation on each initial educator (defined as any teacher employed in his/her first three years as a teacher within the District). Subsequently, teachers on continuing contracts have a full summative evaluation by their direct supervisor no less than every three years, subject to compliance with state statute. Every teacher has specific goals upon which they are measured every year, and every teacher receives a brief administrative review every non-summative year based on goal progress and other factors.

### **VI. Performance Improvement Plan Freeze**

Each teacher's direct administrative supervisor is responsible for providing a written summary evaluation of the teacher's performance since his/her previous summary evaluation in accordance with the format adopted by the District. If a teacher has a negative summary (more than one "needs to improve" standard on the Teacher Effectiveness Model), then that teacher is placed on a Performance Improvement Plan and is frozen at his/her current location on the Salary Advancement Model for the next school year. No advancement may occur. The same process would be used with a teacher between summary years whose performance was deemed unsatisfactory by the administrator who is responsible for documenting administrative review during non-summary years.

### **VII. Advancement on the Wage Model**

Points are accumulated over a six-year span for Salary Advancement. Each teacher must accumulate 240 points that roughly equates to 240 hours of non-contractual time. Points are divided into two categories: Professional & Leadership Growth and Community & Connections.

At least 70% or 168 points must be devoted to Professional & Leadership Growth related activities. A teacher can choose to complete all points in the Professional & Leadership Growth activities. These activities focus on a professional growth mindset that culminates in the teacher taking on leadership roles that enhance the profession.

No more 30% or 72 points will be accepted for Community & Connections. This category recognizes the importance of forging lasting relationships with students, families, business partners, and the SDM community for the betterment of the district.

The teacher will create a reflection on how the new learning from participation in the activities named for points enhanced instruction in the classroom (or service to clients in the case of counselors, therapists, etc.). The reflection may be presented in a variety of different ways such as, but not limited to, written, verbal, technology presentation, or video. The method of sharing the reflection should support the teacher's purpose in demonstrating how the teacher has grown in his/her craft.

The Board of Education makes all advancement decisions in the spring based on the recommendation of the District Administrator, who is presented with an approved compilation of the Salary Advancement points. There are no automatic advancements from one level to the next level meaning that if a teacher chooses not to submit the documentation of points and reflection, an advancement will not be processed. There is no quota or restriction for the number of advancements granted annually from the pool of eligible candidates. All criteria for documentation must be submitted for advancement by February 1. Teachers who are not promoted remain frozen at their current salary schedule level until such time as they are advanced. Candidates who do not feel ready for the advancement process may defer for a year at a time, remaining frozen at their level, until such time as they feel ready to proceed with the advancement process. Smaller annual salary increases are available within levels.

## **X. Procedures for Advancement**

- A. It is the teacher's responsibility to keep track of points on a Salary Advancement Model Form (electronic or paper options) for qualifying activities.
- B. It is the responsibility of the teacher to obtain verification (electronic or signature) on the Salary Advancement Model Form for each activity within 15 days following the completion of the activity.
- C. Teachers will retain their completed form(s) until such time as the teacher accumulates 240 points/equivalent to about 240 hours and submits the completed form(s) for those points to the District Administrator. The deadline for submission is February 1 of the year in which the teacher is eligible for salary advancement from one level to another. The salary advancement will be applied the following school year.
- D. No later than February 1, the teacher must submit all documentation of accumulated Salary Advancement and a principal endorsed reflection cover sheet to the District Administrator.
- E. At the February meeting of the School Board, the District Administrator will present the advancement recommendations to the Board in open session. The Board will discuss and make decisions regarding the advancements.
- F. Following the Board's decision at the February meeting, the District Administrator will notify each teacher of the Board's decision.



- G. Points not submitted for Salary Advancement may be held over for not more than seven fiscal years (July 1 to June 30) beyond the date of completion noted on the Salary Advancement Activity Form for that activity.

XI. **Rules for Salary Advancement Compensation Eligibility Points**

- A. The number of points needed for movement from one level to the next is 240 points/about the equivalent of 240 hours.
- B. There will be no “double dipping.” If a monetary stipend is available for an activity (e.g., an advisory post or coaching), the teacher will receive either the monetary stipend or the Salary Advancement points for that activity as declared in advance when accepting the annual contract for that position.
- C. It is the responsibility of the teacher to obtain a verification (electronic or signature) on the Activity Form for each activity within 15 days following the completion of the activity.
- D. Teachers will retain their completed compilation form until such time as the teacher accumulates 240 points and submits the completed form for those points with the signed reflection cover sheet to the District Administrator. The deadline for submission is February 1 of the year in which the teacher is eligible for salary advancement from one level to another. The salary advancement will be applied to the teacher’s base wage for the following school year.
- E. A special Professional & Leadership Growth activity option provides an opportunity for professional educators to apply to their school principal for salary advancement points for an activity that is not outlined below. The school principal has discretionary authority to grant points for such requests and will use a rigorous professional standard for making a decision. Points are given for tasks that go beyond the professional educator’s contractual/handbook responsibilities.

The following guidelines will be used for assigning point values to activities not specifically listed in the tables below:

- Activity occurs outside of work hours (evenings, weekends, summer, etc.).
- No compensation is being received for the task.
- Tasks must lead to demonstrable professional growth as evidenced through reflections shared with the principal.

- F. The following activities qualify for salary advancement points as delineated below:

<b>Professional &amp; Leadership Growth</b>	
Points needed at the 6-year mark = <b>240</b>	at least 70%
Minimum number of points needed	168
<b>Points Opportunities</b>	
Complete graduate credit(s)	15 per credit
Additional certification/license related to position or school district (preapproval required) or National Board Certification	100-240 points*
Mentor (up to 20 hours per year)	2 points/hour/mentee

Professional Buddy (up to 20 hours per year)	1 point/hour/mentee
Supervisor of student teachers	9 points/quarter
Internship supervisor	18 point/quarter
Teach a graduate course	50 points/course
Articulated/dual credit or AP course instructor	20 points/year
Officer of a professional education organization	1 point/hour
Member of a professional education organization	10 points/organization
Lead a professional development session (in-house)	5 points per hour of presentation (includes preparation in the figure)
Present at a workshop/conference (out-of-district)	10 points
Attend conference/workshop (preapproval required)	1 point/hour *
Member of non-contractual committees (preapproval required)	1 point/hour *
Initiate innovative classroom practice(s) (preapproval required)	2 points/hour/week(s) implemented up to 100 points
Participate in a book study group outside of contractual hours (preapproval required)	1 point/hour up to 10 points/book
Published in a scholarly journal	50 points
Grant writing	2 point/hour
Awarded a grant	10 points/grant

<b>Community &amp; Connections</b>	
	up to 30%
Maximum number of points accepted	72
<b>Points Opportunities</b>	
Athletic or co-curricular Coach/Advisor of pre-approved activity	1 point/hour
Create and serve as an advisor for an after-school activity (non-stipend)	1 point/hour
Community outreach	1 point/hour up to 20 points
Attend a school related event (non-contractual hours)	1 point/hour up to 20 points
Member of a community organization	1 point/hour

Author article in Wolf Pack Express	1 point/article
Human Service-based children/family support team	1 point/hour
Chaperone a one-day non-school day field trip/non-parent role	1 point/hour up to 8 hours a day
Chaperone a multi-day field trip (in a non-parent role)	1 point/hour up to 8 hours a day

**Summary Timeline for SDM Salary Advancement**

By October 1	Teachers who are eligible for Advancement will be confirmed.
By May 30	Teachers who are eligible for Advancement will hold a reflection conference with their building principal and up to one secondary administrator (optional) as mutually agreed upon by the teacher and principal based on the secondary evaluator’s expertise.
By February 1	All signed Salary Advancement point forms are submitted to the District Administrator in a single complete packet.
At February BOE meeting	District Administrator presents advancement recommendations to the Board of Education in open session for Board action.
By Early-March	Teachers will be notified of their advancement as per the Board’s decision.

Appendix A  
Salary Advancement Model

	Increase from past year	Level	Wage
		OR	\$ 39,000
LEVEL A	\$ 1,000	A1	\$ 40,000
	\$ 800	A2	\$ 40,800
	\$ 800	A3	\$ 41,600
	\$ 1,000	A4	\$ 42,600
	\$ 1,000	A5	\$ 43,600
	\$ 1,500	A6	\$ 45,100
LEVEL B	\$ 1,500	B1	\$ 46,600
	\$ 1,000	B2	\$ 47,600
	\$ 1,000	B3	\$ 48,600
	\$ 1,000	B4	\$ 49,600
	\$ 1,000	B5	\$ 50,600
	\$ 1,000	B6	\$ 51,600
LEVEL C	\$ 3,000	C1	\$ 54,600
	\$ 500	C2	\$ 55,100
	\$ 500	C3	\$ 55,600
	\$ 500	C4	\$ 56,100
	\$ 500	C5	\$ 56,600
	\$ 500	C6	\$ 57,100
LEVEL D	\$ 3,000	D1	\$ 60,100
	\$ 500	D2	\$ 60,600
	\$ 500	D3	\$ 61,100
	\$ 500	D4	\$ 61,600
	\$ 500	D5	\$ 62,100
	\$ 500	D6	\$ 62,600
LEVEL E	\$ 3,000	E1	\$ 65,600
	\$ 500	E2	\$ 66,100
	\$ 500	E3	\$ 66,600
	\$ 500	E4	\$ 67,100
	\$ 500	E5	\$ 67,600
	\$ 500	E6	\$ 68,100
LEVEL F	\$ 1,000	F1	\$ 69,100
	\$ 500	F2	\$ 69,600
	\$ 500	F3	\$ 70,100
	\$ 500	F4	\$ 70,600
	\$ 500	F5	\$ 71,100
	\$ 500	F6	\$ 71,600
LEVEL G	\$ 1,000	G1	\$ 72,600
	\$ 500	G2	\$ 73,100
	\$ 500	G3	\$ 73,600
	\$ 500	G4	\$ 74,100
	\$ 500	G5	\$ 74,600
	\$ 500	G6	\$ 75,100
LEVEL H	\$ 1,000	H1	\$ 76,100
	\$ 500	H2	\$ 76,600
	\$ 500	H3	\$ 77,100
	\$ 500	H4	\$ 77,600
	\$ 500	H5	\$ 78,100
	\$ 500	H6	\$ 78,600

## Support Staff Wage Matrix

Lane	A	B	C	D	E		
	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years		Sub Rate
District Admin. Asst.	\$16.29	\$17.05	\$17.81	\$18.57	\$19.33		N/A
Financial Support Staff	\$15.76	\$16.52	\$17.27	\$18.03	\$18.79		N/A
Food Service - Manager	\$14.89	\$15.64	\$16.40	\$17.16	\$17.92		N/A
Special Ed. Aide	\$14.73	\$15.49	\$16.25	\$17.01	\$17.77		\$10.64
Building Secretary	\$14.27	\$15.03	\$15.79	\$16.55	\$17.31		\$10.64
Clerical/Support Staff	\$14.27	\$15.03	\$15.79	\$16.55	\$17.31		\$10.64
Program/Health Aide	\$14.23	\$14.99	\$15.75	\$16.51	\$17.26		\$10.64
Custodian/Maintenance	\$13.58	\$14.34	\$15.10	\$15.86	\$16.62		\$11.09
Food Service	\$13.21	\$13.97	\$14.73	\$15.49	\$16.25		\$10.64
Instructional Aide	\$13.21	\$13.97	\$14.73	\$15.49	\$16.25		\$10.64

## Substitute Teacher

	Rate
Former SDM Teacher	\$110 per day
Substitute Teacher	\$100 per day
	\$14.29 per hour*

Hourly sub. rate was calculated as \$100 per day divided by 7 teaching periods in a regular teaching day (includes RTI time)

Appendix B

Co-Curricular Stipends	
Position	18/19
2016-17 Base used	.0457 of current base
Athletic Director	15000
Fall Coaches	
Head Football	3240
Asst. Football (3) \$2020 each	5805
7-8th Gr. Football	1465
7-8th Gr. Football	1465
Head Volleyball	3240
Asst. Volleyball	1935
Freshman Volleyball	1935
8th Gr. Volleyball	1465

7th Gr. Volleyball	1465
Cross Country Head	3240
Asst. Cross Country	1465
Winter Coaches	
Boys Basketball Head (Shared position for 2012-13)	3240
Asst. B. Basketball	1935
Freshman B. Basketball	1935
8th Gr. B. Basketball	1465
7th Gr. B. Basketball	1465
Girls Basketball Head	3240
Asst. G. Basketball	1935
Freshman Basketball	1935
8th Gr. G. Basketball	1465
7th Gr. G. Basketball	1465
Head Wrestling	3240
Asst. Wrestling	1935
MS Wrestling (new 2012-13)	1465
Spring Sports	
Softball	3240
Asst. Softball	1935
Baseball	3240
Asst. Baseball	1935
Track Head Coach	3240
Asst. B. Track	1935
Asst. Track (if 25+ students)	1935
B. Jr. High Track	1465
G. Jr. High Track	1465
Golf - Combined	3100
FINE ARTS / Club / Advisors	
Art Club / Team	325
Marching Band/Pep	325
Cheerleading / Pep Club	325
Class Advisor HS /Sr. - 2 @ \$300 each	600
Class Advisor HS/Jr.	300
Class Advisor HS/S	300
Class Advisor HS/F	300
Class Advisors Jr H - 2 @ \$150 each	300
Prom Advisors - 3 @ \$150 each	450
Homecoming Advisors - 2 @ \$150 each	0
Float Building Advisors - 2 @ \$100 each	0

Event Chaperones - \$25 @ event (per principal advanced approval)	1000
FBLA/DECCA	325
Forensics Director /HS Head Coach	1935
Forensic/Asst. Coach HS	1255
Forensic/Coach Jr. HS	625
Debate Coach Jr. HS/ HS	625
NHS Director	315
Play Director / Drama	315
Student Council HS - includes oversight of homecoming related events	625
Student Council – MES (includes dance)	\$250
Yearbook HS	315
Yearbook JR High	315
Quiz Bowl	315
Initial Educator Mentor	\$250 per assigned mentee

**Officials Rates (CWC sets all Varsity rates)**

<b>Sport</b>	<b>Number of Officials</b>	<b>Current Rate</b>
Baseball	2	\$80
Baseball - JV		\$60 (or additional \$20 to retain Varsity officials for an extra-innings game)
Basketball	3	\$70
Cross Country	2	\$75
Football	5	\$70
Soccer	3	
Softball	2	\$70
Softball - JV		\$60 (or additional \$20 to retain Varsity officials for an extra-innings game)
Track	3	\$100
Volleyball - Dual	2	\$94
Volleyball - Pool Play	2	\$40 per match
Wrestling	1	\$80
Wrestling - Multi Dual	3	\$175
Wrestling - Conference	3	\$200

**Game Worker Rates (as set by the SDM)\***

<b>JOB</b>	<b>LEVEL</b>	<b>RATE</b>
<b>ALL SPORTS - Security</b>	<b>Varsity/JV</b>	<b>\$45</b>
	<b>MS</b>	<b>\$35</b>
<b>ALL SPORTS - Tickets</b>	<b>All Levels</b>	<b>\$25 or Volunteer hours</b>
<b>Basketball - Book</b>	<b>C Team/Freshman</b>	<b>\$20</b>
	<b>Varsity</b>	<b>\$39</b>
<b>Basketball - Book/Clock</b>	<b>MS</b>	<b>\$30</b>
<b>Basketball - Clock</b>	<b>C Team/Freshman</b>	<b>\$20</b>
	<b>Varsity</b>	<b>\$34</b>
<b>Football - Chain Gang</b>	<b>All</b>	<b>\$20</b>
<b>Football - Clock</b>	<b>JV</b>	<b>\$25</b>
	<b>MS</b>	<b>\$40</b>
	<b>Varsity</b>	<b>\$30</b>
<b>Track- Computer</b>	<b>All</b>	<b>CONTRACTED at \$250</b>
<b>Track- event worker</b>	<b>All</b>	<b>\$20</b>
<b>Track- Flash Timer</b>	<b>All</b>	<b>CONTRACTED at \$250</b>
<b>Track- Hand Timer</b>	<b>All</b>	<b>\$20</b>
<b>Trainer</b>	<b>All</b>	<b>CONTRACTED at \$300</b>
<b>Volleyball - Book</b>	<b>Freshman</b>	<b>\$12</b>
	<b>Varsity, JV</b>	<b>\$36</b>
	<b>MS</b>	<b>\$25</b>
<b>Volleyball - Clock</b>	<b>Freshman</b>	<b>\$12</b>
	<b>Varsity, JV</b>	<b>\$35</b>
	<b>MS</b>	<b>\$25</b>
<b>Wrestling - Dual Book</b>	<b>Varsity</b>	<b>\$27</b>
<b>Wrestling - Dual Clock</b>	<b>Varsity</b>	<b>\$27</b>

\*Tournaments lasting more than four (4) hours will be paid at two (2) times the above rate



**Salary Advancement Reflection Cover Sheet**

**Salary Advancement Candidate:**

**Reflection Meeting Date:**

**Points Confirmation:**

**Recommendation (“Yes” or “Not Yet”):**

If “not yet” is chosen, please explain with evidence why the candidate is not ready for a salary advancement.

**Teacher Signature & Date:**

**Principal’s Signature & Date:**

**District Administrator’s Signature & Date of Receipt:**

**Board of Education Decision:**



Book	Policy Manual
Section	Vol. 27, No. 2
Title	REVISED POLICY - VOL. 27, NO. 2 - STAFF AND SCHOOL OFFICIALS USE OF PERSONAL COMMUNICATION DEVICES
Number	po7530.02
Status	First Reading
Adopted	November 21, 2016
Last Revised	December 18, 2017

**REVISED POLICY - VOL. 27, NO. 2**

7530.02 - **STAFF AND SCHOOL OFFICIALS USE OF PERSONAL COMMUNICATION DEVICES**

Use of personal communication devices ("PCDs") (as defined in Bylaw 0100), has become pervasive in the workplace. ~~For purposes of this policy, "personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones, smartphones (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.)), ( ) telephone paging devices (e.g., beepers or pagers), ( ) and/or other web enabled devices of any type.~~ Whether the PCD is Board-owned and assigned to a specific employee or school official; or personally-owned by the employee or school official (regardless of whether the Board pays the employee or school official an allowance for his/her use of the device, the Board reimburses the employee or school official on a per use basis for their business-related use of his/her PCD, or the employee or school official receives no remuneration for his/her use of a personally-owned PCD), the employee or school official is responsible for using the device in a safe and appropriate manner and in accordance with this policy and its accompanying guideline, as well as other pertinent Board policies and guidelines.

Conducting District Business Using a PCD

~~**[NOTE: FIRST SET OF OPTIONS – CHOOSE OPTION A OR OPTION B]**~~

~~**[OPTION A]**~~

~~[ X ] Employees and school officials are permitted to use a Board-owned and/or personally-owned PCD to make/receive calls, send/receive e-mails, send/receive texts, send/receive instant messages , or \_\_\_\_\_ [END OF OPTION] that concern District business of any kind.( )~~

~~Employees and school officials are responsible for archiving such communication(s) in accordance with the District's requirements by emailing, to the employee's school email address, any messages or a screenshot of any messages that refer to all school-related business. [INSERT REQUIREMENTS INSTEAD OF GENERAL REFERENCE TO REQUIREMENTS.]~~

~~**[END OF OPTION A]**~~

~~**[OPTION B]**~~

~~[ ] Employees and school officials are prohibited from using a Board-owned and/or personally-owned PCD that concern District business of any kind other than to ( ) make/receive telephone calls ( ), send/receive e-mails on a District issued e-mail account ( ), or \_\_\_\_\_ [END OF OPTION].~~

~~Employees and school officials who receive District business related communication(s) on Board owned and personally owned PCDs on a function that is not permitted under this policy are still responsible for the following:~~

- ~~A. archiving such communication(s) sent or received in accordance with the District's requirements; and~~
- ~~B. responding to an individual who sends such communication using the employee's or school official's District issued e-mail account with the following message: "On \_\_\_\_\_ [insert date], I received a message from you on my ( ) Board owned ( ) personally owned PCD. Pursuant to Board Policy 7530.02, please contact me with such communications regarding District business of any kind via my personal communication device, the District e-mail account from which I am sending this message ( ), or \_\_\_\_\_ [END OF OPTION]. Thank you."~~

{END-OF-OPTION-B}  
{END-OF-FIRST-SET-OF-OPTIONS}

### Safe and Appropriate Use of a **PCD** Personal Communication Devices, Including Cell Phones

~~{NOTE: START OF FIRST SET OF OPTIONS — CHOOSE OPTION A AND/OR OPTION B OR OPTION C} [NOTE: If Policy 8605 — Use or Electronic Wireless Communication Devices by District Employees Who Operate Board-Owned Or Operated Vehicles prohibits the use of handheld mobile communication devices in all circumstances, as opposed to just on the highway, then only Option B may be selected]~~

#### ~~OPTION A~~

~~[ ] Employees and school officials whose job responsibilities include regular or occasional driving and who use a PCD for business use are expected to refrain from using their device while driving. Safety must come before all other concerns. Regardless of the circumstances, including slow or stopped traffic, employees and school officials should be strongly encouraged to pull off to the side of the road and safely stop the vehicle before placing or accepting a call. Reading or sending a text message, instant message or e-mail, or browsing the Internet using a PCD while driving is a violation of State law and is strictly prohibited. If acceptance of a call is unavoidable and pulling over is not an option, employees are expected to keep the call short, use hands-free options (e.g., headsets or voice activation) if available, refrain from the discussion of complicated or emotional topics, and keep their eyes on the road. Special care should be taken in situations where there is traffic, inclement weather, or the employee is driving in an unfamiliar area. In the interest of safety for both Board employees, school officials, and other drivers, employees and school officials are required to comply with all applicable State laws and local ordinances while driving, (including any laws that prohibit texting or using a cell phone or other PCD while driving).~~

~~[ ] In situations where job responsibilities include regular driving and accepting of business calls, the employee or school official should consider the use of hands-free equipment to facilitate the provisions of this policy.~~

#### ~~OPTION B~~

Employees and school officials are responsible for operating Board-owned vehicles and potentially hazardous equipment in a safe and prudent manner, and therefore, employees are prohibited from using a PCDs while operating such vehicles or equipment. In the interest of safety for both Board employees and other drivers, employees are required to comply with all applicable laws while driving. (See also Policy 8605.)

#### ~~OPTION C~~

~~[ ] Using a cell phone or other PCD while operating a vehicle is strongly discouraged. Employees should plan their work accordingly so that calls are placed, text messages/instant messages/e-mails read and/or sent, and/or the Internet browsed either prior to traveling or while on rest breaks. In the interest of safety for both Board employees and other drivers, employees are required to comply with all applicable laws while driving (including any laws that prohibit texting or using a cell phone or other PCD while driving).~~

#### ~~{NOTE: END OF SECOND/FIRST SET OF OPTIONS}~~

Employees and school officials may not use a PCD in a way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated.

### Duty to Maintain Confidentiality of Student Personally Identifiable Information - Public and Student Record Requirements

Employees and school officials are subject to all applicable policies and guidelines pertaining to protection of the security, integrity, and availability of the data stored on at their PCDs, regardless of whether they are Board-owned and assigned to a specific employee or personally-owned by the employee.

~~PCD Cellular and wireless~~ communications, including calls, text messages, instant messages, and e-mails sent or received from PCDs, may not be secure. Therefore, employees should use discretion when using a PCD to relay/in-relaying confidential information, particularly as it relates to students.

Additionally, ~~PCD cellular/wireless~~ communications, including text messages, instant messages, and e-mails sent and/or received by a public employee or school official using a his/her PCD may constitute public records ~~if the content of the message concerns District business, or an education record if the content includes personally identifiable information about a student. Cellular/wireless communications that are public records are subject to retention and disclosure, upon request, in accordance with Policy 8310 — Public Records. Cellular/wireless communications that are student records should be maintained pursuant to Policy 8330 — Students Records. Finally, cellular/wireless communications and other electronically stored information (ESI) stored on the staff member's PCD may be subject to a Litigation Hold pursuant to Policy 8315 — Information Management. Staff are required to comply with District requests to produce copies of cellular/wireless communications in their possession that are either public records or education records, or that constitute ESI that is subject to a Litigation Hold.~~

Further, PCD communications about students, including text messages, instant messages, and e-mails sent and/or received by a District employee or school official using his/her PCD may constitute education records if the content includes personally identifiable information about a student.

Communications, including text messages, instant messages, and e-mails sent and/or received by a District employee or school official using his/her PCD, that are public records or student records are subject to retention and disclosure, upon request, in accordance with Policy 8310 - Public Records. Cellular/Wireless communications that are student records should be maintained pursuant to Policy 8330 - Student Records.

It is the responsibility of the District employee or school official who uses a PCD for District business-related use to archive all text messages, instant messages, and e-mails sent and/or received using his/her PCD in accordance with the District's requirements.

Cellular/Wireless communications and other electronically stored information (ESI) stored on the staff member's or school official's PCD may be subject to a litigation hold pursuant to Policy 8315 - Information Management. Staff and school officials are required to comply with District requests to produce copies of cellular/wireless communications in their possession that are either public records or education records or that constitute ESI that is subject to a litigation hold.

**~~[NOTE: START OF THIRDSECOND SET OF OPTIONS — CHOOSE OPTION A OR OPTION B]~~**

**~~OPTION A [TO BE SELECTED IF BOARD ADOPTED POLICY 7530.01 V1]~~**

~~At the conclusion of an individual's employment (whether through resignation, nonrenewal, or termination), the employee is responsible for verifying all public records, student records, and ESI subject to a Litigation Hold that are maintained on the employee's PCD are transferred to the District's custody (e.g., server, alternative storage device). The District's IT department/staff is available to assist in this process. Once all public records, student records, and ESI subject to a Litigation Hold are transferred to the District's custody, the employee is required to delete the records/ESI from his/her PCD. The employee will be required to sign a document confirming that all such records/information has been transferred to the District's custody and deleted from his/her PCD ~~before the Board will issue any final compensation that is owed to the employee.~~~~

~~Similarly, if an employee intends to dispose of, or otherwise stop using, a personally-owned PCD on which s/he has maintained public records, student records, and/or ESI that is subject to a Litigation Hold, the employee must transfer the records/ESI to the District's custody before disposing of, or otherwise ceasing to use, the personally-owned PCD. The employee is responsible for securely deleting such records/ESI before disposing of, or ceasing to use, the personally-owned PCD.~~

~~Failure to comply with these requirements may result in disciplinary action.~~

**~~OPTION B [TO BE SELECTED IF BOARD ADOPTED POLICY 7530.01 V2]~~**

~~At the conclusion of an individual's employment (whether through resignation, nonrenewal, or termination), the employee is responsible for informing the District Administrator or his/her designee of all public records, student records, and ESI subject to a Litigation Hold that is maintained on the employee's Board-owned PCD. The District's IT department/staff will then transfer the records/ESI to an alternative storage device.~~

~~**[ ]** If the employee also utilized a personally-owned PCD for Districtwork-related communications, and the device contains public records, students records, and/or ESI subject to a Litigation Hold, the employee must transfer the records/ESI to the District's custody (e.g., server, alternative storage device) prior to the conclusion of his/her employment. The District's IT department/staff is available to assist in this process. Once all public records, student records, and ESI subject to a Litigation Hold are transferred to the District's custody, the employee is required to delete the records/ESI from his/her personally-owned PCD. The employee will be required to sign a document confirming that all such records/information has been transferred to the District's custody and deleted from his/her personally-owned PCD before the Board will issue any final compensation that is owed to the employee.~~

**~~[NOTE: END OF THIRDSECOND SET OF OPTIONS]~~**

If a PCD is lost, stolen, hacked, or otherwise subjected to unauthorized access, the employee or school official must immediately notify the District Administrator so a determination can be made as to whether any public records, students records, and/or ESI subject to a Litigation Hold has been compromised and/or lost. Pursuant to Policy 8305 - Information Security and its accompanying guideline, the District Administrator shall determine whether any security breach notification laws may have application to the situation. Appropriate notifications will be sent unless the records/information stored on the PCD was encrypted.

The Board prohibits employees and school officials from maintaining the following types of student, staff, or District records and/or information: ~~on their ( ) PCDs ( ) cell phones:~~

- A.  social security numbers
- B.  driver's license numbers
- C.  credit and debit card information
- D.  financial account numbers
- E.  student personally identifiable information
- F.  information required to be kept confidential pursuant to the Americans with Disabilities Act (ADA)
- G.  personal health information as defined by the Health Insurance Portability and Accountability Act (HIPAA)
- H.  \_\_\_\_\_

~~**[ ]** If an employee or school official maintains records and/or information on a ( ) PCD ( ) cell phone that is confidential, privileged, or otherwise protected by State and/or Federal law, the employee is required to encrypt the records and/or information.~~

It is  required ~~(-)~~suggested that employees and school officials lock and password protect their PCDs when not in use.

~~Employees and school officials are responsible for making sure no third parties (including family members) have access to records and/or information, which is maintained on a PCD in their possession, that is confidential, privileged, or otherwise protected by State and/or Federal law.~~

### Privacy Issues

Except in emergency situations or as otherwise authorized by the District Administrator or as necessary to fulfill their job responsibilities, employees and school officials are prohibited from using PCDs to capture, record, and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member, or other person in the school or while attending a school-related activity. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent is considered an invasion of privacy and is not permitted.

~~**[NOTE: START FOURTH/THIRD SET OF OPTIONS – CHOOSE OPTION A OR OPTION B OR OPTION C]**~~

#### ~~OPTION A~~

~~The use of a PCDs that contain built-in cameras (i.e., devices that take still or motion pictures, whether in a digital or other format) is prohibited in (-) classrooms, (-) gymnasiums, locker rooms, shower facilities, rest/bathrooms (-) and/or swimming pool.~~

#### ~~OPTION B~~

~~The use of a PCDs in (-) classrooms, (-) gymnasiums, locker rooms, shower facilities, rest/bathrooms and/or (-) swimming pool is prohibited.~~

#### OPTION C

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

~~**[NOTE: END OF FOURTH/THIRD SET OF OPTIONS]**~~

### Personal Use of PCDs While at Work

~~**[NOTE: START OF FOURTH SET OF OPTIONS – CHOOSE OPTION A OR OPTION B]**~~

#### ~~OPTION A~~

~~During work hours personal communications made or received, regardless of whether on a PCD or a regular telephone or network computer, can interfere with employee productivity and distract others. Employees are expected to use discretion in using PCDs while at work for personal business. Employees are asked to limit personal communications to breaks and lunch periods, and to inform friends and family members of the Board's policy in this regard.~~

#### ~~OPTION B~~

~~Board employees may carry (-) PCDs (-) cell phones with them while at work (-) including while operating Board equipment, but are subject to the following restrictions:~~

- ~~A. Excessive use of a (-) PCD (-) cell phone for personal business during work hours is considered outside the employee's scope of employment and may result in disciplinary action.~~
- ~~B. Employees are personally and solely responsible for the care and security of their personally owned PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, personally owned PCDs brought onto its property, or the unauthorized use of such devices.~~

~~**[NOTE: END OF FOURTH SET OF OPTIONS]**~~

### Potential Disciplinary Action

Violation of any provision of this policy may constitute just cause for~~result in~~ disciplinary action up to and including termination.

Use of a PCD in any manner contrary to local, State, or Federal laws may also result in disciplinary action up to and including termination.

