

School District of Manawa

Board of Education Meeting Agenda

Meeting Location - Little Wolf Jr./Sr. High School Library

June 17, 2019



**Enter LWJr.Sr.HS @ Door H20 at the Back of the Building
Near the Art Room; Follow Signs to the Library Entrance**

1. Call to Order – President Johnson – **6:00 p.m.** – Little Wolf Jr./Sr. High School Library, 515 E. 4th St.
2. Closed Session – the Board of Education Shall Move to Adjoining Classroom for Closed Session Pursuant to the Provisions of 19.85(1)(b)(c)(f), 118.21 and 118.22 Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Coaches, Teacher, Support Staff and Administrator Evaluations and 2) Background Checks
3. Reconvene in Open Session - **7:00 p.m.**
4. Pledge of Allegiance
5. Roll Call
6. Verify Publication of Meeting
7. Presentations:
 - a. Q12 Survey Strategies - Dr. Oppor
8. Announcements:
 - a. Contributions to the District
 - b. Other Contributions
9. Consent Agenda:
 - a. Approve the Minutes of the May 20, 2019 Board Meeting
 - b. Treasurer’s Report/Approve Expenditures & Receipts
 - c. Donations:
 - i. Disabled American Veterans Chapter 53 of Manawa, \$400 for the HS Band Performances on Memorial Day
 - ii. MYSA \$3,196.05 for Sand and Field Work on Field 2 and \$450 for Picnic Tables
 - iii. WCA Group Health Trust Wellness Grant \$1,000 for District Wellness Program
 - iv. InFaith Community Foundation \$1,500 for Heart of Gold Recipients 2017, 2018 and 2019
 - d. Consider Approval of a 1.0 FTE Elementary Teacher for Gr. 1 for the SY1920 as Presented
 - e. Consider Approval of a 1.0 FTE Elementary Teacher for Kindergarten for the SY1920 as Presented
 - f. Consider Approval of the Girls Basketball Coaches for SY1920 as Presented
 - g. Consider Approval of the Boys Basketball Coaches for SY1920 as Presented
 - h. Consider Approval of the Athletic Trainer Agreement (ATC) for SY1920 with Orthopedic & Spine Therapy (OST) as Presented
 - i. Consider Approval of the Youth Options Change for SY1920 as Presented
 - j. Consider Approval of the School Calendar SY1920 Correction as Presented
10. Any Item Removed from the Consent Agenda:
 - a.
 - b.
11. Public Comments (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)

12. Correspondence:
 - a. Thank You from The Brigade for use of Building of Facilities
13. Board Recognition: No Recognition this Month
14. District Administrator's Report:
 - a. Legislative Update
 - b. Non-Discrimination Training Planning
 - c. Rodeo Parade Float Participation
15. School Operations Reports:
 - a. ES Principal: Highlights - Included in Board Packet
 - b. HS Principal: Highlights - Included in Board Packet
16. Business Related Reports:
 - a. Highlights - Included in Board Packet
 - b. May Food Service Report
 - c. Kobussen Transportation Report
17. Director's Reports:
 - a. Curriculum / Special Education Director Highlights
 - b. Technology Director Highlights
18. Board Comments:
 - a.
 - b.
19. Committee Reports:
 - a. Curriculum Committee
 - i. Kindergarten Math Materials Request (Information / Action)
 - ii. Title I School-Wide Plan
 - iii. Homecoming Handbook
 - iv. Curriculum Mapping
 1. HS Biology 1
 2. HS Biology 2
 3. HS Human Biology
 4. HS Physical Science
 - v. Overcoming Obstacles Maps
 - b. Finance Committee
 - i. Wage Advancements for Support Staff and Administration
 - ii. District Fees Analysis
 - iii. Food Service Breakfast, Lunch and Milk Prices for SY1920
 - iv. Fundraisers for SY1920
 - v. Student Insurance for SY1920
 - vi. WI OPEB Trust Agreement Update
 - vii. SY1819 Budget Summary to Date
 - viii. SY1920 Budget Projections
 - c. Policy & Human Resources Committee
 - i. Policy Updates: Vol. 28 No. 1 + Safety Update
 - ii. Negative Food Balance ag 8500A
 - iii. Email Address Updates on Policies 1623, 3123, 4123

20. Unfinished Business:

- a. Plan Details for Mental Health Community Meeting
 - i. Select Date
 - ii. Select Meeting Structure

21. New Business:

- a. Consider Approval of the Kindergarten Math Materials Request as Presented
- b. Consider Approval of the Homecoming Handbook as Presented
- c. Consider Approval of the Curriculum Mapping for HS Biology 1, HS Biology 2, HS Human Biology, HS Physical Science as Presented
- d. Consider Approval of the Overcoming Obstacles Maps as Presented
- e. Consider Approval of a Wage Increase for SY1920 of 2.44% for Support Staff and Administrators Pending Positive Evaluations as Presented
- f. Consider Approval of the Elimination of Class Fees, Lyceum Fees, and Newspaper Fees as Presented
- g. Consider Approval of an Increase in Food Service Meal Prices for SY1920 as Presented
- h. Consider Approval of Student Assurance Services, Inc. as the Student Insurance Provider for SY1920 as Presented
- i. Consider Approval of RESOLUTION SY201819#17 AUTHORIZING THE ADOPTION OF THE WISCONSIN OPEB TRUST and CUSTODY AGREEMENT and APPOINTING THE TRUSTEE AND CUSTODIAN
- j. Consider Approval of RESOLUTION SY201819#18 AUTHORIZING THE ADOPTION OF THE WISCONSIN OPEB TRUST INVESTMENT ADVISORY AGREEMENT and APPOINTMENT OF INVESTMENT MANAGER
- k. 1st Reading of Policy Updates Vol. 28 No. 1 + Safety Update as Presented
- l. Consider Approval of Updates to ag8500A Negative Food Balance as Presented
- m. 1st Reading of Policies with Email Address Updates on Policies 1623, 3123, 4123 as Presented
- n. Consider Approval of the SY1920 Prime Vendor for Food Service as Presented
- o. Consider Approval of the SY1920 Dairy Contract as Presented
- p. Consider Approval of the SY1920 Bread Contract as Presented

22. Next Meeting Dates:

- a. June 26, 2019 – Special BOE Mtg/B & G Comm – Hoffman Update – 5:30 p.m. – LWHS Library
- b. July 8, 2019 - Finance Committee Mtg – 5:00 p.m. – LWHS Library
- c. July 8, 2019 – Curriculum Committee Mtg – 6:00 p.m. – LWHS Library
- d. July 15, 2019 – Policy & Human Res. Committee Mtg – 5:00 p.m. – LWHS Library
- e. July 22, 2019 – Regular BOE Mtg – 7:00 p.m. – LWHS Library
- f. Aug. 5, 2019 - Student Registration & Picture Day - BOE Photo 9 a.m. to 7 p.m. LWHS Commons
- g. Aug. 8, 2019 – Tntv: Mental Health Community Meeting – City Hall Mtg Room 7:00 p.m.
- h. Aug. 14, 2019 – MS/HS Project Groundbreaking – 5:30-6:00 p.m.
- i. Aug. 19, 2019 – Regular BOE Mtg – 7:00 p.m. – HS Library
- j. Aug. 20, 2019 MES Site Project Grand Opening & Ribbon Cutting – 6:00-6:30 p.m.

23. Closed Session – the Board of Education Shall Move to Adjoining Classroom for Closed Session Pursuant to the Provisions of 19.85(1)(b)(c)(f), 118.21 and 118.22 Wis. Statutes, for the Purposes of: Discussing the Employment Status of Employees Over Which the Board Has Jurisdiction or Exercises Responsibility 1) Coaches, Teacher, Support Staff and Administrator Evaluations and 2) Background Checks

24. Board May Act on Items Discussed in Closed Session

25. Adjourn

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

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 May 20, 2019 Board of Education Meeting

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

Pledge of Allegiance

Roll Call by President Johnson; Board members present: Forbes, Pohl, R. Johnson and J. Johnson.

Hollman (arrived 7:06 p.m.) Pethke and Scheller absent.

Verify Publication of Meeting – Mrs. O’Brien verified

Presentations:

Debbie Chisnell from CESA 6 presented the Eye on Innovation Award to the district for demonstrating leadership by implementing a transition program to meet the goal that 100% of students with IEPs will graduate with a competitively paid job and /or accepted to secondary education, for the “Paving the Way” program, a hand’s-on, community based assessment of skills that stimulates a work environment in business/marketing, construction/industrial, consumer/service, processing/production and computer/technology

Q12 Survey Strategies - Administrative Team: Q12 Employee Engagement Survey: conducted progress monitoring to see where we are; not controlled by Gallup as the first one was in the fall. Presented timeline, across the board except in a few categories we saw a minimal drop in progress. What’s next reviewed: plus/deltas were shared, meetings posted ahead and minutes after, mission statements and norms reviewed, goal and trust teams are meeting; teachers received appreciation gift of time. Initial survey had 89 participants; 2nd survey was 65 employees.

High School Forensics Team Performance & Coach Sernau: Students: Melody Brennan, Kylie Rosenau, Jessie Johnson, Emma Brickey performed a piece from their competition entitled “This is How we Live” by Ellen Degeneres.

Announcements: President Johnson thanked the following for their generous contributions to the District: Ellen Connor \$100 for Washington D.C. Trip, Lions Club Senior Banquet & Awards Night, Manawa Youth Sports Association Donation of Sand for Infield of Field 2

Approved by Consent: Minutes of April 29, and May 8, 2019 Board Meetings, Treasurer’s Report/Approve Expenditures (\$411,645.47) and Receipts (\$182,671.37), Donations received: Ellen Connor \$100 for Washington D.C. Trip, Lions Club Senior Banquet & Awards Night, Manawa Youth Sports Association Donation of Sand for Infield of Field 2; Renewal of the WIAA Membership for SY1920, approval of the CESA 5 Contract Renewal for SY1920.

Any Item Removed from Consent Agenda – nothing removed this month

Public Comments: No comments this month

Correspondence: No correspondence this month

Board Recognition: No recognition this month

District Administrator’s Report: Monthly Enrollment Update included in the packet.

School Operations Reports from the Elementary School and the High School Principal were Included in Board Packet.

Business Related Reports: Business Manager’s reports on the budget, Food Service and the Kobussen Transportation Report were included in the board packet.

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

Board Comments:

Committee Reports: No meetings were held

Unfinished Business: No Unfinished Business this month

New Business:

Motion by Pohl / R. Johnson to approve the Naming of the Official District Paper - Waupaca County Post. Motion carried – Pethke and Scheller absent.

Motion by R. Johnson / Pohl to approve the Naming of the Official District Legal Depositories as Presented. Motion carried – Pethke and Scheller absent.

Motion by Pohl / Hollman to approve the Open Enrollment Applications and to Use Available Seats as Presented. Motion carried – Pethke and Scheller absent.

Motion by R. Johnson / Hollman to approve the N.E.W. Rehab Occupational Therapy Contract for SY1920 as presented. Motion carried – Pethke and Scheller absent.

Motion by Forbes / Hollman to approve the Paving the Way Cost Structure for Non-Resident Students as presented. Motion carried – Pethke and Scheller absent.

Next Meeting Dates: May 25, 2019 – Commencement Ceremony – 11:00 a.m. – LWHS Gymnasium, June 3, 2019 – Finance Committee Mtg – 5:30 p.m. – MES Board Room, June 3, 2019 – 8th Gr. Recognition – LWJr./Sr.HS Gymnasium - 2:00 p.m., June 4, 2019 – Policy and HR Committee Meeting – 5:00 p.m. – MES Board Room, June 6, 2019 – Heart of Gold Recognition – 7:30 a.m. – LWHS Commons, June 12, 2019 – Special BOE Mtg – Hoffman Update – 5:30 p.m. – LWHS Library, June 17, 2019 – Regular BOE Mtg – 7:00 p.m. – LWHS Library, July 22, 2019 – Regular BOE Mtg – 7:00 p.m. – LWHS Library, August 14, 2019 – MS/HS Project Groundbreaking – 5:30-6:00 p.m., August 19, 2019 – Regular BOE Mtg – 7:00 p.m. – HS Library, August 20, 2019 MES Site Project Grand Opening & Ribbon Cutting – 6:00-6:30 p.m.

Motion by Hollman / Pohl to Adjourn at 7:28 p.m. Motion carried – Pethke and Scheller absent.

Jeanne Frazier, Recorder

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79794	PINE VALLEY GOLF COU	JPAP52	05/20/2019	MARATHON GOLF REGIONAL ON 5/21/19 - GREEN FEES	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/COED GOLF	0	125.00
						Totals for 79794	125.00
79795	BEYER, JON	JPAP52	05/20/2019	VARSITY BASEBALL REGIONAL OFFICIAL ON 5/23/19 VS WAUTOMA/INCLUDES MILEAGE	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	89.66
						Totals for 79795	89.66
79796	SCHOOL DISTRICT OF M	JPAP52	05/20/2019	CWC GOLF MATCH	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/COED GOLF	0	100.00
						Totals for 79796	100.00
79797	SPIEGELBERG, DARYL	JPAP52	05/20/2019	VARSITY REGIONAL BASEBALL OFFICIAL ON 5/23/19 VS WAUTOMA/INCLUDES MILEAGE	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	104.69
						Totals for 79797	104.69
79798	POSTMASTER MANAWA	JPAP52	05/22/2019	CENSUS BULK MAILING	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	285.59
						Totals for 79798	285.59
79799	ALLIANT ENERGY	JPAP52	05/24/2019	#4740620000 - LWHS GAS - 4/5/19 - 5/7/19	GENERAL FUND/GAS FOR HEAT/OPERATION	4001900136	1,461.50
79799	ALLIANT ENERGY	JPAP52	05/24/2019	MES Electric (6 months)	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1011900060	4,295.18
79799	ALLIANT ENERGY	JPAP52	05/24/2019	PAES LAB - ELECTRIC & GAS - 4/5/19 - 5/7/19	SPECIAL EDUCATION FUND/GAS FOR HEAT/BUILDINGS	271900083	61.97
79799	ALLIANT ENERGY	JPAP52	05/24/2019	PAES LAB - ELECTRIC & GAS - 4/5/19 - 5/7/19	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN HEAT/BUILDINGS	271900083	61.97
79799	ALLIANT ENERGY	JPAP52	05/24/2019	HS Electric - 4/5/19 - 5/7/19	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	7,766.39
79799	ALLIANT ENERGY	JPAP52	05/24/2019	GAS - ELEMENTARY SCHOOL - 4/5/19 - 5/7/19	GENERAL FUND/GAS FOR HEAT/OPERATION	1011900059	1,819.37
79799	ALLIANT ENERGY	JPAP52	05/24/2019	#4706230000 - CONCESSIONS - (4/2/19 - 5/1/19)	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	20.46
79799	ALLIANT ENERGY	JPAP52	05/24/2019	NEW SIGN - ELEC - 4/4/19 - 5/6/19	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4001900135	33.00
						Totals for 79799	15,519.84
79800	AMAZON CAPITAL SERVI	JPAP52	05/24/2019	OFFICE SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	1011900096	29.57
79800	AMAZON CAPITAL SERVI	JPAP52	05/24/2019	Bloxels & Learn to Code	GENERAL FUND/OTHER MEDIA/SCHOOL	1011900097	225.33

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79800	AMAZON CAPITAL SERVI	JPAP52	05/24/2019	POSTER FRAMES FOR BOARD RM / OFFICES FOR INSPIRATIONAL POSTERS	LIBRARY GENERAL FUND/NON-CAPITAL EQUIPMENT/OFFICE OF SUPERINTENDENT	5001900018	79.98
						Totals for 79800	334.88
79801	AP EXAMS	JPAP52	05/24/2019	EXAMS & COLLEGE BOARD FEE REDUCTIONS	GENERAL FUND/PUPIL DUES AND FEES/GUIDANCE-STUDEN T \$	0	2,656.00
						Totals for 79801	2,656.00
79802	AUGUST WINTER & SONS	JPAP52	05/24/2019	REPLACED BELTS ON ALL UNITS AT LWHS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/BUILDINGS	0	1,269.63
						Totals for 79802	1,269.63
79803	BATTERIES PLUS	JPAP52	05/24/2019	FLO10392 BULBS	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	487.50
						Totals for 79803	487.50
79804	BRAINPOP LLC	JPAP52	05/24/2019	BrainPop & BrainPop Jr. Renewal	GENERAL FUND/TECH/SOFTWARE SERVIC/SCHOOL LIBRARY	1011900090	2,550.00
						Totals for 79804	2,550.00
79805	BREAKOUT, INC	JPAP52	05/24/2019	Breakout EDU Kits	GENERAL FUND/OTHER MEDIA/SCHOOL LIBRARY	4001900317	275.00
79805	BREAKOUT, INC	JPAP52	05/24/2019	Breakout EDU Kits	GENERAL FUND/OTHER MEDIA/SCHOOL LIBRARY	1011900091	275.00
						Totals for 79805	550.00
79806	CESA 6-CONFERENCE RE	JPAP52	05/24/2019	CONTINUOUS CLASSROOM ROOM IMPROVEMENT WORKSHOP - JAN. 15 & MARCH 8, 2019 (2 1/2 DAYS)	GENERAL FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	0	1,200.00
						Totals for 79806	1,200.00
79807	CINTAS CORPORATION L	JPAP52	05/24/2019	CUSTODIAL SUPPLIES	FOOD SERVICE FUND/CLEANING SERVICES/OPERATION	0	27.97
79807	CINTAS CORPORATION L	JPAP52	05/24/2019	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	29.06
79807	CINTAS CORPORATION L	JPAP52	05/24/2019	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	237.03
79807	CINTAS CORPORATION L	JPAP52	05/24/2019	CUSTODIAL SUPPLIES	GENERAL FUND/CLEANING SERVICES/OPERATION	0	16.37
						Totals for 79807	310.43
79808	COUNTY OF WAUPACA -	JPAP52	05/24/2019	COUNTY CLERK FEES - ELECTION INSERT APRIL 2019 NOTICE	GENERAL FUND/PERSONAL SERVICES/ELECTION	0	146.17
						Totals for 79808	146.17
79809	HUNTER'S GLEN GOLF C	JPAP52	05/24/2019	GOLF TEAM SECTIONAL FEES ON MAY 28, 2019	GENERAL FUND/DUES & FEES MEMBERSHIP/FT FEES/COED GOLF	0	125.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					Totals for 79809		125.00
79810	INSTRUMENTALIST AWAR	JPAP52	05/24/2019	AUSTIN ROHAN INSTRUMENTAL AWARDS	GENERAL FUND/GENERAL SUPPLIES/INSTRUMENTA L MUSIC	4001900271	204.50
					Totals for 79810		204.50
79811	LAFORCE INC	JPAP52	05/24/2019	3 PRIMUS KEYS CUT & STAMPED TO "A9" - HS CUSTODIAL CLOSET	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	26.85
					Totals for 79811		26.85
79812	NASSCO, INC	JPAP52	05/24/2019	CUSTODIAL SUPPLIES - MES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	1,969.77
					Totals for 79812		1,969.77
79813	OFFICE DEPOT	JPAP52	05/24/2019	PAPER, PRM CHOICE	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	44.76
					Totals for 79813		44.76
79814	PC & CELL SOLUTIONS,	JPAP52	05/24/2019	SECURITY SYSTEM CAMERAS	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	0	27,028.00
					Totals for 79814		27,028.00
79815	SCHOOL SPECIALTY INC	JPAP52	05/24/2019	ANDREA HRABAN SENIOR DVD'S FOR SENIOR VIDEO	GENERAL FUND/GENERAL SUPPLIES/BUSINESS OCCUPATIONS	4001900313	95.06
					Totals for 79815		95.06
79816	SERVICE MOTOR COMPAN	JPAP52	05/24/2019	Windshield replacement for Kubota	GENERAL FUND/EQUIPMENT PURCHASE REPLACEMENT/OPERATIO N	8001900029	1,061.10
					Totals for 79816		1,061.10
79817	SOLARUS	JPAP52	05/24/2019	DISTRICT OFFICE PHONE SERVICE - JUNE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	367.20
79817	SOLARUS	JPAP52	05/24/2019	MES - PHONE - JUNE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	746.48
79817	SOLARUS	JPAP52	05/24/2019	PAES LAB - JUNE	SPECIAL EDUCATION FUND/COMMUNICATION/P UBLIC INFORMATION	271900088	148.04
79817	SOLARUS	JPAP52	05/24/2019	LWHS - PHONE - JUNE	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900013	775.09
					Totals for 79817		2,036.81
79818	THE OFFICE TECHNOLOG	JPAP52	05/24/2019	Lease for 70 Chromebooks \$1,008.56/month	GENERAL FUND/TECHNOLOGY RELATED	8001900015	916.87

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					HARDWARE/ADMINISTRATIVE TECHNOLOGY SERVICE		
					Totals for 79818		916.87
79819	UW-LA CROSSE	jpap52	05/28/2019	STATE TRACK QUALIFIERS & COACHES	GENERAL FUND/EMPLOYEE TRAVEL/CO-ED TRACK	0	855.00
					Totals for 79819		855.00
79821	AMAZON CAPITAL SERVICE	JPAP53	05/30/2019	Display screens & mounts, Miracast adapters for the boardroom	GENERAL FUND/NON-CAPITAL EQUIPMENT/ADMINISTRATIVE TECHNOLOGY SERVICE	4001900309	542.45
					Totals for 79821		542.45
79822	APPLE COMPUTER INC.	JPAP53	05/30/2019	BEMIS Grant - iPads	GENERAL FUND/NON-CAPITAL TECHNOLOGY/SCHOOL LIBRARY	1011900098	1,596.00
					Totals for 79822		1,596.00
79823	C.E.S.A. #5	JPAP53	05/30/2019	WAUPACA CTY ALTERNATIVE PROGRAMING	GENERAL FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen	0	8,041.66
					Totals for 79823		8,041.66
79824	CESA 6-CONFERENCE RE	JPAP53	05/30/2019	CESA 6 Technology Coordinator Meeting November 30, 2018 February 22, 2019 May 10, 2019	GENERAL FUND/TRANSFER TO CESA/ADMINISTRATIVE TECHNOLOGY SERVICE	8001900017	25.00
79824	CESA 6-CONFERENCE RE	JPAP53	05/30/2019	PAC/LEG BREAKFAST - 4/5/19 M. OPPOR, C. O'BRIEN, H. POHL	GENERAL FUND/TRANSFER TO CESA/GENERAL ADMINISTRATION	0	27.00
79824	CESA 6-CONFERENCE RE	JPAP53	05/30/2019	PAC-LEG BREAKFAST 5/3/19 - M OPPOR	GENERAL FUND/TRANSFER TO CESA/GENERAL ADMINISTRATION	0	10.00
					Totals for 79824		62.00
79825	DECKER EQUIPMENT	JPAP53	05/30/2019	LWHS PLASTIC CHAIR TIPS	GENERAL FUND/GENERAL SUPPLIES/REGULAR CURRICULUM	4001900322	110.95
					Totals for 79825		110.95
79826	DELTA DENTAL-VISION	JPAP53	05/30/2019	VISION INSURANCE - 6/1/19 - 6/30/19	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	666.22
					Totals for 79826		666.22
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	LWJSH MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	134.80
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	LWJSH MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	121.33
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	148.85
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	MES MILK ORDER	FOOD SERVICE	0	121.65

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	MES MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	215.00
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	MES MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	215.00
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	LWJSH MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	66.15
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	LWJSH MILK AND FOOD ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	88.08
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	LWJSH MILK AND FOOD ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	148.58
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	LWJSH MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	77.25
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	LWJSH MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	66.60
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	LWJSH MILK AND FOOD ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	159.23
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	LWJSH MILK AND FOOD ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	143.58
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	MES MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	110.55
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	MES MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	110.55
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	MES MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	221.10
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	MES MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	111.00
79827	ENGELHARDT DAIRY OF	JPAP53	05/30/2019	MES MILK ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	211.10
79828	FLASHTIMING	JPAP53	05/30/2019	EQUIPMENT	GENERAL FUND/NON-CAPITAL EQUIPMENT/CO-ED TRACK	4001900308	95.00
79829	FOLLETT SCHOOL SOLUT	JPAP53	05/30/2019	Final Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	4001900321	1,621.28
79830	LAFORCE INC	JPAP53	05/30/2019	3 PRIMUS KEYS CUT & STAMPED	GENERAL	0	35.80
						Totals for 79827	2,470.40
						Totals for 79828	95.00
						Totals for 79829	1,621.28

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				A10 1 PRIMUS KEY CUT AND STAMPED MKAB79	FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION		
					Totals for 79830		35.80
79831	MID-AMERICAN RESEARC	JPAP53	05/30/2019	BACTERIZER QT	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	133.39
					Totals for 79831		133.39
79832	NASSCO, INC	JPAP53	05/30/2019	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	335.20
79832	NASSCO, INC	JPAP53	05/30/2019	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	2.83
					Totals for 79832		338.03
79833	OFFICE DEPOT	JPAP53	05/30/2019	SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	15.97
79833	OFFICE DEPOT	JPAP53	05/30/2019	SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	29.18
					Totals for 79833		45.15
79834	PAN-O-GOLD BAKING	JPAP53	05/30/2019	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	48.00
79834	PAN-O-GOLD BAKING	JPAP53	05/30/2019	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	304.28
79834	PAN-O-GOLD BAKING	JPAP53	05/30/2019	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	126.38
79834	PAN-O-GOLD BAKING	JPAP53	05/30/2019	BREAD PRODUCTS	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	128.16
					Totals for 79834		606.82
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	18.85
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	12.40
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	795.06
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	173.36
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	676.26
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	654.70
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FOOD SERVICE	0	54.33

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	935.86
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	57.58
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	764.21
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	109.35
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	820.13
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	262.34
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	163.19
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	751.67
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES FOOD SERVICE	0	24.98
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	FOOD AND NON-FOOD SUPPLIES	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	773.55
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	USDA COMMODITY ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	15.95
79835	REINHART FOOD SERVIC	JPAP53	05/30/2019	USDA COMMODITY ORDER	FUND/FOOD/FOOD SERVICES FOOD SERVICE	0	36.25
						Totals for 79835	7,100.02
79836	REMINGTON'S QUALITY	JPAP53	05/30/2019	SPED GROCERY CONTINGENCY FOR 1ST QUARTER	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	271900076	27.30
						Totals for 79836	27.30
79837	STANDARD INSURANCE C	JPAP53	05/30/2019	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LIFE INSURANCE PAYABLE	0	1,124.27
79837	STANDARD INSURANCE C	JPAP53	05/30/2019	LIFE/STD & LTD PREMIUMS	GENERAL FUND/LTD INS PAYABLE	0	938.37
79837	STANDARD INSURANCE C	JPAP53	05/30/2019	LIFE/STD & LTD PREMIUMS	GENERAL FUND/STD INS PAYABLE	0	366.01
						Totals for 79837	2,428.65
79838	MARSHFIELD CLINIC	P9	05/31/2019	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	315.35
						Totals for 79838	315.35
79839	AMAZON CAPITAL SERVI	JPAP60	06/07/2019	BEMIS Grant	GENERAL FUND/NON-CAPITAL	1011900101	1,387.98

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					TECHNOLOGY/SCHOOL LIBRARY		
					Totals for 79839		1,387.98
79840	ROBERT W BAIRD & CO	JPAP60	06/07/2019	ONSITE GENERAL CONSULTING: 5/1/19 = \$850/5/3/19 - 2 HRS = \$100/5/9/19 - 1 HR = \$50	GENERAL FUND/PERSONAL SERVICES/DIRECTION OF BUSINESS	0	1,000.00
					Totals for 79840		1,000.00
79841	BATTERIES PLUS	JPAP60	06/07/2019	BULBS FOR LWHS	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	97.50
					Totals for 79841		97.50
79842	CDW GOVERNMENT, INC.	jpap60	06/07/2019	EPSON POWERLITE 107 XGA PROJ3500L	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRAT IVE TECHNOLOGY SERV	0	1,011.82
					Totals for 79842		1,011.82
79843	CESA 6-CONFERENCE RE	JPAP60	06/07/2019	Audiology/Hearing Itinerant CESA bill	SPECIAL EDUCATION FUND/TRANSFER TO CESA/AUDIOLOGY CESA	271900084	791.68
79843	CESA 6-CONFERENCE RE	JPAP60	06/07/2019	Audiology/Hearing Itinerant CESA bill	SPECIAL EDUCATION FUND/TRANSFER TO CESA/HEARING CESA	271900084	189.17
79843	CESA 6-CONFERENCE RE	JPAP60	06/07/2019	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	2,789.98
79843	CESA 6-CONFERENCE RE	JPAP60	06/07/2019	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	2,789.98
79843	CESA 6-CONFERENCE RE	JPAP60	06/07/2019	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/SUPERVISION/COO R OF EXCEP EDUC	8001900012	620.00
79843	CESA 6-CONFERENCE RE	JPAP60	06/07/2019	CESA bill for Leadership and Physical Therapy	GENERAL FUND/TRANSFER TO CESA/DIR OF IMPROVEMENT OF INSTRUCT	8001900012	3,099.98
79843	CESA 6-CONFERENCE RE	JPAP60	06/07/2019	CESA bill for Leadership and Physical Therapy	GENERAL FUND/TRANSFER TO CESA/DIR OF IMPROVEMENT OF INSTRUCT	8001900012	3,099.98
79843	CESA 6-CONFERENCE RE	JPAP60	06/07/2019	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/INSTRUCTIONAL STAFF TRAINING	8001900012	2,675.20
79843	CESA 6-CONFERENCE RE	JPAP60	06/07/2019	CESA bill for Leadership and Physical Therapy	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	8001900012	668.80
					Totals for 79843		16,724.77
79844	CINTAS CORPORATION L	JPAP60	06/07/2019	CUSTODIAL SUPPLIES	GENERAL	0	219.70

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79844	CINTAS CORPORATION L	JPAP60	06/07/2019	CUSTODIAL SUPPLIES	FUND/GENERAL SUPPLIES/OPERATION FOOD SERVICE	0	27.97
79844	CINTAS CORPORATION L	JPAP60	06/07/2019	CUSTODIAL SUPPLIES	FUND/CLEANING SERVICES/OPERATION GENERAL	0	66.26
79844	CINTAS CORPORATION L	JPAP60	06/07/2019	CUSTODIAL SUPPLIES	FUND/CLEANING SERVICES/OPERATION GENERAL	0	274.23
79844	CINTAS CORPORATION L	JPAP60	06/07/2019	CUSTODIAL SUPPLIES	FUND/CLEANING SERVICES/OPERATION SPECIAL EDUCATION	0	16.37
					Totals for 79844		604.53
79845	FOLLETT SCHOOL SOLUT	JPAP60	06/07/2019	Final Book Order	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	4001900321	519.90
79845	FOLLETT SCHOOL SOLUT	JPAP60	06/07/2019	Final Book Order 2018-19	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1011900093	5,356.62
					Totals for 79845		5,876.52
79846	HUDL	JPAP60	06/07/2019	BOYS VARSITY FOOTBALL UNLIMITED GAME AND SCOUT	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/BOYS FOOTBALL	4001900327	900.00
79846	HUDL	JPAP60	06/07/2019	BOYS VARSITY FOOTBALL UNLIMITED GAME AND SCOUT	GENERAL FUND/COMPUTER SOFTWARE PROGRAMS/BOYS FOOTBALL	4001900327	1,000.00
					Totals for 79846		1,900.00
79847	INTELLICORP RECORDS,	jpap60	06/07/2019	OUT OF STATE BACKGROUND CHECKS	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	106.95
					Totals for 79847		106.95
79848	JOSTENS INC.	JPAP60	06/07/2019	DIPLOMA - JOLINE ANTOINETTE DENTON	GENERAL FUND/GENERAL SUPPLIES/MISC HIGH SCHOOL	4001900015	12.64
					Totals for 79848		12.64
79849	KEGLERS BOWLING CENT	JPAP60	06/07/2019	PIZZAS	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	271900112	79.75
					Totals for 79849		79.75
79850	KOBUSSEN BUSES LTD	JPAP60	06/07/2019	BUSING - MAY 2019	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED FLEET	0	53,258.66
79850	KOBUSSEN BUSES LTD	JPAP60	06/07/2019	BUSING - MAY 2019	GENERAL FUND/CONTRACTED	0	7,852.94

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79850	KOBUSSEN BUSES LTD	JPAP60	06/07/2019	BUSING - MAY 2019	PUPIL TRANSPORTATIO/CO-CUR RICULAR TRANS SPECIAL EDUCATION FUND/CONTRACTED	0	6,048.02
79850	KOBUSSEN BUSES LTD	JPAP60	06/07/2019	BUSING - MAY 2019	PUPIL TRANSPORTATIO/SPECIA L EDUCATION HDCP GENERAL FUND/CONTRACTED	0	729.01
79850	KOBUSSEN BUSES LTD	JPAP60	06/07/2019	BUSING - MAY 2019	PUPIL TRANSPORTATIO/FIELD TRIPS GENERAL FUND/CONTRACTED	0	1,826.45
79850	KOBUSSEN BUSES LTD	JPAP60	06/07/2019	BUSING - MAY 2019	PUPIL TRANSPORTATIO/FIELD TRIPS SPECIAL EDUCATION FUND/CONTRACTED	0	319.25
79850	KOBUSSEN BUSES LTD	JPAP60	06/07/2019	BUSING - MAY 2019	PUPIL TRANSPORTATIO/SPECIA L EDUCATION HDCP SPECIAL EDUCATION FUND/CONTRACTED	0	81.41
					Totals for 79850		70,115.74
79851	NORTH EASTERN WISCON	JPAP60	06/07/2019	Open PO for OT bills	SPECIAL EDUCATION FUND/PERSONAL SERVICES/OCCUPATIONA L THERAPY	271900095	2,755.00
					Totals for 79851		2,755.00
79852	OFFICE DEPOT	jpap60	06/07/2019	SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	6.30
79852	OFFICE DEPOT	jpap60	06/07/2019	SUPPLIES	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	0	25.99
					Totals for 79852		32.29
79853	PITNEY BOWES INC	jpap60	06/07/2019	LEASING CHARGES	GENERAL FUND/POSTAGE/CARTAGE /CENTRAL SERVICES	0	411.54
					Totals for 79853		411.54
79854	REMINGTON'S QUALITY	JPAP60	06/07/2019	SPED PICNIC	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	271900111	19.81
					Totals for 79854		19.81
79855	SAN-A-CARE, INC.	jpap60	06/07/2019	CUSTODIAL REPAIRS AT LWHS	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/EQUIPMENT	0	294.34
					Totals for 79855		294.34
79856	SCHOOL DISTRICT OF N	JPAP60	06/07/2019	BALANCE DUE FOR 4/7/19 TRACK	GENERAL FUND/DUES &	0	125.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				INVITATIONAL	FEES MEMBRSHIP/FT FEES/CO-ED TRACK		
					Totals for 79856		125.00
79857	US CELLULAR	jpap60	06/07/2019	CELL PHONES	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	0	445.82
					Totals for 79857		445.82
79858	WISCONSIN ASSOC OF S	JPAP60	06/07/2019	#12 WASB MEMBERSHIP DUES 2019-20	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOARD MEMBERS	0	3,185.00
					Totals for 79858		3,185.00
79859	WEX BANK - GLOBAL FL	JPAP60	06/07/2019	ALL OTHER FUEL	GENERAL FUND/FUEL-VEHICLE OPERATION/REGULAR	0	396.26
					Totals for 79859		396.26
79860	WI DEPT OF JUSTICE	jpap60	06/07/2019	BACKGROUND CHECKS	GENERAL FUND/PERSONAL SERVICES/GENERAL ADMINISTRATION	0	182.00
					Totals for 79860		182.00
79861	ENGELHARDT DAIRY OF	JPAP60	06/10/2019	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	67.80
79861	ENGELHARDT DAIRY OF	JPAP60	06/10/2019	LWJSHS MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	55.50
79861	ENGELHARDT DAIRY OF	JPAP60	06/10/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	132.75
79861	ENGELHARDT DAIRY OF	JPAP60	06/10/2019	MES MILK ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	118.10
					Totals for 79861		374.15
79862	REINHART FOOD SERVIC	JPAP60	06/10/2019	FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	36.91
79862	REINHART FOOD SERVIC	JPAP60	06/10/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/CENTRAL SUPPLY ROOM/FOOD SERVICES	0	12.98
79862	REINHART FOOD SERVIC	JPAP60	06/10/2019	FOOD AND NON FOOD SUPPLIES	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	144.55
79862	REINHART FOOD SERVIC	JPAP60	06/10/2019	USDA COMMODITY ORDER	FOOD SERVICE FUND/FOOD/FOOD SERVICES	0	17.40
					Totals for 79862		211.84
79863	WAUPACA COUNTY DHHS	JPAP60	06/10/2019	MES HEALTH INSPECTION	FOOD SERVICE FUND/OPERATIONAL SERVICES/FOOD SERVICES	0	311.00
79863	WAUPACA COUNTY DHHS	JPAP60	06/10/2019	LWJSHS HEALTH INSPECTION	FOOD SERVICE FUND/OPERATIONAL SERVICES/FOOD SERVICES	0	392.00
					Totals for 79863		703.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
79864	CASH	JPAP61	06/11/2019	REIMBURSE MES PETTY CASH	GENERAL FUND/GENERAL SUPPLIES/OFFICE OF THE PRINCIPAL	0	44.58
						Totals for 79864	44.58
79865	CENTURY LINK	JPAP61	06/11/2019	Long Distance telephone bill	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8001900011	65.28
						Totals for 79865	65.28
79866	DENTON, DIONNE	JPAP61	06/11/2019	CLOSE OUT FOOD SERVICE ACCOUNT FOR J. DENTON	FOOD SERVICE FUND/OTHER DEFERRED REVENUES	0	124.56
						Totals for 79866	124.56
79867	DPI BUSINESS OFFICE	JPAP61	06/11/2019	SOCIAL AND EMOTION LEARNING CONFERENCE WOLFGRAM, CONNOLLY & BRAUER	GENERAL FUND/PERSONAL SERVICES/INSTRUCTION AL STAFF TRAINING	5001900019	300.00
						Totals for 79867	300.00
79868	JOSTENS INC.	JPAP61	06/11/2019	YEARBOOKS	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK FEE	0	2,983.65
79868	JOSTENS INC.	JPAP61	06/11/2019	CREDIT FOR RETURNING EXTRA COPIES	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK FEE	0	-359.10
						Totals for 79868	2,624.55
79869	MOSQUITO HILL NATURE	JPAP61	06/11/2019	USE OF CONFERENCE ROOM ON 7/9/19 & 7/10/19 WITH COFFEE SERVICE BOTH DAYS	GENERAL FUND/PERSONAL SERVICES/INSTRUCTION AL STAFF TRAINING	0	110.00
						Totals for 79869	110.00
79870	SCHUELKE, TIMOTHY	JPAP61	06/11/2019	REIMBURSING STATE GOLF TEAM EXPENSES	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/COED GOLF	0	96.00
79870	SCHUELKE, TIMOTHY	JPAP61	06/11/2019	REIMBURSING STATE GOLF TEAM EXPENSES	GENERAL FUND/PUPIL LODGING & MEALS/COED GOLF	0	415.78
						Totals for 79870	511.78
79871	STRANG, PATTESON, RE	JPAP61	06/11/2019	LEGAL FEES	GENERAL FUND/PERSONAL SERVICES/LEGAL	0	8,543.23
						Totals for 79871	8,543.23
79872	TOWN OF LITTLE WOLF,	JPAP61	06/11/2019	STEP PROGRAM - HARRIETT KLEMM	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES	0	34.13
						Totals for 79872	34.13
79873	TOWN OF UNION, TREAS	JPAP61	06/11/2019	STEP PROGRAM - CAROL BECK	COMMUNITY SERVICE FUND/TRANSFER TO MUNICIPALITY/OTHER COMMUNITY SERVICES	0	266.50
						Totals for 79873	266.50
79874	WI ASSOC OF FAMILY &	JPAP61	06/11/2019	MENTAL HEALTH SUMMIT- JUNE 18, 2019 BRAUER, CONNOLLY &	GENERAL FUND/PERSONAL	5001900020	210.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				WOLFGRAM	SERVICES/INSTRUCTION AL STAFF TRAINING		
					Totals for 79874		210.00
79876	BRASCH, AMY	JPAP61	06/14/2019	REFUND CHROMEBOOK CORD CHARGE	GENERAL FUND/STUDENT FINES/DISTRICT WIDE	0	20.00
					Totals for 79876		20.00
79877	STERLING WATER CULLI	JPAP61	06/14/2019	WATER SOFTENER SALT - MES	GENERAL FUND/REPAIR & MAINTENANCE SERVICES/OPERATION	0	75.35
					Totals for 79877		75.35
79878	FOLLETT SCHOOL SOLUT	jpap61	06/14/2019	Final Book Order 2018-19	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1011900093	572.28
79878	FOLLETT SCHOOL SOLUT	JPAP61	06/14/2019	Final Book Order 2018-19	GENERAL FUND/LIBRARY BOOKS/SCHOOL LIBRARY	1011900093	33.21
					Totals for 79878		605.49
79879	GRAICHEN DISPOSAL &	JPAP61	06/14/2019	Graichen 10 months @ \$755/month	GENERAL FUND/OPERATIONAL SERVICES/SITES	8001900014	377.50
79879	GRAICHEN DISPOSAL &	JPAP61	06/14/2019	Graichen 10 months @ \$755/month	GENERAL FUND/OPERATIONAL SERVICES/SITES	8001900014	377.50
					Totals for 79879		755.00
79880	JOSTENS INC.	JPAP61	06/14/2019	FINAL YEARBOOK PAYMENT	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK FEE	0	439.33
					Totals for 79880		439.33
79881	KOBUSSEN BUSES LTD	JPAP61	06/14/2019	JUNE 2019 REGULAR SCHOOL YEAR BUSING	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED FLEET	0	6,926.08
79881	KOBUSSEN BUSES LTD	JPAP61	06/14/2019	JUNE 2019 REGULAR SCHOOL YEAR BUSING	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIA L EDUCATION HDCP	0	824.73
79881	KOBUSSEN BUSES LTD	JPAP61	06/14/2019	JUNE 2019 REGULAR SCHOOL YEAR BUSING	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS	0	921.68
79881	KOBUSSEN BUSES LTD	JPAP61	06/14/2019	JUNE 2019 REGULAR SCHOOL YEAR BUSING	GENERAL FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS	0	81.41
					Totals for 79881		8,753.90
79882	MULTI MEDIA CHANNELS	JPAP61	06/14/2019	PUBLISHING EXPENSES - APRIL WOLF PACK EXPRESS JOB & POSTAGE/2019 GRADUATION BOE	GENERAL FUND/PRINTING AND BINDING/INFORMATION	0	1,390.77

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
				SPECIAL SECTION/FEB MEETING MINUTES			
					Totals for 79882		1,390.77
79883	NASSCO, INC	JPAP61	06/14/2019	CUSTODIAL SUPPLIES	GENERAL	0	2,749.36
					FUND/GENERAL SUPPLIES/OPERATION		
79883	NASSCO, INC	JPAP61	06/14/2019	CUSTODIAL SUPPLIES	GENERAL	0	56.02
					FUND/NON-CAPITAL EQUIPMENT/OPERATION		
					Totals for 79883		2,805.38
79884	SCHOOL DISTRICT OF M	JPAP61	06/14/2019	TO MOVE CHECK THAT WAS DEPOSITED INTO BANK 0 TO BANK 9	HS - ACTIVITY ACCOUNT/CROSS COUNTRY RESALE	0	45.00
					Totals for 79884		45.00
79885	THE FLOWER POT	JPAP61	06/14/2019	PLANT FOR HARRIET KLEMM FUNERAL	GENERAL FUND/PERSONAL SERVICES/BOARD OF EDUCATION	0	43.99
					Totals for 79885		43.99
79886	TROPHIES & TREASURES	JPAP61	06/14/2019	8 X 10 FRIEND OF ED - ENGRAVING AND UPDATES	GENERAL FUND/CENTRAL SUPPLY ROOM/DISTRICT ADMINISTRATION	0	74.68
					Totals for 79886		74.68
79887	TRUGREEN LIMITED PAR	JPAP61	06/14/2019	LAWN SERVICE @ RETIRED ELEMENTARY	GENERAL FUND/CLEANING SERVICES/OPERATION	0	155.00
79887	TRUGREEN LIMITED PAR	JPAP61	06/14/2019	LAWN SERVICE @ MBS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	396.00
79887	TRUGREEN LIMITED PAR	JPAP61	06/14/2019	LAWN SERVICE @ LWHS	GENERAL FUND/CLEANING SERVICES/OPERATION	0	1,487.00
					Totals for 79887		2,038.00
79888	WARNING, ANN	JPAP61	06/14/2019	MEMORIAL FOR BROTHER - JAMES R. O'BRIEN	GENERAL FUND/PERSONAL SERVICES/BOARD OF EDUCATION	0	25.00
					Totals for 79888		25.00
181900088	DRATH, RONALD	JPAP52	05/20/2019	VARSITY BASEBALL OFFICIAL ON 5/16/19 VS NORTHLAND LUTHERAN/WI VALLEY LUTHERAN	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	80.00
					Totals for 181900088		80.00
181900089	ROLOFF, ROBERT	JPAP52	05/20/2019	VARSITY BASEBALL OFFICIAL ON 5/16/19 VS NORTHLAND LUTHERAN/WI VALLEY LUTHERAN	GENERAL FUND/PERSONAL SERVICES/BOYS BASEBALL	0	80.00
					Totals for 181900089		80.00
181900090	HRABAN, ANDREA	JPAP52	05/24/2019	REIMBURSE HOTEL EXPENSE FOR NGPF SUMMIT	GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	0	82.60
181900090	HRABAN, ANDREA	JPAP52	05/24/2019	ANDREA HRABAN YEARBOOK SIGNING PARTY- GRAD MINTS	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK	4001900316	8.94

CHECK NUMBER	CHECK VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FEE		
					Totals for 181900090		91.54
181900091	ORT, JESSIE	JPAP52	05/24/2019	MILEAGE REIMBURSEMENT - TAKING BOYS TO WORK	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS	0	211.12
					Totals for 181900091		211.12
181900092	O'BRIEN, CARMEN	JPAP53	05/30/2019	REIMBURSE FOR STAFF WELLNESS GIFT CARDS	Special Revenue Trust Fund/GENERAL SUPPLIES/HEALTH	0	503.55
					Totals for 181900092		503.55
181900093	HRABAN, ANDREA	JPAP60	06/07/2019	MEALS & PARKING - NGPF SUMMIT MARCH 2019	GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	0	83.12
					Totals for 181900093		83.12
181900094	SITTER, KATHRYN	JPAP60	06/07/2019	REIMBURSE TUITION	SPECIAL EDUCATION FUND/PERSONAL SERVICES/BOARD MEMBERS	0	3,750.00
					Totals for 181900094		3,750.00
181900095	ABBEY, JANET	JPAP61	06/11/2019	MILEAGE REIMBURSEMENT - OUTREACH @ LUV 2 PLAY	GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	0	40.60
					Totals for 181900095		40.60
181900096	COLLINS, PATRICK	JPAP61	06/11/2019	REIMBURSE FOR STATE TRACK EXPENSES	GENERAL FUND/PUPIL LODGING & MEALS/CO-ED TRACK	0	811.26
					Totals for 181900096		811.26
181900097	CONNELLY, JUDITH	JPAP61	06/11/2019	MILEAGE TO ST. PAUL'S FOR TITLE 1 SERVICES	GENERAL FUND/EMPLOYEE TRAVEL/REGULAR CURRICULUM	0	71.92
					Totals for 181900097		71.92
181900098	THOMACK, HOWARD	JPAP61	06/11/2019	REIMBURSE MILEAGE	GENERAL FUND/EMPLOYEE TRAVEL/OPERATION	0	58.00
					Totals for 181900098		58.00
181900099	BORTLE, SARAH	JPAP61	06/14/2019	MILEAGE - MAKERSPACE TRAINING	GENERAL FUND/EMPLOYEE TRAVEL/INSTRUCTIONAL STAFF TRAINING	0	67.28
					Totals for 181900099		67.28
181900100	FRAZIER, JEANNE	JPAP61	06/14/2019	MILEAGE	GENERAL FUND/EMPLOYEE TRAVEL/DISTRICT ADMINISTRATION	0	22.62
					Totals for 181900100		22.62
181900101	MURSAU, JENNIFER	JPAP61	06/14/2019	REIMBURSE FOR SUMMER SCHOOL BASKETRY CLASS 2019 INVOICE#190609IN2	GENERAL FUND/GENERAL SUPPLIES/UNDIFFERENT IATED CURRICULUM	0	297.26
					Totals for 181900101		297.26
201800235	WISCONSIN RETIREMENT	R9	04/15/2019	Payroll accrual	GENERAL FUND/WI	0	9,049.52

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800235	WISCONSIN RETIREMENT	R9	04/15/2019	Payroll accrual	RETIREMENT FUND SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,358.91
201800235	WISCONSIN RETIREMENT	R9	04/15/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	381.46
201800235	WISCONSIN RETIREMENT	R9	04/15/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,049.52
201800235	WISCONSIN RETIREMENT	R9	04/15/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,358.91
201800235	WISCONSIN RETIREMENT	R9	04/15/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	381.46
					Totals for 201800235		21,579.78
201800253	WISCONSIN RETIREMENT	R9	04/30/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,471.53
201800253	WISCONSIN RETIREMENT	R9	04/30/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,580.07
201800253	WISCONSIN RETIREMENT	R9	04/30/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	501.57
201800253	WISCONSIN RETIREMENT	R9	04/30/2019	Payroll accrual	GENERAL FUND/WI RETIREMENT FUND	0	9,471.53
201800253	WISCONSIN RETIREMENT	R9	04/30/2019	Payroll accrual	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,580.07
201800253	WISCONSIN RETIREMENT	R9	04/30/2019	Payroll accrual	FOOD SERVICE FUND/WI RETIREMENT FUND	0	501.57
					Totals for 201800253		23,106.34
201800257	EMPLOYEE BENEFITS CO	JPWI50	05/02/2019	FSA & HRA CLAIMS	GENERAL FUND/FLEX PLAN SY16-17	0	156.43
201800257	EMPLOYEE BENEFITS CO	JPWI50	05/02/2019	FSA & HRA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	301.13
					Totals for 201800257		457.56
201800258	DELTA DENTAL OF WISC	JPWI50	05/01/2019	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	2,085.20
					Totals for 201800258		2,085.20
201800269	EMPLOYEE BENEFITS CO	JPWI52	05/16/2019	FSA & HRA CLAIMS	GENERAL FUND/FLEX PLAN SY16-17	0	26.57
201800269	EMPLOYEE BENEFITS CO	JPWI52	05/16/2019	FSA & HRA CLAIMS	GENERAL FUND/HRA/WEA ER DED (PMT ABOVE EE'S	0	2,312.97
					Totals for 201800269		2,339.54
201800270	DELTA DENTAL OF WISC	JPWI52	05/15/2019	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	929.00
					Totals for 201800270		929.00
201800271	EMPLOYEE BENEFITS CO	JPWI52	05/23/2019	FSA & HRA CLAIMS	GENERAL FUND/FLEX PLAN SY16-17	0	1,184.11
201800271	EMPLOYEE BENEFITS CO	JPWI52	05/23/2019	FSA & HRA CLAIMS	GENERAL	0	1,053.23

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					FUND/HRA/WEA ER DED (PMT ABOVE EE'S Totals for 201800271		2,237.34
201800272	EMPLOYEE BENEFITS CO	JPWI52	05/31/2019	RENEWAL & ADMIN FEES	GENERAL	0	1,065.45
					FUND/DISTRICT FEES / BANKING FEE/DIRECTION OF BUSINESS Totals for 201800272		1,065.45
201800273	DELTA DENTAL OF WISC	JPWI52	05/22/2019	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI Totals for 201800273	0	1,134.40
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,811.33
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,331.51
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	365.69
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	265.44
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,060.73
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	311.41
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	85.52
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	62.09
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	421.00
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	34.24
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	10.00
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	11.00
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	10,251.94
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,108.46
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	243.26

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	462.06
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,060.73
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	311.41
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	85.52
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	62.09
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,811.33
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,331.51
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	365.69
201800274	INTERNAL REVENUE SER	P9	05/31/2019	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	265.44
					Totals for 201800274		39,129.40
201800275	MASSMUTUAL FINANCIAL	P9	05/31/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	0.00
201800275	MASSMUTUAL FINANCIAL	P9	05/31/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	1,199.00
201800275	MASSMUTUAL FINANCIAL	P9	05/31/2019	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 201800275		1,249.00
201800276	WEA TAX SHELTERED AN	P9	05/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	44.88
201800276	WEA TAX SHELTERED AN	P9	05/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
201800276	WEA TAX SHELTERED AN	P9	05/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	250.00
201800276	WEA TAX SHELTERED AN	P9	05/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/WEA TRUST - TSA/ROTH	0	25.00
					Totals for 201800276		419.88
201800277	WISCONSIN DEPT OF RE	P9	05/31/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	70.00
201800277	WISCONSIN DEPT OF RE	P9	05/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	10.00
201800277	WISCONSIN DEPT OF RE	P9	05/31/2019	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	10.00
201800277	WISCONSIN DEPT OF RE	P9	05/31/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	20.39

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
201800277	WISCONSIN DEPT OF RE	P9	05/31/2019	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	6,467.72
201800277	WISCONSIN DEPT OF RE	P9	05/31/2019	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	754.79
201800277	WISCONSIN DEPT OF RE	P9	05/31/2019	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	147.52
201800277	WISCONSIN DEPT OF RE	P9	05/31/2019	Payroll accrual	COMMUNITY SERVICE FUND/STATE INCOME TAX	0	236.06
						Totals for 201800277	7,716.48
201800279	WEA MEMBER BENEFIT T	P9	05/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	53.31
201800279	WEA MEMBER BENEFIT T	P9	05/31/2019	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	140.00
						Totals for 201800279	193.31
201800286	EMPLOYEE BENEFITS CO	JPWI53	05/30/2019	FSA CLAIMS	GENERAL FUND/FLEX PLAN SY16-17	0	359.03
						Totals for 201800286	359.03
201800287	DELTA DENTAL OF WISC	JPWI53	05/29/2019	DENTAL CLAIMS & ADMINISTRATION	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,075.88
						Totals for 201800287	1,075.88
						Totals for checks	335,536.19

CREDIT CARD STATEMENT - May			WUFAR Code						
Date	Vendor	Amount	Fund	E	Location	Object	Function	Project	Description
Dan Wolfram									
5/3/2019	GED TESTING	\$6.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
5/3/2019	LITTLE WOLF DINER	\$140.00	10	E	400	415	162005	000	SKYLAR LIEBZEIT - TRACK MEET WORKER DINNER
5/2/2019	JONES SCHOOL SUPPLY	\$49.03	10	E	400	411	125400	000	ELLEN CHRISTENSEN-CHOIR AWARDS
5/10/2019	GED TESTING	\$6.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
5/13/2019	GED TESTING	\$10.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
5/13/2019	GED TESTING	\$30.00	10	E	400	389	179000	000	MARY ECK - GED TESTING
	TOTAL	\$241.03							
Melanie Oppor									
04/24/19	KFC Wis. Rapids	\$5.28	10	E	800	342	221300	714	Lunch - DOJ Safety Training
04/28/19	Apple Itunes	\$84.39	10	E	500	290	232100	0	DA health benefit
05/06/19	Skillpath: Webinar Dealing Toxic Employees	\$157.20	10	E	800	360	221300	0	Training for Administration
05/13/19	Refund Tax from Skillpath	-\$8.20	10	E	800	360	221300	0	Training for Administration
	TOTAL	\$238.67							
Jeanne Frazier									
04/30/19	Kalahari Refund	-\$12.12	10	E	500	342	230000	0	SFlynn to Skyward Conf - Tax refunded
05/02/19	Wis DOA Gaming	\$25.50	10	E	500	941	251000	0	Renewal of 50/50 type raffle license
05/02/19	Kalahari Refund	-\$12.12	10	E	800	342	295000	0	Cobarrubias to Skyward Conf - Tax refunded
	TOTAL	\$1.26							
Bryant Cobarrubias									
05/16/2019	Msft * E070087d6q	\$47.46	10	E	800	480	295000	000	Help Desk Software
05/16/2019	Studica, Inc.	\$120.00	10	E	800	480	295000	000	Toon Boom License - 1 student
05/09/2019	www.newegg.com	\$20.02	10	E	800	440	295000	000	Replacement keyboard - GIPP
05/03/2019	Glowforge.Com	\$5,995.00	10	E	101	551	222000	720	WTI Grant - Makerspace
	Total	\$6,182.48							

Name	Reference	Trans Date	Description	Post Date	Amount
		05/03/2019	SUMMER SCHOOL	05/03/2019	1,085.00
			Totals for 13801		1,085.00
		05/03/2019	FORWARD HEALTH	05/03/2019	5,828.98
			Totals for 13803		5,828.98
		05/03/2019	FOOD SERVICE	05/03/2019	1,007.00
			Totals for 13804		1,007.00
		05/03/2019	FOOD SERVICE	05/03/2019	1,987.00
			Totals for 13850		1,987.00
		05/06/2019	COMPUTER AID PAYMENT FROM REVENUE LIMIT	05/06/2019	7,325.49
			Totals for 13800		7,325.49
		05/10/2019	WAGE GARNISHMENT FEES	05/10/2019	15.00
			Totals for 13844		15.00
		05/10/2019	FORWARD HEALTH	05/10/2019	4,891.38
			Totals for 13845		4,891.38
		05/10/2019	GRADUATION STOLE	05/10/2019	88.00
			Totals for 13846		88.00
		05/10/2019	FOOD SERVICE	05/10/2019	1,362.50
			Totals for 13848		1,362.50
		05/10/2019	FOOD SERVICE	05/10/2019	2,073.20
			Totals for 13849		2,073.20
		05/13/2019	STATE SCHOOL LUNCH AID MATCH	05/13/2019	2,887.23
			Totals for 13822		2,887.23
		05/13/2019	STATE SCHOOL BREAKFAST AID SSBA	05/13/2019	834.87
			Totals for 13823		834.87
		05/13/2019	WI SCHOOL DAY MILK PROGRAM	05/13/2019	1,382.86
			Totals for 13824		1,382.86
		05/17/2019	WISCONSIN MASONIC FOUNDATION - THOMPSON	05/17/2019	1,000.00
			Totals for 13843		1,000.00
		05/17/2019	SUMMER SCHOOL	05/17/2019	210.00
			Totals for 13851		210.00
		05/17/2019	FOOD SERVICE	05/17/2019	1,188.00
			Totals for 13852		1,188.00
		05/17/2019	FOOD SERVICE	05/17/2019	1,779.71
			Totals for 13867		1,779.71
		05/17/2019		05/15/2019	15.00
			Totals for 13868		15.00
		05/17/2019	GRAD STOLE	05/15/2019	22.00
			Totals for 13869		22.00
		05/20/2019	ASSESSMENTS OF READING READINESS	05/20/2019	629.80
			Totals for 13825		629.80
		05/20/2019	COMMODITY HANDLING CHARGES	05/20/2019	-2,606.64
			Totals for 13826		-2,606.64
		05/20/2019	FOOD SERVICE AID SCHOOL BREAKFAST	05/20/2019	2,631.37
			Totals for 13827		2,631.37
		05/20/2019	FOOD SERVICE AID NATIONAL SCHOOL LUNCH	05/20/2019	11,892.04
			Totals for 13828		11,892.04
		05/24/2019	SUMMER SCHOOL	05/24/2019	170.00
			Totals for 13873		170.00
		05/24/2019	FOOD SERVICE	05/24/2019	345.56
			Totals for 13874		345.56
		05/24/2019	NSF	05/24/2019	30.00
			Totals for 13875		30.00
		05/24/2019	SOFTBALL	05/24/2019	50.00

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for 13876		50.00
		05/24/2019	STUDENT FEE	05/24/2019	270.00
			Totals for 13878		270.00
		05/24/2019	7-8 ATHLETICS	05/24/2019	15.00
			Totals for 13879		15.00
		05/24/2019	9-12 ATHLETICS	05/24/2019	655.50
			Totals for 13880		655.50
		05/24/2019	DISTRICT FEES	05/24/2019	360.00
			Totals for 13881		360.00
		05/24/2019	TECH ED CLASS FEES	05/24/2019	20.00
			Totals for 13882		20.00
		05/24/2019	ART FEES	05/24/2019	90.00
			Totals for 13883		90.00
		05/24/2019	FOOD SCIENCE FEES	05/24/2019	30.00
			Totals for 13884		30.00
		05/24/2019	INSTRUMENT RENTAL FEES	05/24/2019	150.00
			Totals for 13885		150.00
		05/24/2019	LYCEUM FEES	05/24/2019	44.00
			Totals for 13886		44.00
		05/24/2019	NEWSPAPER FEES	05/24/2019	22.00
			Totals for 13887		22.00
		05/24/2019	STUDENT FINES FEES	05/24/2019	15.00
			Totals for 13888		15.00
		05/24/2019	STUDENT PARKING FEES	05/24/2019	10.00
			Totals for 13889		10.00
		05/24/2019	9-12 YEARBOOK PAYMENT	05/24/2019	150.00
			Totals for 13890		150.00
		05/24/2019	CHROMEBOOK FINES	05/24/2019	210.00
			Totals for 13891		210.00
		05/24/2019	PHY ED OLD CHARGES	05/24/2019	20.00
			Totals for 13892		20.00
		05/24/2019	STOLE FOR A. FRASIER	05/24/2019	22.00
			Totals for 13897		22.00
		05/28/2019	HS ATHLETICS	05/28/2019	169.50
			Totals for 13907		169.50
		05/28/2019	DISTRICT FEE	05/28/2019	140.00
			Totals for 13908		140.00
		05/28/2019	TECH ED COURSE FEE	05/28/2019	10.00
			Totals for 13909		10.00
		05/28/2019	ART FEE	05/28/2019	63.00
			Totals for 13910		63.00
		05/28/2019	FOOD SCIENCE FEE	05/28/2019	10.00
			Totals for 13911		10.00
		05/28/2019	LYCEUM FEE	05/28/2019	28.00
			Totals for 13912		28.00
		05/28/2019	NEWSPAPER FEE	05/28/2019	14.00
			Totals for 13913		14.00
		05/28/2019	STUDENT FINES	05/28/2019	5.00
			Totals for 13914		5.00
		05/28/2019	YEARBOOK	05/28/2019	300.00
			Totals for 13915		300.00
		05/28/2019	Chromebook CHARGES	05/28/2019	370.00
			Totals for 13916		370.00

Name	Reference	Trans Date	Description	Post Date	Amount
		05/28/2019	PERSONAL FITNESS CHARGE	05/28/2019	10.00
			Totals for 13917		10.00
		05/28/2019	STOLE FOR C JOHNSON	05/28/2019	22.00
			Totals for 13918		22.00
		05/28/2019	HS WEEK OF 5/20	05/28/2019	1,561.45
			Totals for 13919		1,561.45
		05/31/2019	MES FOOD SERVICE FOR WEEK OF MAY 27TH	05/31/2019	748.25
			Totals for 13898		748.25
		05/31/2019	FOCUS ON ENERGY REBATE FOR LIGHTING PROJ	05/31/2019	6,315.20
			Totals for 13899		6,315.20
			Total for Cash Receipts		59,975.25

From: Randy Rosin
Date: May 30, 2019 at 10:13:09 AM CDT
To: M. Oppor
Subject: Manawa Youth Sports Association (MYSA)

Dr. Oppor:

Stage one of our field 2 improvement plan is complete. We had 6 loads of sand delivered behind old Elementary School. We were unable to deliver directly onto field 2 due to the weight of the trucks and the damage they would cause to the lawn. We then had numerous community members volunteer their time to haul sand up hill to give us a rough grade.

Stage 2 will be to grade sand so field will shed water and plant grass seed so drive up point is repaired.

Total cost that MYSA has donated is \$3196.05.

We also bought supplies and asked Dan Koehler, and his class, to build us 4 picnic tables as the old tables were unusable. We moved picnic tables into place and they look great. Total cost that MYSA has donated is \$450.

I would like to thank you for your time and permission to improve these fields. It is great to have such a positive relationship with school administration.

Thanks again
Randy Rosin
MYSA President

May 29, 2019

Manawa School District
Attn: Melanie Oppor
P.O. Box 400
Manawa, WI 54949

Dear Ms. Oppor:

I am pleased to share with you that the WCA Group Health Trust (GHT) has approved your wellness grant request. The GHT looks forward to partnering with your district to promote wellness in your workplace.

Please find enclosed a check in the amount of \$1,000 for funding your wellness program. If you have any questions, please feel free to contact me at 1.866.404.2700 or e-mail me at hageman@wicounties.org.

Sincerely,



Kelly Hageman
Wellness Program Administrator

Enclosure



June 3, 2019

Manawa School District
Development Director
800 Beech St.
Manawa, WI 54949

Dear Development Director:

It is with joy that InFaith Community Foundation will send a wire transfer in the amount of \$1,500. This grant is made possible through the generosity and recommendation of The Proverbs 22:6 Fund, a donor advised fund at InFaith Community Foundation. Donors make irrevocable and tax-deductible contributions, which are owned and controlled by the Foundation in a segregated account known as a "donor advised fund." Our donors exercise the privilege of recommending grants to qualified public charities.

Designation: \$500 awarded to 2017, 2018 and 2019 Heart of Gold Recipient. Funds are to be used for projects of the recipient's choice to better the school and/or community.

If information regarding or resulting from this grant is publicized in any published materials, please specifically reference The Proverbs 22:6 Fund at InFaith Community Foundation. Should you wish to thank the donor, please send your message to the Foundation for us to forward.

Best wishes,

A handwritten signature in black ink that reads "Kim Borton".

Kim Borton
Director of Community Grants & Donor Services



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: June 7, 2019
Re: Recommend Hire for 1.0 FTE First Grade Teaching Position

The purpose of this memo is to formally recommend Casey Johnson for the 1.0 FTE first grade teaching position for the 2019-20 school year pending Mr. Johnson's passing of the Foundations of Reading Test and obtaining DPI Licensure.

Mr. Johnson received his Bachelor of Arts Degree majoring in Middle Childhood through Early Adolescents and Physical Education.

Mr. Johnson was born and raised in Manawa. Mr. Johnson did his first student teaching placement at Quest Elementary School, Ripon, WI, Grade 5, from August 2018 through October 2018. Mr. Johnson did his second student placement at Waupun Jr./Sr. High School, Waupun, WI, Physical Education, from November 2018 through January 2019. Mr. Johnson began subbing for the School District of Manawa starting March 2019, including being a long-term special education substitute teacher for Manawa Elementary School from April 2019 through May 2019.

Mr. Johnson has experience with teaching in a project-based learning environment in the Quest Elementary School placement. Mr. Johnson has experience with Lucy Calkins Reading, Lucy Calkins Writing and Math Expressions through his subbing experiences.

Mr. Johnson expressed through the interview process that he wants to give back to the community. Mr. Johnson wants the students, here in Manawa, to succeed. The Director of Teacher Education for Ripon College describes Casey as intelligent, passionate, and committed. The Director also describes Casey as being a team player and collaborating with his peers.

There was a total of 7 applicants that applied for the job. Two out of the seven applicants did not return phone calls for an interview. Four applicants interviewed for the position. Mr. Johnson had a great deal of enthusiasm, very positive, and very eager to be a teacher for the School District of Manawa. Mr. Johnson will complement the MES team.



School District of Manawa

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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

June 7, 2019

Casey A. Johnson
E7586 Symco Rd.
Bear Creek, WI 54922

Dear Mr. Johnson:

The purpose of this letter is to confirm the offer of employment made to you to teach in the School District of Manawa (the "District") for the 2019-2020 school year. If you intend to accept the offer of employment, please sign and return a copy of this letter to Dr. Melanie Oppor, District Administrator, on or before June 10, 2019. Failure to return a signed copy of this letter to Dr. Oppor on or before June 10, 2019 shall be deemed notice that you do not intend to accept the offer of employment.

Please be advised that the Board of Education intends to take up the issue of your employment at a scheduled meeting on June 17, 2019. In the event the Board of Education approves your employment for the 2019-2020 school year, you will be issued an Individual Teaching Contract for the 2019-2020 school year.

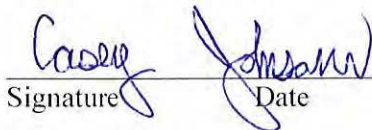
Any Individual Teaching Contract issued to you for the 2019-2020 school year is subject to the provisions of Sections 118.21 and 118.22, Wis. Stats., the rules, regulations and policies of the Board of Education, now in effect or becoming effective during the 2019-2020 school year. You will be expected to abide by and comply with the same.

Be advised that all school programs offered in the School District of Manawa are regularly reviewed, with recommendations regarding program changes and staffing made to the Board of Education. Because of enrollment fluctuations, program changes, budgetary constraints or other unknown factors and conditions, it may be necessary for the District to modify assignments, add positions or reduce/eliminate positions. Should program changes result in a change in your status, you will be notified as soon as possible.

Sincerely,

Dr. Melanie J. Oppor
District Administrator

It is my intent to accept employment with the School District of Manawa for the 2019-2020 school year, subject to any Individual Teaching Contract.

 6-7-19
Signature Date

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

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

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

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

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



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June 12, 2019

Hayley J. Harvey
270 John Street
Iola, WI 54945

Dear Ms. Harvey:

The purpose of this letter is to confirm the offer of employment made to you to teach in the School District of Manawa (the "District") for the 2019-2020 school year. If you intend to accept the offer of employment, please sign and return a copy of this letter to Dr. Melanie Oppor, District Administrator, on or before Friday, June 14, 2019. Failure to return a signed copy of this letter to Dr. Oppor on or before June 14, 2019 shall be deemed notice that you do not intend to accept the offer of employment.

Please be advised that the Board of Education intends to take up the issue of your employment at a scheduled meeting on June 17, 2019. In the event the Board of Education approves your employment for the 2019-2020 school year, you will be issued an Individual Teaching Contract for the 2019-2020 school year.

Any Individual Teaching Contract issued to you for the 2019-2020 school year is subject to the provisions of Sections 118.21 and 118.22, Wis. Stats., the rules, regulations and policies of the Board of Education, now in effect or becoming effective during the 2019-2020 school year. You will be expected to abide by and comply with the same.

Be advised that all school programs offered in the School District of Manawa are regularly reviewed, with recommendations regarding program changes and staffing made to the Board of Education. Because of enrollment fluctuations, program changes, budgetary constraints or other unknown factors and conditions, it may be necessary for the District to modify assignments, add positions or reduce/eliminate positions. Should program changes result in a change in your status, you will be notified as soon as possible.

Sincerely,

Dr. Melanie J. Oppor
District Administrator

It is my intent to accept employment with the School District of Manawa for the 2019-2020 school year, subject to any Individual Teaching Contract.

6/12/19
Signature Date



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: June 11, 2019
Re: 1.0 FTE Kindergarten Teaching Position

The purpose of this memo is to formally recommend Ms. Hayley Harvey for the 1.0 FTE Kindergarten teaching position beginning with the 2019-2020 school year.

Ms. Harvey was a substitute teacher for several school districts from 2014 through March of 2016, including the School District of Manawa during the 2015-2016 school year. Ms. Harvey had a long-term substitute teaching position from March of 2016 through June of 2016 for Amherst Elementary School. Ms. Harvey taught 3rd grade for the Wittenberg-Birnamwood School District from 2016 through the 2018-2019 school year.

Ms. Harvey received her Bachelor of Arts Degree in Elementary Education with a minor in English from Governor's University, IL. Ms. Harvey received her Wisconsin licensure as of January 2019.

Ms. Harvey has experience with Lucy Calkins Units of Study in both reading and writing, Fountas and Pinnell, PBIS, and Zones of Regulation. Ms. Harvey also had Autism training, self-advocacy to self-determination.

Ms. Harvey expressed through the interview process; her experience subbing at Manawa was a family atmosphere. Ms. Harvey did not feel like a sub; she felt accepted by the staff as a member of the team. Ms. Harvey's principal of 2 years shared that Ms. Harvey is very kind and knowledgeable. The principal also shared Ms. Harvey is excellent with students; students love her, works collaboratively with staff, and communicates well with parents. Ms. Harvey was a good hire for the principal.

There were two rounds of interviews for the Kindergarten position, with a total of 4 applicants that were licensed to teach Kindergarten. The first round of applicants had one licensed Kindergarten teacher. The second round had three licensed Kindergarten teachers.



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To: Dr. Melanie Oppor
Fr: Skylar Liebzeit
Date: 5/2/2019
Re: 2019-2020 Girls Basketball Coaching Staff

I am recommending the following coaches for the 2019-2020 Girls Basketball coaching assignment:

Name	Position	Information
Patrick Collins	Head Varsity Coach	Patrick will be returning as Manawa’s Varsity Head Coach. Coach Collins is coming in fresh off of a Regional semi final appearance, defending CWC North Champions, producing one first team all-conference player, and Defending CWC North Coach of the Year.
Brian Bessette	Varsity Assistant	Brian is returning to fill the role as Varsity Assistant.
Terry Johnson	C-Team Head Coach	Terry is returning to fill the role of JV head coach
Zach Klatt	MS Coach	Zach will be returning for his second year as MS coach.

Dr. Melanie J. Oppor

District Administrator

moppor@manawaschools.org

(920) 596-2525

Daniel J. Wolfgram

Jr./Sr. High School Principal

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

(920) 596-5800

Michelle Pukita

Elementary Principal

mpukita@manawaschools.org

(920) 596-5700

Carmen O’Brien

Business Manager

cobrien@manawaschools.org

(920) 596-5332

Danielle Brauer

Curriculum/Special Ed. Dir.

dbrauer@manawaschools.org

(920) 596-5301



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To: Dr. Melanie Oppor
Fr: Skylar Liebzeit
Date: 5/2/2019
Re: 2019-2020 Boys Basketball Coaching Staff

I am recommending the following coaches for the 2019-2020 Boys Basketball coaching assignment:

Name	Position	Information
Troy Wiesner	Head Varsity Coach	Troy will be returning for his fifth season as Manawa’s Varsity Head Coach. Coach Wiesner is coming in fresh off of a Regional Final appearance (Losing to WIAA state runner-up Oshkosh Lourdes), defending CWC North Champions, producing 3 first team all-conference players, the CWC player of the year, and Defending CWC North Coach of the Year.
Luke Hass	JV Head Coach	Luke is returning to fill the role as JV Head Coach.
Jason Bailey	C-Team Head Coach	Jason is returning to fill the role of C-team head coach
Kevin Murphy	8th Grade Head Coach	Kevin is returning as a MS Coach in 2018.
Andrew Habeck	7th Grade Head Coach	Andrew is returning as a MS Coach in 2018.

Dr. Melanie J. Oppor

District Administrator

moppor@manawaschools.org

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dwolfgram@manawaschools.org

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Danielle Brauer

Curriculum/Special Ed. Dir.

dbrauer@manawaschools.org

(920) 596-5301

Agreement for Services

AGREEMENT made effective this 29 day of May, 2019, between Orthopedic & Spine Therapy (OST) at 1000 Midway Road, Menasha, Wisconsin, 54952 and the Little Wolf School District ("the District"), 800 Beech Street, Manawa, Wisconsin, 54949.

RECITALS:

1. The District desires to engage the services of OST for the purpose of providing the services of a Certified Athletic Trainer ("ATC") at the District's facility known as the Little Wolf High School during the 2019-20 school year.
2. OST is willing to provide the services of an ATC upon the following terms and conditions and the District is willing to engage OST on said terms and conditions.

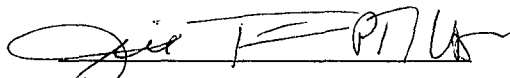
For a good and valuable consideration, including the above Recitals, the parties agree as follows:

- A. The District shall provide all necessary supplies and equipment for the ATC.
- B. OST shall provide the District with the services of ATC at the District's High School facilities.
 1. All supervision of the ATC will be provided by OST. The ATC will meet minimum standards of job description and certification.
 2. OST shall obtain and maintain, at its sole cost and expense, professional liability insurance covering its employees.
- C. The District recognizes that it will pay judgment for damages and cost against its officers, employees and agents arising out of their activities while within the scope of their assigned responsibility in the athletic training program at Little Wolf High School.
- D. The ATC will provide the District with the following services:
 1. ATC will be present at Little Wolf High School one day per week for approximately one hour per day during the traditional academic year.
 2. ATC will be present at all home varsity and junior varsity football games, and home High School and Middle School wrestling competitions (or arrange for other medical care if unable to be present.)
 3. Presentations will be provided on Athletic Director's request for parents, coaches or faculty at Little Wolf High School.
- E. The term of this Agreement shall begin on this 1st day of August, 2019, and terminate on June 5th, 2020.
- F. The District shall pay to OST the sum of \$350 for services provided by OST.
 1. In addition, free of charge, OST signs will be placed on the football field and in the field house.
 2. Two announcements will be placed in the school newsletter acknowledging that athletic training room services are provided by OST.

3. Announcements, free of charge, to be placed in programs for all sports, acknowledging that athletic training services are provided by OST.
 4. Cash amount shall be payable \$350 on October 1, 2019. In the event that the district shall require the service of the ATC from OST for special athletic or sporting events, services for such special events shall be paid at the rate of \$25 per hours for said events, and must be requested at least thirty (30) days prior to the event.
 5. Annual Athletic Passes for 2 adults and 3 children.
- G. This Agreement represents the entire understanding between the parties regarding the subject matter hereof. This Agreement shall not be amended, altered or modified except by a written instrument signed by both parties hereto. The waiver by either party of any breach of the provisions of the Agreement shall not be deemed a waiver of any subsequent breach. This Agreement shall not be assignable by either party without the written consent of the other party.
- H. The District and OST agree there shall be no discrimination against students on the basis of the students' or ATC's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status.

The parties signed this Agreement effective the day and year first above written.

Orthopedic & Spine Therapy



Jill Timm, PT, LAT

Little Wolf High School

(Title)



School District of Manawa

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To: Dr. Melanie Oppor and School Board Members, School District of Manawa

From: Janine Connolly, School Counselor, Little Wolf Jr./Sr. High School

Date: 6/4/2019

Re: Change in Start College Now Course

The School Board previously approved a Start College Now Course through Fox Valley Technical College of Accounting I for student _____ to begin Fall 2019. _____ has recently adjusted his/her Academic and Career Plan, and would like to enroll in Introduction to Hospitality and Tourism class instead. There is no cost difference associated with this course. This memo is purely informational to note the change in the course.

www.manawaschools.org

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

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

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

Changes to the SY1920 Calendar:

Change #1: August Inservice Schedule:

Was: 5-23 All District Staff Floating Work Day-Specialized Training

Change to: 7/1 - 8/23 All District Staff Floating Work Day-Specialized Training (includes July)

Change #2: August Inservice Schedule:

Was: August 5-23 Teacher Floating Day

Change to: 7/1 - 8/23 Teacher Floating Day (Includes July)

Change #3: On October total days line

Was: 22 Student Days / 1 PT Conf / .5 Inservice

Change to: 22 Student Days / 1 PT Conf (.5 Inservice – typo from draft)

Change #4: May – Recognition Celebration Date






Was: May 30 – Recognition Breakfast / Records & Check Out

Change to: May 13 - Recognition Celebration After School (Early Dismissal day)


Change #5: May 30 Records & Check Out

Was: May 30 – Records & Check Out (Saturday)

Change to: May 29 Records & Check Out Until 7:00 p.m. (Friday)

-  No School
-  P/T Conferences
-  Early Release / Staff Development
-  End of Quarter / Semester
-  Inservice (No School)

SCHOOL DISTRICT OF MANAWA
2019 - 2020 SCHOOL CALENDAR
 Updated June 17, 2019

1 Hour Early Release Day
 **Commencement**

JULY						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4 - Independence Day Observed

- 1 - No School - Holiday Break
- 17 - End of 2nd Qtr (46 days)
- 17 - End of 1st Semester
- 20 - Records / Inservice - No School
- 21 Student Days - 1 Inservice

JANUARY						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST						
S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 13 - New Curriculum Day
- 16 - New Teacher Orientation
- 7/1 - 8/23 All District Staff Floating Work Day-Specialized Training
- 7/1 - 8/23 Teacher Floating Day
- 19 - All Teacher In-Service
- 20 - All District Staff In-service a.m. Work in Buildings
- 20 - p.m. - Back to School Night 3:30 to 6:30 p.m.
- 26 - 1st Day of School

5 Student Days - 4 Inservice Days

- 6 - P/T Conf 3:30 - 6:30 p.m. Both Schools
- 7 - No School P/T Conf 7:30 to Noon
- 17 - No School - Inservice Day

18 Student Days / 1 Inservice / 1 PT Conf

FEBRUARY						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

SEPTEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 - Labor Day - No School

- 2-6 - Spring Break - No School
- 27 - End of 3rd Quarter (42 days)

17 Student Days

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

OCTOBER						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

24 - Early Release - P/T Conf 12:30 to 8:00 p.m.

- 25 - No School
- 30 - End of 1st Quarter (46 days)

22 Student Days / 1 PT Conf

10 - Holiday Break - No School

21 Student Days

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

NOVEMBER						
S	M	T	W	T	F	S
						1
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

8 - Early Release / Staff Development

27-29 No School - Thanksgiving

18 Student Days / .5 Inservice

- 13 - Recognition Celebration After School
- 23 - Commencement Ceremony
- 25 - No School - Memorial Day
- 29 - Last Day of School (43 Days)
- 29 - Records & Check Out Until 7:00 p.m.

20 Student Days / 1 Holiday / 1 Inservice

MAY						
S	M	T	W	T	F	S
						1
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

DECEMBER						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 16 - BOE Meeting
- 23-31 No School - Holiday Break

15 Student Days

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

thebrigade

join the **journey.**

Dr. Vpper
Thank you for
giving The Brigade's
Father/Son canoe trip permission
to use your facilities in an
emergency. Cold - but not
bad weather!
Laura

LAURA KEMPS

Executive Director

buildingleaders

a program of the **brigade**

camp ONAWAY

a program of the **brigade**

christmasgiving

a program of the **brigade**



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Michelle Pukita
Date: June 12, 2019
Re: Staff and Program Highlights

- **End of Year Celebration:**

On Friday, May 31, MES celebrated the accomplishments of the students by having a circus-themed MES Awards Celebration. The celebration began with a slideshow presentation of activities that students participated in during the school year. The song that played with the slideshow was titled A Million Dreams. It was very touching to hear the students singing along with the song without a director. Shelley Radley, the music teacher, had students practice this song during the last few music classes. Students were recognized for school activities they participated in that went above and beyond their typical responsibilities. This celebration was an opportunity to acknowledge the unsung heroes; those students who come to school, work hard, and show compassion regularly. A special thank you to Janet Abbey, Sarah Bortle, Megan Anderson, Jen Krueger, Andrea Whitman, Kathy Field, Jen Rosin, Judy Connelly, LuAnne Ujazdowski, Sarah Highlander, and Corrie Ziemer for organizing this grand celebration.





- **End of Year Fun Day**

The fun day was a great way to celebrate the end of the year. The students and staff enjoyed participating in all the stations. The bouncy houses were one of the students' favorite stations. Thank you to the PTO for organizing this event. Thank you to all the volunteers who aided in supervision.



Students enjoyed cup stacking.



Students had fun working as a team throwing balls in the buckets.



Scooter Relay races took place in the hallway at MES.



Playing Baggo or Cornhole was a popular game among students and staff.



Students had a blast playing a life-size version of Connect 4.



Students dancing hopping, jumping, climbing, and sliding in the different bouncy houses.





Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Dan Wolfgram

Date: 6/11/2019

Re: Staff and Program Highlights – June

Jr. High Washington D.C. Trip: Thanks to Little Wolf Jr. High Staff and Mr. Bortle for shepherding a large group of 7th and 8th graders to Washington D.C. The student's behavior was exemplary and there were no issues reported of concern. Some of the highlights included meeting Senator Bernie Sanders, Senator Ron Johnson, and the laying of the wreath ceremony at Arlington National Cemetery.



Class of 2019 Celebrate Commencement: For fifty-eight graduating seniors, a journey into adulthood has officially begun. On Saturday, May 25th, Little Wolf Jr./Sr. High School celebrated its 130th Commencement exercises.

The Senior Walk, originating with the class of graduating class of 2016, took place the previous day as the seniors walked the halls of Manawa Elementary and Little Wolf Jr./Sr. High School for the very last time. The event provides reflection for the departing seniors, while also inspiring the little ones who still have a way to go in their school careers. The Manawa Pep Band led processional at the Jr./Sr. High School and then traveled to the halls of Manawa Elementary School. The next day commencement exercises took place at the high school gymnasium and were filled with family, friends, and community members that witnessed the thrilling graduation event.

Suma Cum Laude speakers Thompson Moser, and Jamie Buschke delivered speeches that were layered with gratitude for their opportunities, fond memories of the class history, and pleas to their classmates to “care” and follow their passion. The morning also featured a senior slideshow that provided a visual history of the class of 2019 beginning with elementary school. Dr. Oppor and Principal Wolfgram delivered speeches that spoke of the future and the importance of “tradition, character, and integrity”.

8th Grade Recognition: On Monday, June 3rd, the Little Wolf Jr. High Staff along with parents and family members participated and celebrated in the 8th- Grade Recognition Ceremony. The group of students is now officially known as the Class of 2023.





Trust Action Team: On Thursday, May 30th, the Trust Action Team met before school concluded for the year. Further steps were taken to discuss pressing issues identified by the Q12. The discussions and presentations utilized resources and information from *The Trust Edge* by David Horsager. Consistency, Clarity, Connection – have been identified as the “Big 3”. This session dealt with digging into Connection. Meetings have been scheduled for the beginning of net school year to pick up where the committee left off and to provide recommendations for implementation District-wide.

Summer School 2019: The 2019 session of summer school officially began on Monday, June 10th. The transition of the Manawa Elementary school offerings in the new venue of Little Wolf Jr./Sr. High School has gone smoothly. Fire, tornado, and lockdown drills were all performed without incident on the first day and students have acclimated well to their new surroundings.

End of the Year Evaluations: All paraprofessional staff and teachers in a summative year have all had their evaluations completed. Custodial and secretarial will be finished in the month of June.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Carmen O'Brien
cc: Board of Education
Date: June 2019
Re: Business Office Highlights and Updates

A large amount of my time this past month was spent working through claims for Title I, Title II, and Special Education. The table below shows the amount claimed. A final claim will be made after June 30, 2019.

Grant	2018-19 Allocation	Claimed	Remaining Balance
Title I	\$88,088.21	\$66,627.39	\$21,460.82
Title II	\$30,128.78	\$13,714.65	\$16,414.13
Special Ed. Flow Through	\$198,454.77	\$157,153.16	\$35,565.32
Special Ed. Preschool	\$7,953.00	\$7,951.01	\$1.99

The Memorandum of Understanding (MOU) that support staff receive was updated to help to clarify the terms of employment. The 12-month staff will receive their MOUs after the June 17, 2019 BOE meeting due to pending board action on wages. The 9-month staff will receive their MOUs around the beginning of August.



Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor
From: Carmen O'Brien
cc: Board of Education
Date: 6/14/2019
Re: Food Service Updates

Food Service Sales

	March	April	May	June
2018-19 Total Monthly Sales	\$13,871.70	\$15,718.50	\$16,666.90	\$1,803.95
Number of Days	19	20	22	3
Sales per Day	\$730.09	\$785.93	\$757.59	\$601.32
Breakfast Participation	1,271	1,669	2,154	232
Lunch Participation	5,902	6,472	6,698	827

Food Service Expenses

	May	2018-19 Year to Date	2017-18 Year to Date
Salaries	\$12,115.18	\$109,142.81	\$72,908.12
Benefits	\$4,071.67	\$37,857.97	\$29,456.35
Personal Services	\$0	\$99	\$0
Repair/Maintenance	\$0	\$9,485.70	\$3,408.10
Operations Services	\$77.64	\$989.90	\$973.60
Employee Travel	\$0	\$126.44	\$289.00
Fuel - Vehicle	\$0	\$63	\$0
Central Supply	\$1,053.48	\$9,936.78	\$7,938.14
Food	\$17,962.85	\$83,480.79	\$85,792.48
Non-Capitol Equipment	\$0	\$53.27	\$0
Other Non-Capitol Objects	\$0	\$160.00	\$0
Total	\$35,280.82	\$251,395.66	\$200,765.79

Food Service Revenues

	May	2018-19 Year to Date	2017-18 Year to Date
MES Sales	\$5,841.85	\$52,925.30	\$49,496.45
HS Sales	\$10,825.05	\$91,106.90	\$63,966.10
Catering	\$433.06	\$2,925.39	\$1,220.36
Aid	\$19,628.37	\$102,673.51	\$108,450.52
Total	\$36,728.33	\$249,631.10	\$223,133.43

KOBUSSEN BUSES LTD.

June 15, 2019

Subject: Transportation report, May/June 2019

To: Manawa School District

The Manawa School District had 22 days of school in May. We ran 58 trips out of the terminal, in addition to the daily routes. We had no accidents, injuries, or incidents of note. The potential bus driver that we hired, Sara Hall, decided to take a different job not related to transportation. We did not have any new hires or potential hires join us during the month of May and into mid June. On July 10th, Kobussen buses will be conducting a bus driver hire event. Those hired on this day will be entitled to a \$1,000 sign on bonus if they are still employed with Kobussen by November 1, 2019. All current bus drivers have indicated that they will return for the 2019-2020 school year. Sherida indicated that during this busy month of May, drivers did a great job of rearranging or altering their personal schedules to make sure that all trips and routes were covered.

They driver year end party was catered by the local food delivery truck company, "AFTERSHOCK". Party was well attended and the food was very good.

This past school year, Kobussen instituted a rewards program for our drivers. The following school districts were placed into a group, (Manawa, Seymour, and New London). Of the three school districts the top award, PRIDE AWARD went to a Manawa driver, Sue Suehs. Sue was recognized for her exceptional training of new hires/ bus drivers. Sue is one of the trainers in the company that continues to produce quality results on a continuous basis. Sue received a plaque for this award in addition to a gift certificate for always stepping forward to assist where she can. Jamie Stroud and Justin Travis received awards for perfect attendance during this past school year.

During the summer months, drivers will continue to train on various topics. Several are signed up to drive at the Iola car show, EAA in Oshkosh, and assist on the VPI & Sturm Foods routes when needed. In addition, summer school and swim class transportation is already in full effect.

Have a great summer and stay safe!

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



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

To: Dr. Melanie J. Oppor, BOE
From: Danni Brauer
Date: 6/17/19
Re: June Update

Special Education

- Iola has asked to place a student from their district in our Paving the Way program. We are still working through the process as this student will require one-on-one support. Our current staffing level does not allow for us to accept a student who needs this level of support. Based on the fee schedule the board approved in May, Iola would be responsible for funding a paraprofessional if that student were to attend Manawa.
- Special Education teachers wrapped up paperwork this year.
- Special Education teachers will be attending the IEP Boot camp in August. The boot camp will cover best practices with writing standards-based IEPs, progress monitoring, and disability-related needs. We will use this as our beginning of the year staff meeting.
- We have offered to send all special education paraprofessionals to the What Every Special Education Paraprofessional Needs to Know workshop that CESA is holding in August.

Curriculum

- Mrs. Sernau, Mrs. Pari and I have been meeting with 4K, K, and 1st-grade teachers in order to design Early Literacy and Early Math screeners. We are looking for a better way to identify students who are at-risk of struggling with learning to read and do math. The teachers identified the information they feel would be needed. Mrs. Sernau, Mrs. Pari and I will work over the summer to put together the screeners for the start of the school year.
- Mrs. Seka, Mrs. Ziemer, Mrs. Stormoen, Mrs. Konkol, and Mrs. Eck will be joining me in attending the 4-part [Leading for Learning](#) Series next school year. The 2019-2020 Leading for Learning Series will begin a three-year, deep-dive into equity through the four critical questions that drive the collaboration of a professional learning community (PLC): What do we expect students to learn? How do we know they are learning it? How do we respond when they do not learn? How do we respond when they have already learned? Educator teams will gain powerful tools and practical examples as they build expertise and sustain improvement over the course of the school year to: Develop a Healthy School Culture, Ensure a Guaranteed and Viable Curriculum, Build Rigorous Learning Expectations, Utilize Team-Created Assessment Strategies, Design Multi-Tiered Systems of Support, Provide Coaching Support for PLC Teams.
- Math teachers will begin writing curriculum maps over the summer.

Technology Board Report

June 12, 2019



Camera Project

Work has begun on the camera project at the high school. We have identified a need for an additional external camera and possibly more cable. Any impact on the project budget will be part of the next board report.

Makerspace Tool & Supplies

Equipment continue to arrive at the elementary school. We are working to schedule a training opportunity in early August for staff.

VMWare Self-Audit

On May 14, VMWare sent us a notice requiring a self-audit of their licenses in our system. This is a standard part of their license agreement. On May 24, we received a notice we successfully compiled and the audit has been closed.

Minutes of the June 4, 2019 Curriculum Committee Meeting

Date: June 4, 2019

Time: 4:12 p.m.

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

Board Committee Members: Scheller (C), Pohl

Hollman absent

In Attendance: Michelle Poppy, Mary Eck, Jackie Sernau, Joann Johnson

1. Kindergarten Math Materials Request: Motion Pohl/Scheller to recommend to BOE the kindergarten math materials request. Motion carried.
2. Title I School-Wide Plan: Motion Pohl/Scheller to recommend to BOE the Title I school-wide plan. Motion carried.
3. Homecoming Handbook: Motion Pohl/Scheller to recommend to BOE the Homecoming handbook. Motion carried.
4. Curriculum Mapping
 - a. HS Biology 1
 - b. HS Biology
 - c. HS Human Biology
 - d. HS Physical Science

Motion Pohl/Scheller to recommend to BOE the curriculum mapping for HS Biology 1, HS Biology, HS Human Biology, HS Physical Science. Motion carried.

5. Overcoming Obstacles Maps: Motion Pohl/Scheller to recommend to BOE the overcoming obstacles maps. Motion carried.
6. Curriculum Committee Planning Guide: Information
7. Next Meeting Date Tuesday July 8, 2019 at 6:00 p.m. The meeting adjourned at 5:10 p.m.

Submitted by Helene Pohl

Minutes of the June 3, 2019 Finance Committee Meeting

Time: 5:30 p.m. - Location: ES Board Room

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

In Attendance: Pohl, Pethke, J. Johnson, Scheller, Mrs. Riske, Mrs. O'Brien

Timer: Pohl

Recorder: J. Johnson

1. Wage Advancements for Support Staff and Administration (Action): Motion by J. Johnson/Pethke to recommend a 2.44% increase to Support Staff hourly wage and a 2.44% increase to Administrative salary pending a positive evaluation to the full Board as presented. Motion carried.
2. District Fees Analysis (Action): Motion by J. Johnson/Pethke to recommend the elimination of class fees, lyceum fees, and newspaper fees to the full Board as presented. Motion carried.
3. Food Service Breakfast, Lunch and Milk Prices for SY1920 (Action): Motion by Pethke, J. Johnson to recommend an increase in food service meal prices to the full Board as presented. Motion carried.
4. Fundraisers for SY1920 (Action): Motion by J. Johnson/Pethke to table. Motion carried.
5. Student Insurance for SY1920 (Action): Motion by J. Johnson/Pethke to recommend Student Assurance Services, Inc. as the Student Insurance provider to the full Board as presented. Motion carried.
6. WI OPEB Trust Agreement Update (Action): Motion by J. Johnson/Pethke to move Resolutions regarding OPEB to the full Board as presented. Motion carried.
7. SY1819 Budget Summary to Date: Informational
8. SY1920 Budget Projections: Informational
9. Finance Committee Planning Guide: Informational
10. Next Finance Committee Meeting Date: July 8, 2019 at 5:00 p.m.

Adjourn: Motion by J. Johnson/Pethke to adjourn. Motion carried at 6:33 p.m.

Joanne Johnson, Recorder

Minutes of the June 4, 2019 Policy & Human Resources Committee Meeting

Time: 5:19 p.m. in the MES Board Room

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

In Attendance: Petke, Forbes, J. Johnson, Pohl, Scheller, Oppor, Mr. LaVallee

Timer: J. Johnson

Recorder: J. Johnson

1. Policy Updates: Vol. 28 No. 1 + Safety Update (Information / Action): Motion by J. Johnson/Forbes to recommend Policy Updates: Vol. 28 No. 1 + Safety Update to the full Board as presented. Motion carried.
2. Negative Food Balance ag 8500A (Information / Action): Motion by J. Johnson/Forbes to recommend Negative Food Balance ag 8500A to the full Board as presented. Motion carried.
3. Email Address Updates on Policies 1623, 3123, 4123 (Information/Action): Motion by J. Johnson/Forbes to recommend Email Address Updates on Policies 1623, 3123, 4123 to full Board as presented. Motion carried.
4. Policy & Human Resources Committee Planning Guide (Information): Informational.
5. Set Next Meeting Date: July 15, 2019 at 5 pm.
6. Next Meeting Items:
 - a. Support Staff Handbook (Revised)
 - b.
7. Adjourn: Motion by J. Johnson/Forbes to adjourn at 7:27 p.m.

New Materials Proposal

School District of Manawa

Date: 5/8/19

Process:

1. The New Materials proposal is brought to the Curriculum Director before January 5th for the upcoming school year.
2. The Curriculum Director will bring the proposal to the Administration Team for vetting in January and will notify the person making the proposal of all decisions.
3. If the New Materials align with District goals, they will be added to the Board of Education (BOE) Curriculum committee agenda in January.
4. The BOE Curriculum committee will approve all new materials.
5. A requisition form will be filled out by the requesting staff and turned in to the Curriculum Director by February 15th for the coming year's budget plan.
6. The requisition will be processed as a Purchase Order by the building secretary by March 15th.
7. The order will go through the business office approval process prior to July 1st.
8. The building secretary will place the order and notify the curriculum director and requesting staff on or after July 1st.

Title of Course Materials will be used for: Kindergarten Math

Department or Grade Level: Kindergarten

Materials are: New Replaces Existing

If it replaces existing materials, what? Replacing Math Expressions

Textbook, Materials, Resource Title: Kinder Math

Publisher: Tara West

Copyright Date:

Describe the process that led to the recommendation of these textbooks, materials, or resources.

We have used Math Expressions since it's adoption and has found that kindergarteners have struggled with acquiring many concepts. In our professional opinion, we felt that this was caused by the pace, instructional strategies, and fragmentation of the kindergarten Math Expressions lessons. This school year, we piloted parts of Kinder Math to supplement specific parts of Math Expressions where students were having difficulty mastering skills.

What other options were investigated?

We found that students mastered the material quicker and maintained mastery with these materials as compared to Math Expressions.

Why were these textbooks, materials, or resources chosen?

We have used other Tara West resources and find her materials are easy to use and thoroughly cover the standards.

How do they align with the curriculum scope and sequence and/or career pathways?

It covers all the standards required for our students to master.

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

N/A

Provide: Sample or Alternate Professional Review
 Requisition Form

Homecoming Handbook



Presented by Student Council Advisor

Responsibilities/Roles

The student council is responsible for the overall organization of the week. Including the dress up days, Bonfire, Wednesday Night Games, the pep rallies, parade, and other activities as determined by the council.

The Dance will be overseen by the senior class each year. They can decide on the venue, DJ, decorations, start and end time of the dance, time of the grand march, specialty dances, obtaining chaperones, etc. Each of these is determined by that year's senior class. The senior class also chooses the Grand Marshall for the Homecoming parade, that topic is specifically addressed in the Parade section.

Homecoming Court Eligibility

Students who are athletes in good standing in the fall sports (volleyball, football, cross country, and cheer team) are eligible. To be in good standing, a student must not have been suspended or served a suspension during any part of the fall season. If a student has had a suspension in the spring, and is serving it in the fall season, he or she is not eligible. Each student-athlete must maintain no failing grades. Grades will be checked prior to the creation of the ballot. Any ineligible students will be contacted by the student council advisor to inform them of their ineligibility. Furthermore, if a student has been selected to be on the homecoming court as a freshman or sophomore, he or she is not eligible again until his or her senior year.

Once a student is chosen to represent his or her class on the court, the expectation is that he or she maintains as an athlete/student in good standing. If their behavior warrants it, they may be removed from court for the week of homecoming. The removal of a student from homecoming court will be determined by the principal, the athletic director, and the student council advisor with the coordination of the high school staff as needed.

Responsibilities of those on court

The members of the court must remember that they are representing their respective classes as well as the school as a whole, so their behavior must be above reproach.

It is expected that those chosen for court provide a convertible for the parade on that Friday. If they cannot find one, the student council advisor can help in the process. The members of Homecoming Court must also be available for the pep rally on that Friday where the queen and king will be crowned. The members of the court are also expected to be at Friday's football game and the dance so that they can be announced as a group.

Number of Couples on Court

Each class will have one couple representing the class (Freshmen through Juniors). The Senior Class will have three couples, including the King and Queen.

Process for Voting

A google form will be distributed to each class, and each student will be able to vote for one girl representative and one boy representative.

The representatives for each class will be the girl and boy who receive the most votes. The King and Queen will be the ones who receive the most votes in the senior class and then the other two representatives of the senior class will be students who earn the next highest number of votes.

Activities during the week

During the week, each of the activities will be supervised by either the assigned advisors or contracted chaperones. Any unsupervised students or their work may be disqualified from the competition.

Spirit Cup Competition

Each class (freshmen, sophomores, juniors, and seniors) will be judged on the following activities: Dress Up Day participation, Bonfire representation, Wednesday Night Games, Video Scavenger Hunt, Banner (at WNG), Cheer (at WNG), Hallway, Window, Tug of War, Skit, and Float. Each class gets a ranking and points are awarded (first place= 100 points, second place= 80, third = 60, and fourth = 40). Student Council may add or subtract activities from this list when planning for Homecoming during their summer planning meeting.

Sunday Preparation

The Sunday before Homecoming Week, the advisors will arrange for students to complete the window and hallway decorating. The preparation can be done at a time agreed upon by all the parties.

Dress Up Days

Dress up Days will be determined by the Student Council during their summer planning meeting and approved by the principal. The two set dress up days each year are Wednesday as Class Color Day and Friday as Spirit Day. Each day is scored as previously mentioned (each day is up to 100 points for each class).

Bonfire

On Monday night, as a kickoff to Homecoming Week, the school will host a bonfire. The Student Council advisor will work with the city crew and the fire department to arrange to have a bonfire in front of the school. The bonfire should run from about 7:30 to 9:00 pm. Classes will earn spirit cup points based on their attendance at the bonfire. If the bonfire must be rescheduled, there will be no points for attendance awarded.

Wednesday Night Games

Each event for the WNG will be scored individually (up to 100 points for each). The class that scores the most points for that evening will be announced the next day. The games will begin at 5:30 pm. The events(in the order they will be scheduled) for the evening will be:

Opening Ceremony- The students will gather in the bleachers by the football field. To get the students gathered together and show off their banners and cheers.

Banner- Each class will design a banner (up to 3 ft by 6 ft) that they can carry through the opening ceremony- judged on creativity and originality.

Cheer- Each class will design and perform a cheer for their class- judged by participation and creativity.

Capture the Flag- Each class will field a team. They will compete in the woods behind the football field. Freshmen will compete against Seniors and Sophomores against Juniors. The winners will compete. There will be a tie for 3rd place, to save time. The teams will be made up of 10 people must be at least three girls. Only those present in the opening round of play may participate in subsequent rounds.

Girls' Football- Each class will field a team and compete on the football field. It will start with Seniors versus Freshmen and Sophomores versus Juniors. Then the winners will play each other and the losers will as well. Teams of 12, eight girls on the field at a time. The games will be two seven minute halves, with two thirty-second timeouts. Only two coaches MAX will be allowed on the field.

Eating Contest- Each class will field a team of three to eat assigned foods. The competition will take place on the pavement in front of the bleachers by the football field.

Boys' Volleyball- Each class will field a team to compete in the gym. Freshmen play seniors and Sophomores play Juniors. Winners play each other as well as the losers. Teams of twelve, six on the court at a time, two coaches MAX. The teams will play best of three games to 11.

Slip and Slide- One person from each class will compete. They are judged by the distance they travel on the tarp as measured by the staff assembled there. They will compete in the following order: Freshman, Sophomore, Junior, and Senior.

Sportsmanship is expected throughout the Wednesday Night Games. The judges and referees will be made up of staff volunteers. Any unsportsmanlike conduct will lead to immediate removal from the games and possible forfeiture of any contest. If students are not

able to participate in sports or phy ed classes because of an injury, they may not be eligible to participate in the games.

Video Scavenger Hunt

The length and activities that are expected in the Video Scavenger Hunt are determined by the Student Council Officer Team, with final approval of the principal. It will be released to the students the Wednesday before Homecoming and will be due at noon on the Wednesday of Homecoming so that the videos can be compiled into a presentation for the student body to view. The Scavenger Hunt will be judged by its adherence to the list of expectations.

Hallway

Students are expected to decorate the hallway designated for them by the Student Council. The hallway will be judged by the adherence to the theme and/or the designated colors, quality of work, originality, and creativity. The students will be allowed to hang decorations from the ceiling as long as it is removed properly by the beginning of the week following Homecoming.

Window

Each class will be designated a window in the commons to decorate. The paper will be provided by the Student Council but the paints and other materials needed should be purchased using the budget allowed. The window will be judged by adherence to the theme, quality of work, and creativity.

Float

Each class will design a float for the parade. The float will be judged by its adherence to the theme for each class. The float must be on a snowmobile trailer or smaller. It must also be pulled by a tractor, ATV, or UTV. It must NOT be pulled by a pickup truck to prevent any injuries or accidents. Final approval of the pulling vehicle will be made by the class advisor and/or the student council advisor. The float can be accompanied by as many students as needed to walk beside the float, but the Student Council Advisor will work with the Class Advisors to determine the safest number of students to ride on the float and in the vehicle pulling the float. The Class Advisor will also coordinate with the parents of the students designing/building the float to ensure that the float is being built safely and in a supervised way. The float will be judged on adherence to the theme, appearance, quality of work, and creativity.

Budget

Each class will have access to \$250 (from class funds) to cover the costs of the Float, Window, Hallway, and Skit. When making purchases, students need to use the Tax-Exempt Form (available in the main office). Any questions should be directed to the Main Office staff or the Student Council Advisor.

Pep Rally

The pep rally will be on Friday, at a time and schedule to be determined by the student council.

During the pep rally, the following will take place:

A **volleyball match** between the staff and the winning team from Wednesday Night Games. If the students wish to, the senior girls can play the winning team from Wednesday Night Games instead of the staff. The teams will play one game to 25.

Tug of War between the classes. Seniors v. Freshmen and Sophomores v. Juniors. Then the winners play and if time the losers play to determine the places.

Skits are then performed by the classes- in the following order: Freshmen, Sophomores, Juniors, and Seniors. Skits will be judged on adherence to theme, creativity/originality, and quality of work. There may also be a penalty assessed for either too long or too short of a presentation.

Coronation takes place next. The Student Council Advisor will work with the Homecoming Royalty from the previous year to include them if they choose.

After the coronation, the student body will watch the highlights from **Video Scavenger Hunt**. If there is extra time, there may be a game of Ships and Sailors or a Minute to Win It game. Then, the student body will be dismissed for the parade.

Parade

The senior class working with their advisor(s) will choose the grand marshal for the parade. This person should be connected with the school district or have impacted students in a positive manner. That person will be at the front of the parade and will also be expected to speak at the pep rally at Triangle Park.

Each class will have a float as well as their representatives from court in the parade. The band and any other group that would like to is welcome to have a float or presence in the parade.

The route will be around the school and then on 4th St. down Grove St. to Union St. then to Bridge St. to Triangle Park.

Triangle Park Pep Rally

At the conclusion of the parade, there will be a brief pep rally at Triangle Park. The Homecoming Court will be announced and then the Grand Marshall of the parade will be asked to speak. After the Grand Marshall's speech, the Student Council advisor will present the Spirit Cup to the class that has earned the most points for the week.

Upon conclusion of the parade and Triangle Park pep rally, students must leave in a safe and appropriate manner. The students who rode in the parade on a float will be the only students allowed to leave the parade on a float.

Banner & Cheer Judging Sheet

Class	9th	10th	11th	12th	
Creativity	1	2	3	4	5
Originality	1	2	3	4	5
Quality of Work	1	2	3	4	5
				Total	

Comments:

Rank

1st

2nd

3rd

4th

Window & Hallway Judging Sheet

Class	9th	10th	11th	12th	
Creativity	1	2	3	4	5
Originality	1	2	3	4	5
Quality of Work	1	2	3	4	5
Adherence to Theme/Color	1	2	3	4	5
				Total	

Comments:

Rank 1st 2nd 3rd 4th

Skit Judging Sheet

Class	9th	10th	11th	12th	
Creativity	1	2	3	4	5
Originality	1	2	3	4	5
Quality of Work	1	2	3	4	5
Adherence to Theme	1	2	3	4	5
Time	Too Short (-1 point)	Too Long (-1 point)	Just Right		
				Total	

Comments:

Rank 1st 2nd 3rd 4th

Float Judging Sheet

Class	9th	10th	11th	12th	
Creativity	1	2	3	4	5
Originality	1	2	3	4	5
Quality of Work	1	2	3	4	5
Adherence to Theme/Color	1	2	3	4	5
				Total	

Comments:

Rank

1st

2nd

3rd

4th

Course Name:	Biology 1		
Credits:	1		
Prerequisites:	N/A		
Description:	This introductory course is designed to build the foundations needed for basic knowledge of life sciences as well as capture the interest of those looking to challenge themselves in more advanced science department offerings. Lab work and group presentations will be included to develop critical thinking and organizational skills.		
Academic Standards:	Next Generation Science Standards (NGSS)		
Units:	Length:	Unit Standards:	Unit Outcomes:
Intro to Biology	2 weeks	<p>HS-LS1-2: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p>	<p>Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p>
Principles of Ecology	3 weeks	<p>HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p> <p>HS-LS2-4: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</p> <p>HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.</p>	<p>Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.</p>

Communities and Biomes	2 weeks	<p>HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p> <p>HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p> <p>HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p>	<p>Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p>
Populations	2 weeks	<p>HS-LS2-1: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</p> <p>HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</p> <p>HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p> <p>HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p>	<p>Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p>
Biodiversity	2 weeks	<p>HS-LS2-2: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</p> <p>HS-LS2-7: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p>	<p>Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p>

Chemistry of Life	5 weeks	<p>HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</p> <p>HS-ETS-4: Use a computer simulation to model the impact of proposed solutions to a complex real world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>	<p>Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem</p>
Life of a Cell	2 weeks	<p>HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</p> <p>HS-LS1-2: Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to a complex real world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>	<p>Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p>
Cell Transport and Cell Cycle	3 weeks	<p>HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.</p> <p>HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p>	<p>Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p>

Need for Energy	2 weeks	<p>HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.</p> <p>HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.</p> <p>HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p> <p>HS-LS1-7: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p> <p>HS-LS2-3: Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.</p>	<p>Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p>
Mendel and Meiosis	3 weeks	<p>HS-LS2-8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p>HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</p> <p>HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p>	<p>Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p>

DNA to Genes: Biochemistry	2 weeks	<p>HS-LS2-8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p>HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.</p> <p>HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</p> <p>HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p> <p>HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p>	<p>Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p>
Patterns of Heredity and Human Genetics	2 weeks	<p>HS-LS1-1: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p> <p>HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.</p> <p>HS-LS3-2: Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</p> <p>HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p> <p>HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p>	<p>Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p>

<p>The Influences on Evolution</p>	<p>3 weeks</p>	<p>HS-LS2-8: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p>HS-LS4-1: Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p> <p>HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p> <p>HS-LS4-4: Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p>	<p>Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Construct an explanation based on evidence for how natural selection leads to adaptation of populations. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p>
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Unit Name: Intro to Biology	Length: 2 weeks
Standards: HS-LS1-2 HS-LS1-3 HS-LS2-3	Outcomes: Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
Essential Questions: How can you relate Homeostasis to all of the Topics/Chapters in biology? What impact does each Level of Organization have on Homeostasis? What is the direct relationship between the Characteristics of Livings to the Levels of Organization? How does the use of non- linguistic representations of data allow us to analyze and conclude upon data? Why do scientists study/collect data on one variable vs. many variables? Why is it important to utilize the “correct tool for the job” in the science lab? Academic Vocabulary: Biology, Organism, Organization, Reproduction, Species, Growth, Development, Environment, Stimulus, Response, Adaptation, Homeostasis, Energy, Evolution, Scientific Methods, Hypothesis, Control, Independent Variable, Dependent Variable	Learning Targets: Students will be able to: (Skills) Compare and contrast the Levels of Organization of Living Things. Recall the characteristics of displaying organization. Students will know: (Concepts) Examples of Adaptations and Homeostasis Scientific Methods Interpretation and application of terminology. Data collection techniques Graphing Techniques
Topic 1: What is Biology	Length: 1 week
Lesson Frame: Characteristics of Living Things	We will: I will:
Lesson Frame: PHEOC	We will: I will:
Lesson Frame: Lab Protocols/ Procedures/Safety	We will: I will:

<p>Performance Tasks: Mini Lab: Is Mildew Alive? Mini Lab: Microscope Sketch and Review Writing a Lab Report Lab Safety Quiz/Agreement</p>	<p>Notes: Collect leaf samples afflicted with fall mildew Walk About: ID Characteristics of Living Things</p>
<p>Topic 2: Observations and Conclusions</p>	<p>Length: 1 week</p>
<p>Lesson Frame: Proper Tool For the Job</p>	<p>We will:</p>
	<p>I will:</p>
<p>Lesson Frame: Data Collection/Types of Data</p>	<p>We will:</p>
	<p>I will:</p>
<p>Lesson Frame: The Best Way to Make a Conclusion: Graphing</p>	<p>We will:</p>
	<p>I will:</p>
<p>Performance Tasks: Practical Exam: ID Lab Equipment Parts of the Microscope Measurements - Data Collection - Graphing Lab Reflective Literacy: Current Event Google Classroom Turn In</p>	<p>Notes: Review Game Day: Kahoots Mind Jogger Pictionary</p>
<p>We will..., I will... statements:</p>	
<p>define biology.</p>	<p>define and give an example of a theory.</p>
<p>identify the 5 characteristics of life.</p>	<p>define independent variable.</p>
<p>use the 5 characteristics of life to determine if an object is alive.</p>	<p>identify the independent variable in an experiment.</p>
<p>define homeostasis and give an example.</p>	<p>define dependent variable.</p>
<p>list the two processes an organism uses to maintain homeostasis.</p>	<p>identify the dependent variable in an experiment.</p>
<p>define an negative feedback system.</p>	<p>define constants.</p>
<p>explain how a negative feedback system works.</p>	<p>identify the constants in an experiment.</p>
<p>identify the steps of scientific thinking.</p>	<p>define control.</p>
<p>give an example of what a student would be doing at each step.</p>	<p>identify the control of an experiment.</p>
<p>define and give an example of an observation using senses.</p>	<p>define a species.</p>
<p>define and give an example of an observation as data.</p>	<p>define biotechnology.</p>
<p>define and give an example of data.</p>	<p>determine if ethical behavior was followed during an investigation.</p>
<p>define and give an example of an experiment.</p>	<p>define Qualitative observation/data and give an example.</p>
<p>define and give an example of hypothesis.</p>	

Unit Name: Principles of Ecology	Length: 3 weeks
Standards: HS-LS2-3: HS-LS2-4: HS-LS2-5:	Outcomes: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.
Essential Questions: How can you distinguish between the 3 types of symbiosis? How can you determine situational interactions in nature? What is the relevance of knowing and applying limiting factors to various ecosystems or other levels of organization? How will biome mapping help to reinforce learning through visual context? Why do Ecological Pyramids depicting changes in energy flow, population size, and biomasses have relevance to food chains and food webs? Why is it important to utilize the “correct tool for the job” in the science lab? Academic Vocabulary: Ecology, Biosphere, Abiotic Factor, Biotic Factor, Population, Biological Community, Ecosystem, Habitat, Niche, Symbiosis, Commensalism, Mutualism, Parasitism, Autotroph, Heterotroph, Decomposer, Food Chain, Trophic Level, Food Web, Biomass	Learning Targets: Students will be able to: (Skills) Compare and contrast the different levels of biological organization and living relationships important in ecology. Implement ecological pyramids to various food chains. Trace the path of energy and matter in an ecosystem. Recall symbiotic relationships citing several examples. Students will know: (Concepts) Biotic and abiotic factors in the environment. The three types of interactions. The difference between niche and habitat. How organisms satisfy their nutritional needs. How matter is “cycled” in the parts of the biosphere.
Topic 1: Limiting Factors	Length: 2 weeks
Lesson Frame: Biotic vs.Abiotic	We will: I will:
Lesson Frame: Levels of Organization	We will: I will:
Lesson Frame: Units of Measure	We will: I will:

<p>Performance Tasks: Venn Diagramming Mini Lab: Salt Tolerance of Seeds Problem Solving: How Cowbirds Affect Populations Metric System LAB</p>	<p>Notes: Milkweed (or similar) Community on site</p>
<p>Topic 2: Ecological Pyramids</p>	<p>Length: 1 week</p>
<p>Lesson Frame: Populations</p>	<p>We will:</p>
	<p>I will:</p>
<p>Lesson Frame: Energy</p>	<p>We will:</p>
	<p>I will:</p>
<p>Lesson Frame: Biomass</p>	<p>We will:</p>
	<p>I will:</p>
<p>Performance Tasks: Organisms and Their Environment Nutrition and Energy Flow Practical Exam: Cycling In Nature Reflective Literacy: Current Event Google Classroom Turn In</p>	<p>Notes: Review Game Day: Kahoots Mind Jogger Pictionary</p>
<p>We will..., I will... statements for Units 2-5</p>	
<p>define ecology and know the difference between a species, population, and community -abiotic factors -population -ecosystems -biotic factors - community - biome -organism -biosphere</p>	<p>know how matter transfers through an ecosystem.</p>
<p>the 4 factors involved in determining biomes</p>	<p>define biodiversity.</p>
<p>know how energy transfers through an ecosystem -trophic level - autotroph/producer -heterotroph/consumer and the different orders/ herbivore, carnivore, omnivore, decomposer, scavenger</p>	<p>locate where on Earth has more biodiversity.</p>
<p>know 4 parts of population dynamics</p>	<p>give an example of biodiversity.</p>
<p>compare a food chain and a food web and know what the arrows mean!</p>	<p>compare and contrast the levels of organization.</p>
<p>know how to interpret a pyramid of energy, numbers, or biomass</p>	

Unit Name: Communities and Biomes	Length: 2 weeks
Standards: HS-LS4-2 HS-LS4-5 HS-LS4-6	Outcomes: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
Essential Questions: How do you determine limiting factors like precipitation, temperature, latitude in non-linguistic representations of specific biome data? How will biome mapping help to reinforce learning through visual context? Why does ecological succession get confused with evolution? How do you distinguish between the major land biomes through those biomes abiotic/biotic characteristic? What is the relevance of knowing and applying knowledge of aquatic biomes zones to the 4 sphere layers (biosphere, atmosphere, hydrosphere, and lithosphere)? Academic Vocabulary: Limiting Factor, Tolerance, Succession, Primary Succession, Climax Community, Secondary Succession, Biome, Photic Zone, Aphotic Zone, Estuary, Intertidal Zone, Plankton, Tundra, Taiga, Desert, Grassland, Temperate/Deciduous Forest, Tropical Rainforest	Learning Targets: Students will be able to: (Skills) Explain how Limiting Factors and Ranges of Tolerance affect the distribution of organisms in biomes. Describe the conditions under which primary and secondary succession take place. Students will know: (Concepts) Limiting Factors that make biomes imperfect. The sequence and stages of ecological succession. All Major Aquatic and Terrestrial Biomes. The various Aquatic Biome “zones” Photic, Aphotic and Intertidal.
Topic 1: Communities	Length:
Lesson Frame: Review Levels of Organization	We will:
	I will:
Lesson Frame: Symbiosis Examples	We will:
	I will:
Lesson Frame: the 4 Spheres	We will:
	I will:

<p>Performance Tasks: Mini-Lab: Looking at Lichens/Pioneer Species Walk-About: 3 Levels of Succession Concept Mapping: Primary vs. Secondary Succession</p>	<p>Notes: Identify Pioneer Species and collect samples on site Compare and Contrast Three Levels of Succession on site</p>
<p>Topic 2: Biomes</p>	<p>Length:</p>
<p>Lesson Frame: Precipitation and Temperature</p>	<p>We will:</p>
	<p>I will:</p>
<p>Lesson Frame: Latitude Longitude</p>	<p>We will:</p>
	<p>I will:</p>
<p>Lesson Frame: Flora / Fauna</p>	<p>We will:</p>
	<p>I will:</p>
<p>Performance Tasks: Limiting Factors Activity Critical Thinking: Where am I? Practical Exam: Biome Ranges of Tolerance: Temp/Precip</p>	<p>Notes: Review Game Day: Kahoots Mind Jogger Pictionary</p>
<p>We will..., I will... statements for Units 2-5</p>	
<p>define ecology and know the difference between a species, population, and community -abiotic factors -population -ecosystems -biotic factors - community - biome -organism -biosphere</p>	<p>know how matter transfers through an ecosystem.</p>
<p>the 4 factors involved in determining biomes</p>	<p>define biodiversity.</p>
<p>know how energy transfers through an ecosystem -trophic level - autotroph/producer -heterotroph/consumer and the different orders/ herbivore, carnivore, omnivore, decomposer, scavenger</p>	<p>locate where on Earth has more biodiversity.</p>
<p>know 4 parts of population dynamics</p>	<p>give an example of biodiversity.</p>
<p>compare a food chain and a food web and know what the arrows mean!</p>	<p>compare and contrast the levels of organization.</p>
<p>know how to interpret a pyramid of energy, numbers, or biomass</p>	

Unit Name: Populations	Length: 2 weeks
Standards: HS-LS2-1: HS-LS2-2: HS-LS2-6: HS-LS4-5:	Outcomes: Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
Essential Questions: What are limiting factors for individual populations (including humans)? How can you distinguish between the five influences on population dynamics? (Cornell Notes Section 4.1) How can you put a “face to the name” when describing examples of Population Distribution? What is the relevance of knowing and applying the Effects of Population Growth Rate when studying Human Populations? (Cornell Notes Section 4.2)	Learning Targets: Students will be able to: (Skills) Predict the effects of environmental factors on population growth. Compare the Age Structure of human population growth rates. Explain the relationship between populations (humans included) and their environment. Identify how the birth rate and the death rate affect the rate at which a population changes. Students will know: (Concepts) How to Compare and Contrast Exponential Growth, and Linear Growth? How Carrying Capacity plays a major role in population dynamics? Relationships of reproductive patterns for different populations of organisms to the population models of population growth. The World and US Population calculations and outlooks.
Topic 1: Population Dynamics	Length: 1 week
Lesson Frame: Independent vs Dependent Density Factors	We will:
	I will:
Lesson Frame: Exponential vs Linear Growth	We will:
	I will:
Lesson Frame: Hardy Weinberg Equation	We will:
	I will:

<p>Performance Tasks: BioLab: How to Determine Population Size? (Catch and Release) Critical Thinking: Effects of Predators on Prey Populations One acre plot calculations on site: Maple Tree Population vs Oak Tree Population Three age groups according to diameter Sub categories to consider red/white/bur oak and sugar/red/silver maple Graph Data</p>	<p>Notes:</p>
<p>Topic 2: Human Population</p>	<p>Length: 1 week</p>
<p>Lesson Frame: Age Structure Charts</p>	<p>We will:</p>
	<p>I will:</p>
<p>Lesson Frame: Immigration vs. Emigration</p>	<p>We will:</p>
	<p>I will:</p>
<p>Performance Tasks Mini-Lab: Calculating Doubling Time Practical Exam: Populations Reflective Literacy: Current Event Google Classroom Turn In</p>	<p>Notes: Review Game Day Kahoots Mind Jogger Pictionary</p>
<p>We will..., I will... statements for Units 2-5</p>	
<p>define ecology and know the difference between a species, population, and community -abiotic factors -population -ecosystems -biotic factors - community - biome -organism -biosphere</p>	<p>know how matter transfers through an ecosystem.</p>
<p>the 4 factors involved in determining biomes</p>	<p>define biodiversity.</p>
<p>know how energy transfers through an ecosystem -trophic level - autotroph/producer -heterotroph/consumer and the different orders/ herbivore, carnivore, omnivore, decomposer, scavenger</p>	<p>locate where on Earth has more biodiversity.</p>
<p>know 4 parts of population dynamics</p>	<p>give an example of biodiversity.</p>
<p>compare a food chain and a food web and know what the arrows mean!</p>	<p>compare and contrast the levels of organization.</p>
<p>know how to interpret a pyramid of energy, numbers, or biomass</p>	

Unit Name: Biodiversity	Length: 2 weeks
Standards: HS-LS2-2 HS-LS2-7 HS-ETS1-1	Outcomes: Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
Essential Questions: How do you identify the 3 ways/methods in which Biodiversity can be studied? Citing several examples for each. What is the real life lesson to understanding and applying the importance of Biodiversity to nature and humans? (Cornell Notes Section 5.1) How do you recognize the difference between the loss or threat to biodiversity while describing examples? Does the threat of biodiversity hold long term or short term effects? Cite examples of habitat fragmentation vs habitat degradation. How can you relate to the 6 interventions that are the backbone of Conservation Biology and how will they practice them upon their departure from secondary education? Academic Vocabulary: Biodiversity, Extinction, Endangered Species, Threatened Species, Habitat Fragmentation, Edge Effect, Habitat Degradation, Acid Precipitation, Ozone Layer, Exotic Species, Conservation Biology, Natural Resources, Habitat Corridors, Sustainable Use, Reintroduction Programs, Captivity	Learning Targets: Students will be able to: (Skills) Describe strategies used in conservation biology. Relate the success in protecting an Endangered Species to the methods used to protect it. Personalize and Rank Order the 6 conservation interventions. Students will know: (Concepts) That having base knowledge of Biodiversity will influence their actions toward conservation. The various threats to the loss of biodiversity. How to distinguish between the changes the changes that may result in the loss of a species.
Topic 1: Vanishing Species	Length: 1 week
Lesson Frame: Threatened, Endangered vs Extinct Species	We will:
	I will:
Lesson Frame: Geographical literacy.	We will:
	I will:
Lesson Frame: Pollution, Recycling and Conservancy	We will:
	I will:

<p>Performance Tasks: Mini-Lab: Measuring Species Diversity: I.D. Eye on the Environment: Habitat Degradation vs. Habitat Fragmentation Critical Thinking: DDT and the Food Chain Habitat Fragmentation Examples on site</p>	<p>Notes:</p>
<p>Topic 2: Conservation Biology</p>	<p>Length: 1 week</p>
<p>Lesson Frame: Habitat Degradation vs Habitat Fragmentation</p>	<p>We will: I will:</p>
<p>Lesson Frame: The 6 Interventions to Conservation Biology</p>	<p>We will: I will:</p>
<p>Lesson Frame: Conservation License WI DNR</p>	<p>We will: I will:</p>
<p>Performance Tasks Topic/Chapter Notes (Cornell) Lab Practical - Picture ID RAFT Writing Project: Losing or Lost our Habitat and Critters that Belong Index of Diversity Calculation (Tree Species) on site Reflective Literacy: Current Event Google Classroom Turn In</p>	<p>Notes: Review Game Day Kahoots Mind Jogger Pictionary</p>
<p>We will..., I will... statements for Units 2-5</p>	
<p>define ecology and know the difference between a species, population, and community -abiotic factors -population -ecosystems -biotic factors - community - biome -organism -biosphere</p>	<p>know how matter transfers through an ecosystem.</p>
<p>the 4 factors involved in determining biomes</p>	<p>define biodiversity.</p>
<p>know how energy transfers through an ecosystem -trophic level - autotroph/producer -heterotroph/consumer and the different orders/ herbivore, carnivore, omnivore, decomposer, scavenger</p>	<p>locate where on Earth has more biodiversity.</p>
<p>know 4 parts of population dynamics</p>	<p>give an example of biodiversity.</p>
<p>compare a food chain and a food web and know what the arrows mean!</p>	<p>compare and contrast the levels of organization.</p>
<p>know how to interpret a pyramid of energy, numbers, or biomass</p>	

Unit Name: Chemistry of Life	Length: 5 weeks
Standards: HS-LS1-3: HS-LS1-6: HS-ETS-4:	Outcomes: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem
Essential Questions: How does the Language of Chemistry have an impact on Living Things? What are the trends and history of the periodic table? Is there a direct relationship between the atomic structure and stability? If so, then how? Why is water the most influential and most important molecule on the planet? How do the 4 key factors affecting the rate of diffusion have a bearing on living things? Why do we concern ourselves so readily to the Essential Life Substances? Why do we get to promote the building of and breaking down life substances (meaning... the entire metabolic process)? What do we have to gain by emphasizing the 4 properties of water: Polarity, Resistant to Temp Change, Diffusion, and Capillary Action? Where did all life on earth come from? Academic Vocabulary: Element, Atom, Nucleus, Isotope, Compound, Covalent Bond, Molecule, Ion, Ionic Bond, Metabolism, Mixture, Solution, pH, Acid, Base, Polar Molecule, Hydrogen Bond, Diffusion, Dynamic equilibrium, Isomer, Polymer, Carbohydrate, Lipid, Protein, Amino acid, Peptide bond, Enzyme, Nucleic acid, Nucleotide	Learning Targets: Students will be able to: (Skills) Reflect upon such topics as presented in their Current Event. Identify how the process of diffusion occurs and why it is important to cells. Classify the variety of organic compounds. Describe how polymers are formed and broken down in organisms. Compare the chemical structures of carbohydrates, lipids, proteins, and nucleic acids, and relate their importance to living things. Students will know: (Concepts) The structure of an atom to the identity of elements. The formation of covalent and ionic chemical bonds to the stability of atoms. How to distinguish mixtures and solutions. When and how to define acids and bases and relate their importance to biological systems. To identify the effects of enzymes. How to relate water's unique features to its polarity
Topic 1: The Language of Chemistry	Length: 2 weeks
Lesson Frame: Atomic Structure	We will:
	I will:
Lesson Frame: Trends of the Periodic Table	We will:

	I will:
Lesson Frame: Bonding, Equations and Reactions	We will:
	I will:
Performance Tasks: BioLab: Chemical Reactions in Animals Lab Practical: ID Element Symbols Types of Bonding Balancing Equations 6 types of Chemical Reactions	Notes:
Topic 2: Properties of Water	Length: 1 week
Lesson Frame: Brownian Motion/Polarity	We will:
	I will:
Lesson Frame: Diffusion/ Osmosis	We will:
	I will:
Lesson Frame: Density of Water in States	We will:
	I will:
Performance Tasks: Mini Lab: Determining pH Mini Lab: Measuring the Rate of Diffusion Surface Tension Contest Density Testing Properties of Water Lab Practical #2	Notes: Soil Analysis (pH, moisture content, texture, and color) from various locations on site
Topic 3: Life Substances (Biomolecules)	Length: 2 weeks
Lesson Frame: Carbohydrates	We will:
	I will:
Lesson Frame: Lipids	We will:
	I will:
Lesson Frame: Proteins	We will:
	I will:
Lesson Frame: Nucleic Acids	We will:
	I will:

Performance Tasks: Mini Lab: Determining monomer vs. polymer Biomolecule Identification Building Biomolecules Lab Practical #3 Reflective Literacy: Current Event Google Classroom Turn In	Notes: Review Game Day Kahoots Mind Jogger Pictionary
We will..., I will... statements:	
follow the Language of Chemistry.	define macromolecule.
know and use the trends of the periodic table.	list all four carbon based macromolecules.
explain iodine turns black in the presence of.....	list the monomer for each of the four macromolecules.
explain benedicts (when heated) will turn red in the presence of...	list the atoms in each of the four macromolecules.
explain biuret turns purple/violet in the presence of	list the functions of each of the four macromolecules.
explain how lipids will look on a paper towel.	list several examples of each of the four macromolecule.
explain why living things are carbon based.	explain how carbohydrates are different from lipids.
explain why carbon is unique.	analyze the results of several different indicator tests to determine what macromolecule is in ordinary foods.
define monomer.	explain why enzymes are important to living things.
define polymer.	

Unit Name: Life of a Cell	Length: 2 weeks
Standards: HS-LS1-6 HS-LS1-2 HS-LS1-3 HS-ETS1-4	Outcomes: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
Essential Questions: How do we utilize non-traditional measuring devices/tools in microscopy labs? What has the history of the cell and technology provided for science? What role(s) does Chemistry and Bio-Molecules play in microbiology (cellular) concepts? How does the composition of the plasma membrane allow the cell to function and survive in various environments? What impact does selective permeability have on survival of the cell? What is the correlation between surface area and volume of a cell and its ability to survive? How do the subtle differences in plant and animal cell structure enable survival? Why is it important for organelles to have separate roles in cellular functions? Academic Vocabulary: Part 1 - Cell, Organelle, Prokaryote, Eukaryote, Nucleus Part 2 - Plasma membrane, Selective permeability, Phospholipid, Fluid mosaic model, Transport protein Part 3 - Cell wall, Chromatin, Nucleolus, Ribosomes, Cytoplasm, Endoplasmic reticulum, Golgi apparatus, Vacuole, Lysosome, Chloroplast, Chlorophyll, Plastid, Mitochondria: Cytoskeleton, Microtubule, Microfilament, Cilia, Flagella	Learning Targets: Students will be able to: (Skills) Compare the operation of a compound light microscope with that of an electron microscope. Identify the main ideas of the cell theory. Describe how a cell's plasma membrane functions. Compare and contrast the structures of plant and animal cells. Students will know: (Concepts) How to relate advances in microscope technology to discoveries about cells and cell structure. What the relationship between the function of the plasma membrane to the fluid mosaic model. The identity, structure and function of the parts of a typical eukaryotic cell. Explain the advantages of highly folded membranes in cells. Relationships with the function of a cell to its organization and role in tissues, organs, and organ systems.
Topic 1: Discovery of Cells and the Plasma Membrane	Length: 1 week
Lesson Frame: Timeline of the Microscope	We will:

	I will:
Lesson Frame: Cell Theory	We will:
	I will:
Lesson Frame: The Plasma Membrane/Fluid Mosaic Model	We will:
	I will:
Performance Tasks: Microscopy Lab - Measuring Objects Shell off the Egg - Lab Practical Exam: 4 Parts/Functions of Fluid Mosaic	Notes:
Topic 2: Eukaryotic Cell Structure	Length: 1 week
Lesson Frame: Structure and Function of Organelles	We will:
	I will:
Lesson Frame: Plant Cells	We will:
	I will:
Lesson Frame: Animal Cells	We will:
	I will:
Performance Tasks: Mini Lab: Cell Organelles Multiple Species Leaf Sample Chloroplast Counting Decomposition Rates Comparison: Plants Tissue vs. Animal Tissue Practical Exam: Identify Parts of Plant Cell and Animal Cell (color code) Reflective Literacy: Current Event Google Classroom Turn In	Notes: Review Game Day Kahoots Mind Jogger Pictionary
We will..., I will... statements:	
list the 3 main principles of the cell theory	identify and list the function of the receptor protein.
list the contributions of Hooke, Leewenhooke, and Virchow to the cell theory	label the polar head and nonpolar tail of a phospholipid.
define and give an example of a prokaryotic cell.	explain why organ donors and recipients must be carefully matched.
define and give an example of a eukaryotic cell.	match an organelle with its function.
list the similarities and differences between a eukaryotic and prokaryotic cell	identify an organelle from a diagram
identify a prokaryotic cell from a diagram	identify a plant cell
identify a eukaryotic cell from a diagram.	identify an animal cell
identify and list the function of the cell membrane.	list the similarities and differences between an animal and plant cell.

identify and list the function of the Phospholipid.	list the organelles unique to an animal cell
identify and list the function of the channel protein.	list the features found in plant cells.
identify and list the function of the marker protein.	list the organelles found in both animal and plant cells.

Unit Name: Cellular Transport and the Cell Cycle	Length: 2 weeks
Standards: HS-LS1-4 HS-LS1-3 HS-LS2-3	Outcomes: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
Essential Questions: How does the composition of the plasma membrane allow it to function in varied environments? What impact does energy have on selective permeability? Is there a direct relationship between the surface area and volume of a cell? If so, explain. What does the cell's size have to do with its limitations? How does the length of the cell cycle vary? How does functionality of specific cells relate to its cell cycle duration? How do the subtle differences in plant and animal cell structure promote or inhibit stages of the cell cycle? Academic Vocabulary: Part 1 - Osmosis, Isotonic Solution, Hypotonic Solution, Hypertonic Solution, Passive Transport, Facilitated Diffusion, Active Transport, Endocytosis, Exocytosis Part 2 - Chromosome, Chromatin, Interphase, Mitosis, Prophase, Sister Chromatid, Centromere, Centriole, Spindle, Metaphase, Anaphase, Telophase, Cytokinesis, Tissue, Organ, Organ System	Learning Targets: The process of diffusion, passive transport, and active transport occur and why they are important to the cell. The role of enzymes in the regulation of the cell cycle. Relationships with the function of a cell to its organization and role in tissues, organs, and organ systems. interpretation and application of terminology Predict the effects of a isotonic, hypertonic and hypotonic solutions on cells. Model the structure of a chromosome from DNA – Sister Chromatid. Sequence the events of the Cell Cycle using tissue samples. Distinguish between the events of a normal cell cycle and the abnormal events that result in cancer.
Topic 1: Cellular Transport (plasma membrane)	Length: 1 week
Lesson Frame: Passive Transport	We will:
	I will:
Lesson Frame: Active Transport	We will:
	I will:
Lesson Frame: Endocytosis vs. Exocytosis	We will:
	I will:

Performance Tasks: Mini Lab: Cell Membrane Simulation Cell Membrane Stress Test Tonicity Tests using chicken egg	Notes:
Topic 2: Cell Cycles	Length: 1 week
Lesson Frame: Interphase (G1-S-G2-G0)	We will: I will:
Lesson Frame: Mitosis (prophase metaphase anaphase telophase)	We will: I will:
Lesson Frame: Cytokinesis	We will: I will:
Performance Tasks: ID Lab: Find Phases of Cell Cycle in Plant vs. Animal Cell Mini Lab: Seeing Asters BioLab: Where is Mitosis Most Observed in Root Tissue Sample? Practical Exam: ID the Cell Cycle Reflective Literacy: Current Event Google Classroom Turn In	Notes: Review Game Day Kahoots Mind Jogger Pictionary
We will..., I will... statements:	
define active transport and give an example	define and give an example of exocytosis
define passive transport and give an example	define and give an example of exocytosis
define osmosis and give an example	define and give an example of phagocytosis
define diffusion and give an example	identify a diagram of facilitated diffusion
define and identify an isotonic solution	identify a diagram of osmosis
define and identify an hypertonic solution	compare size limitations of cell (surface area to volume ratio)
define and identify an hypotonic solution	Id cell reproduction...why and how?
predict what will happen if a cell is put into a hypotonic solution	know the order IPMATC Cell Cycle
predict what will happen if a cell is put into a hypertonic solution	locate the Gap phases, Synthesis phase and mitosis
predict what will happen if a cell is put into an isotonic solution	know Mitosis details – do you know the major event of each phase
define concentration gradient	look at what causes a tumor?
define facilitated diffusion	know what happens to neighboring cells
compare and contrast facilitated diffusion and diffusion	list environmental risk factors?
compare and contrast active and passive transport	highlight risk Prevention of cancer

define and give an example of endocytosis

Unit Name: Need for Energy	Length: 2 weeks
Standards: HS-LS2-5 HS-LS1-5 HS-LS1-3 HS-LS2-3 HS-LS1-7	Outcomes: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.
Essential Questions: How do the products of one biological process (photosynthesis) become the reactants for another biological process (cell respiration)? How does the Law of Conservation of Energy relate to the biological processes in eukaryotic cells? Where and how does the surface increase energy production in chloroplasts and mitochondria? What are the limiting factors involved in the photosynthesis and cell respiration/fermentation? Academic Vocabulary: Part 1 - ATP (adenosine triphosphate), ADP (adenosine diphosphate) Part 2 - Photosynthesis, Pigment, Chlorophyll, Photolysis, Calvin Cycle Part 3 - Cellular Respiration, Anaerobic, Aerobic, Glycolysis, Krebs Cycle, Alcoholic Fermentation, Lactic Acid Fermentation	Learning Targets: Students will be able to: (Skills) Model how energy is stored and released by ATP. Relate the structure of Chloroplasts to the events of Photosynthesis. Illustrate Light Dependent and Light Independent reactions in conjunction with Chemical Equation of Photosynthesis. Compare and Contrast cellular respiration and fermentation. Explain how cells obtain energy from cellular respiration. Students will know: (Concepts) Why organisms need a supply of energy? How energy is stored and released by ATP? All aspects of Light Dependent Reactions. Reactants and products of the Calvin Cycle. Aerobic and anaerobic metabolism.
Topic 1: Photosynthesis	Length: 1 week
Lesson Frame: Light Dependent Reactions	We will: I will:
Lesson Frame: Light Independent Reactions	We will: I will:
Lesson Frame: Analysis of Balanced Equation for Photosynthesis	We will: I will:

<p>Performance Tasks: Production of Starches: Plant Tattoos Mini Lab: Separating Pigments from chlorophyll Bioluminescent Behaviors (ATP)</p>	<p>Notes: Compare and Contrast Energy Molecules: ATP-ADP-AMP</p>
<p>Topic 2: Cell Respiration</p>	<p>Length: 1 week</p>
<p>Lesson Frame: Aerobic Respiration (Normal Oxygen)</p>	<p>We will: I will:</p>
<p>Lesson Frame: Lactic Acid Fermentation (Run-out of Oxygen)</p>	<p>We will: I will:</p>
<p>Lesson Frame: Alcohol Fermentation (Oxygen was never present)</p>	<p>We will: I will:</p>
<p>Performance Tasks: Mini Lab 9.3: Determine if Apple Juice Ferments Lab Practical - ch 9 Reflective Literacy: Current Event Google Classroom Turn In</p>	<p>Notes: Review Game Day Kahoots Mind Jogger Pictionary</p>
<p>We will..., I will... statements:</p>	<p>know the Balanced equation</p>
<p>Id what is the energy used for?</p>	<p>Id how does photosynthesis provide energy and matter for all living things?</p>
<p>know the reaction on how to make and break ATP.</p>	<p>define cellular respiration</p>
<p>know photosynthesis</p>	<p>know the different stages and the molecules required/generated in each</p>
<p>Id pigments are used in photosynthesis</p>	<p>know where does it take place?</p>
<p>know the different stages and the molecules required/generated in each</p>	<p>know the Balanced equation</p>
<p>Id Light Dependent and Independent Reactions</p>	<p>Locate how many ATPs are produced: glycolysis, Krebs (citric acid) cycle, electron transport chain.</p>
<p>define where does it takes place?</p>	<p>be able to compare/contrast fermentation to photosynthesis</p>
<p>explain why are plants green?</p>	

<p>Unit Name: Mendel's Laws and Meiosis</p>	<p>Length: 3 weeks</p>
<p>Standards: HS-LS2-8 HS-LS3-2 HS-LS3-3 HS-LS4-3</p>	<p>Outcomes: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p>
<p>Essential Questions: What is genetic variation and why has it been so important to humanity? How do Mendel's Laws of Heredity present themselves in Punnett Squares? Why are mathematical representations important in studying genetics? Where and how does gamete cell division (meiosis) increase variation? What are the limiting factors involved in meiosis?</p> <p>Academic Vocabulary: Part 1 - Heredity, Trait, Genetics, Gamete, Fertilization, Zygote, Pollination, Hybrid, Allele, Dominant, Recessive, Law of Segregation, Phenotype, Genotype, Homozygous, Heterozygous, Law of Independent Assortment Part 2 - Diploid, Haploid, Homologous Chromosome, Meiosis, Sperm, Egg, Sexual Reproduction, Crossing Over, Genetic Recombination, Nondisjunction</p>	<p>Learning Targets: Students will be able to: (Skills) Relate Mendel's two laws to the results he obtained in his experiments with garden peas. Analyze how meiosis maintains a constant number of chromosomes within a species.</p> <p>Students will know: (Concepts) The possible offspring of a genetic cross by using a Punnett square. How meiosis leads to variation in a species. Mendel's laws of heredity to the events of meiosis.</p>
<p>Topic 1: Mendel's Laws</p>	<p>Length: 2 weeks</p>
<p>Lesson Frame: Law of Dominance</p>	<p>We will: I will:</p>
<p>Lesson Frame: Law of Segregation</p>	<p>We will: I will:</p>
<p>Lesson Frame: Law of Independent Assortment</p>	<p>We will: I will:</p>

Performance Tasks: Mini Lab: Looking at Pollen Vocab Series 1- 2 Punnett Square Series 1-2-3 DiHybrid Cross Gizmo: Two Trait Cross in Mice Simulation	Notes: Collect pollen samples for Mini-Lab
Topic 2: Meiosis	Length: 1 week
Lesson Frame: Cell Cycle Review	We will: I will:
Lesson Frame: Meiosis 1 vs. Meiosis 2	We will: I will:
Lesson Frame: Overlay Meiosis, Mendel's Laws and Punnett Squares	We will: I will:
Performance Tasks: Mini Lab: Modeling Crossing Over Problem Solving: Tracing a Family Tree Gizmo: Meiosis Lab Simulation Heredity Lab - Gamete Production to Reproduction to Offspring Production Chapter 10 Exam Reflective Literacy: Current Event Google Classroom Turn In	Notes: Review Game Day Kahoots Mind Jogger Pictionary
We will..., I will... statements:	
define haploid and diploid	explain the purpose of meiosis
give an example of a haploid and a diploid cell	identify the steps of meiosis
define somatic cell and give examples	give a brief description of the events at each step of meiosis.
define a chromosome	list the number of gametes produced during meiosis, both male and female
explain sister chromatids and identify them	explain the term nondisjunction
distinguish between an autosome and a sex chromosome	explain how nondisjunction can lead to a genetic disorder
explain how gender is determined in humans	give an example of a common genetic disorder caused by nondisjunction
list the number of chromosomes in an human somatic cell	compare and contrast mitosis and meiosis
list the number of chromosomes in an human sex cell.	define crossing over
define gamete and give two examples.	explain what happens to chromosomes during crossing over
list the number of chromosomes in a human gamete	identify a diagram sister chromatids, non-sister chromatids, and crossing over

define meiosis	
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<p>Unit Name: DNA and Genes</p>	<p>Length: 2 weeks</p>
<p>Standards: HS-LS2-8 HS-LS3-1 HS-LS3-2 HS-LS3-3 HS-LS4-3 HS-ETS1-1</p>	<p>Outcomes: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p>
<p>Essential Questions: Why biotechnology so important in scientific study? What is the order in which protein synthesis occurs? How to genetic mutations have positive and negative impacts on our society? Why are the respective locations for the steps in protein synthesis so important? What are the limiting factors involved in protein synthesis (replication, transcription and translation)?</p> <p>Academic Vocabulary: Part 1 - Nucleotides, Nitrogenous Base, Purines, Pyrimidines, Double Helix, DNA Replication Part 2 - Messenger RNA, Ribosomal RNA, Transfer RNA, Transcription, Codon, Translation Part 3 - Mutation, Point Mutation, Frameshift Mutation, Chromosomal Mutation, Mutagen</p>	<p>Learning Targets: Students will be able to: (Skills) Determine how the structure of DNA enables it to reproduce itself accurately. Relate the concept of the gene to the sequence of nucleotide in DNA. Categorize the different types of mutations that occur in DNA.</p> <p>Students will know: (Concepts) How to analyze the structure of DNA. When and where to (model) sequence the steps involved in protein synthesis. And compare the effects of different kinds of mutations on cells and organisms.</p>
<p>Topic 1: From DNA to Protein</p>	<p>Length: 1 week</p>
<p>Lesson Frame: DNA the Molecule of Heredity</p>	<p>We will: I will:</p>
<p>Lesson Frame: Transcription</p>	<p>We will:</p>

	I will:
Lesson Frame: Translation	We will:
	I will:
Performance Tasks: Mini Lab: Transcription Translation DNA Replication Dominoes Pizza Analogy Concept Mapping: DNA vs. RNA	Notes: Search for Plant or Animal Mutations and whether they are helpful or harmful.
Topic 2: Genetic Changes	Length: 1 week
Lesson Frame: Gene Mutations - Point and Frameshift Mutations	We will:
	I will:
Lesson Frame: Chromosomal Mutations - Deletion, Inversion, Duplication, Translocation	We will:
	I will:
Performance Tasks: Mini Lab: Gene Mutations and Proteins Protein Synthesis Simulation Classroom Chapter 11 Exam Reflective Literacy: Current Event Google Classroom Turn In	Notes: Review Game Day Kahoots Mind Jogger Pictionary
We will..., I will... statements:	
know the difference between nitrogen bases (purine - pyrimidine)	ID the locations of the RNA's and what their main jobs are?
review how nucleic acids are assembled.	define and identify transcription and translation.
locate and ID all the components of DNA Replication	know all the important locations within the cell that assist in protein synthesis.
know the nitrogen bases that make DNA unique	know these connections (transcription-codon-mRNA-Amino Acid and translation-anti codon-tRNA-Amino Acid).
locate the weak hydrogen bonds in DNA and why they are located there?	learn to read mRNA codons to locate amino acids
differentiate between DNA and RNA nitrogen bases.	practice and create analogies for DNA Replication, Transcription, Translation
compare and contrast the 2 main types of RNA (mRNA and tRNA)	make the connections between S-phase of Interphase (cell cycle = mitosis or meiosis) and transcription

Unit Name: Patterns of Heredity and Human Genetics	Length: 2 weeks	
Standards: HS-LS1-1 HS-LS3-1 HS-LS3-2 HS-LS3-3 HS-LS4-3 HS-LS4-6	Outcomes: Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	
Essential Questions: How do genetic Mutations have positive and negative impacts on our society? Why is karyotyping so important in the diagnosis of genetic anomalies? What are the limiting factors involved in the Six Human Inheritance Patterns? Why was the completion of the Human Genome Project so important to geneticists? What is the importance of stem cell research? Why is stem cell research so controversial? Academic Vocabulary: Part 1 - Pedigree, Carrier, Fetus Part 2 - Incomplete Dominance, Codominant Allele, Multiple Allele, Autosome, Sex Chromosome, Sex Linked Trait, Polygenic Inheritance Part 3 - Karyotype, Syndromes	Learning Targets: Students will be able to: (Skills) Interpret a pedigree. Identify human genetic disorders caused by inherited recessive alleles. Distinguish between alleles for incomplete dominance and codominance. Explain the patterns of multiple allelic and polygenic inheritance. Analyze the pattern of sex linked inheritance. Summarize how internal and external environments affect gene expression. Distinguish among conditions that result from extra autosomal or sex chromosomes.	
Topic 1: Heredity Follows Different Rules	Length: 1 week	
Lesson Frame: Mendelian Inheritance	We will: I will:	
Lesson Frame: Incomplete Dominance	We will: I will:	
Lesson Frame: CoDominance	We will: I will:	
Performance Tasks: Mini Lab: Illustrating a Pedigree Concept Mapping: Patterns of Heredity and Human Genetics CF vs Huntington's Disease Chicken Coupe Genetics Human Blood Associations	Notes:	
Topic 2: Complex Human Patterns	Length: 1 week	
Lesson Frame: Multiple Alleles	We will: I will:	
Lesson Frame: X - Linked Inheritance	We will: I will:	
Lesson Frame: Polygenic Inheritance	We will: I will:	

<p>Performance Tasks: Mini Lab: Detecting Colors and Patterns in Eyes Karyotyping Investigation Human Blood Associations Labrador Retriever Study Reflective Literacy: Current Event Google Classroom Turn In</p>	<p>Notes: Review Game Day Kahoots Mind Jogger Pictionary</p>	
<p>We will..., I will... statements:</p>		
<p>define and provide examples: incomplete dominance, co-dominance, multiple alleles, X linked (sex linked) Inheritance, and polygenic inheritance.</p>	<p>list at least three processes that lead to genetic variation.</p>	
<p>compare and contrast the 5 complex Inheritance Patterns impacting humans (blood is the connection).</p>	<p>define karyotype.</p>	
<p>define and explain genetic variation.</p>	<p>explain why scientists use a karyotype.</p>	
<p>explain the importance of genetic variation.</p>	<p>make a karyotype.</p>	

Unit Name: Influences on Evolution	Length: 3 weeks	
Standards: HS-LS2-8 HS-LS4-1 HS-LS4-2 HS-LS4-3 HS-LS4-4 HS-LS4-5	Outcomes: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. Construct an explanation based on evidence for how natural selection leads to adaptation of populations. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	
Essential Questions: How does Natural Selection affect allelic frequency? What are the limiting factors involved with the Influences on Evolution? Why are the mechanisms for determining evolution geographical in nature? What is the connection between what we have already learned and the Theory of Evolution? When to organisms "ensure" survival? Academic Vocabulary: Part 1 - Artificial Selection, Natural Selection, Mimicry, Camouflage, Homologous Structure, Analogous Structure, Vestigial Structure, Embryo Part 2 - Gene Pool, Allelic Frequency, Genetic Equilibrium, Genetic Drift, Stabilizing Selection, Directional Selection, Disruptive Selection, Speciation, Geographic Isolation, Reproductive Isolation, Polyploidy, Gradualism, Punctuated Equilibrium, Adaptive Radiation, Divergent Evolution, Convergent Evolution	Learning Targets: Students will be able to: (Skills) Explain the role of natural selection in convergent and divergent evolution. Distinguish among the types of evidence for evolution. Summarize the effects of the different types of natural selection on gene pools. Students will know: (Concepts) Summarize Darwin's theory of natural selection. How to explain the structural and physiological adaptations of organisms and where they apply to natural selection. When to relate changes in genetic equilibrium to mechanisms of speciation.	
Topic 1: Geologic Time	Length: 1 week	
Lesson Frame: Fossil Records	We will: I will:	
Lesson Frame: Adaptations	We will: I will:	
Performance Tasks: Charles Darwin Bio and Timeline Mini Lab: Camouflage Provides an Adaptive Advantage BioLab: Natural Selection and Allelic Frequency	Notes: Camouflage Contest Scavenger Hunt	
Topic 2: Recent Influences	Length: 1 week	
Lesson Frame: Anatomical Features	We will: I will:	
Lesson Frame: Embryology	We will: I will:	
Lesson Frame: BioChemistry	We will: I will:	

<p>Performance Tasks: Mini Lab: Detecting a Variation Planet Earth Series: Limiting Factors and Influences on Evolution Concept Mapping: The Influences on Evolution Final Exam Reflective Literacy: Current Event Google Classroom Turn In</p>	<p>Notes: Review Game Day Kahoots Mind Jogger Pictionary</p>	
We will..., I will... statements:		
know the influences on Evolution and who proposed the theory of Evolution.	define Natural selection.	
know the evidences to support the theory of evolution.	know the differences between the various types and examples of each: -directional selection -stabilizing selection -disruptive selection -sexual selection -artificial selection.	
know Comparative Structures: homologous and vestigial, analogous.	define adaptation, mimicry, and camouflage.	
Id Embryonic Development.	explain the statement that "Populations evolve, not individuals."	
know Biochemical: DNA and Protein Synthesis.	define Fitness <input type="checkbox"/> Variation <input type="checkbox"/> Adaptation <input type="checkbox"/> Speciation.	
study fossils (how do they form and know the various examples).		

Course Name:	Biology 2		
Credits:	1		
Prerequisites:	Biology 1 and PS or Chem 1		
Description:	This course is a continuation of Biology I. The Organization of Life and the six-kingdom classification system (Taxonomy) will be explored in depth starting with lower life forms and working up to animals. Labs will have an emphasis on identification and dissecting of several species. Lab work and group presentations will be included to develop critical thinking and organizational skills.		
Academic Standards:	Next Generation Science Standards		
Units:	Length:	Unit Standards:	Unit Outcomes:
Organizing Life's Diversity	2 weeks	<p>HS-LS2-5: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.</p> <p>HS-LS4-6: Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p> <p>HS-LS2-6: Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p>	<p>Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p>
Viruses and Bacteria	3 weeks	<p>HS-LS2-3: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.</p> <p>HS-LS1-4: Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.</p>	<p>Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.</p>

Protists	2 weeks	HS-LS1-3: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. HS-LS1-5: Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
Fungi	3 weeks	HS-LS1-6: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
Intro to Animals	2 weeks	HS-LS4-2: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

Invertebrates	12 weeks	<p>HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p>HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.</p> <p>HS-LS1-2 Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.</p> <p>HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p> <p>HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p>	<p>Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.</p> <p>Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p>Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p>
Vertebrates	9 weeks	<p>HS-LS3-1: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.</p> <p>HS-LS3-3: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>HS-LS4-5: Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p>	<p>Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p> <p>Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p>
Mammals	3 weeks	<p>HS-LS4-3: Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p>	<p>Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p>

Unit Name: Organizing Life's Diversity	Length: 2 weeks
Standards: HS-LS2-5 HS-LS4-6 HS-LS2-6	Outcomes: Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
Essential Questions: What is the difference between classification methods?	Learning Targets: Evaluate the history, purpose, and methods of taxonomy. Explain the meaning of a scientific name. Describe the organization of taxa in a biological classification system. Describe how evolutionary relationships are determined. Explain how cladistics reveals phylogenetic relationships.
Academic Vocabulary: Part 1- Classification, Taxonomy, Binomial Nomenclature, Genus, Specific Epithet, Family, Order, Class, Phylum, Division, Kingdom Part 2 - Phylogeny, Cladistics, Cladogram, Eubacteria, Protist, Fungus	Interpret and apply terminology Compare the six kingdoms of organisms.
Topic 1: Methodology in Classification	Length: 1 week
Lesson Frame: Dichotomous Keys	We will learn to read a dichotomous key. I will build a dicot key for leaf samples.
Lesson Frame: Phylogenetic Fans	We will identify all the components phylogeny. I will be able to competently read a phylogenetic fan.
Lesson Frame: Cladistics	We will discuss and give examples of class. I will be able to associate cladograms to fossil records.
Lesson Frame: Specific Examples for Each Mythology	We will review the 5 influences on evolution. I will be able to give specific examples for all the facts of the 5 influences.
Performance Tasks: Using a Dichotomous Key in a Field Investigation Identifying Key Characteristics Base off of The 5 Influences on Evolution. Constructing a Cladogram	Notes:
Topic 2: Classification System = Taxonomy	Length: 1 week
Lesson Frame: The Six Kingdoms	We will introduce the 6 kingdoms and Phylogeny I will be able to identify characteristics and timelines for each Kingdom.
Lesson Frame: Taxonomical Hierarchy	We will define taxonomy. I will know the taxonomy of humans and one other organism.
Lesson Frame: Binomial Nomenclature	We will list contributions from scientists that devised BN.

	I will be able to write the genus and species name of several organisms.
Performance Tasks: Identifying Shark Species The History of Taxonomy Who was Carolus Linnaeus	Notes: Latin notes: prefix suffix and root word associations

Unit Name: Viruses and Bacteria	Length: 2 weeks
Standards: HS-LS2- HS-LS1-4	Outcomes: Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
Essential Questions: How will students identify the 4 main types of viruses? Will they be able to distinguish between the reproductive cycles of viruses? Why is it important to know how to use classification system specifically for bacteria? How many different ways can bacteria reproduce? Can students determine the usefulness of bacteria and viruses? Academic Vocabulary: Part 1 - Virus, Host Cell, Bacteriophage, Capsid, Lytic Cycle, Lysogenic Cycle, Provirus, Retrovirus, Reverse Transcriptase, Prion, Viroid Part 2 - Chemosynthesis, Binary Fission, Conjugation, Obligate Aerobe, Obligate Anaerobe, Endospore, Toxin, Nitrogen Fixation	Learning Targets: Identify the different kinds of viruses and their structures. Compare and contrast the replication cycles of viruses. Compare the types of prokaryotes. Explain the characteristics and adaptations of bacteria. Gain in depth understanding of concepts from reading chapter 18. Interpret and apply terminology Evaluate the economic importance of bacteria.
Topic 1: Virus	Length: 1 week
Lesson Frame: Classification of Viruses	We will determine taxonomy for viruses. I will be able to ID viruses by physical characteristics.
Lesson Frame: Reproductive Tactics of Viruses	We will compare and contrast reproductive habits of viruses. I will be able tell which is more harmful.
Lesson Frame: Measuring and determining whether viruses and good, bad or neither	We will use micrographs to determine specific viruses and their environments. I can tell the difference between good, and bad viruses.
Performance Tasks: Using a Model for Measure Virus Lab Practical	Notes:
Topic 2: Bacteria	Length: 1 week
Lesson Frame: Different Ways to ID Bacteria	We will determine taxonomy for bacteria. I will be able to ID bacteria by their shapes and arrangements.
Lesson Frame: Bacteria Evolution = Fast	We will monitor the growth and development of cultures. I will be able to determine the rate of growth.

Lesson Frame: Compare and Contrast reproductive tactics	We will compare and contrast the reproductive tactics of bacteria. I will be able to ID them by monitoring growth and species.
Performance Tasks: Bacteria Cartoon Pathology Identification Economic Benefits Making Cultures - Lab Lab Practical = Microscope usage and bacterial measure and shapes	Notes:

Unit Name: Protists	Length: 2 weeks
Standards: HS-LS1-3: HS-LS1-5	Outcomes: Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.
Essential Questions: How will students compare and contrast the 3 different Protists? Will students determine reproductive strategies of each Protist group? Why is it important to key on the diversity of Protists life cycles? Academic Vocabulary: Part 1 - Protozoan, Alga, Pseudopodia, Asexual Reproduction, Flagellate, Ciliate, Sporozoan, Spore Part 2 - Thallus, Colony, Fragmentation, Alternation of Generations, Gametophyte, Sporophyte Part 3 - Plasmodium, Malaria	Learning Targets: Identify the characteristics of Kingdom Protista. Compare and contrast the four groups of protozoans. Compare and contrast the variety of plant like protists. Explain the process of alternation of generations in algae. Contrast the cellular differences and life cycles of the two types of slime molds. Discuss the economic importance of the downy mildews and water molds. Gain in depth understanding of concepts from reading chapter 18. Interpret and apply terminology.
Topic 1: Protozoan = Animal-Like	Length: 1 week
Lesson Frame: Pseudopoda (amoeba)	We will determine the taxonomy for protozoans. I will be able to list the phyla for protozoans.
Lesson Frame: Ciliates and Flagellates	We will compare and contrast modes of locomotion. I will match locomotion to classes of protozoans.
Lesson Frame: Sporozoans (plasmodium and Malaria)	We will review the history of good and bad protozoans I will know precautions to limit infection from Protist.
Performance Tasks: Feeding Ciliates and Flagellates Pathology investigation of Protozoans Lab Practical - Picture ID	Notes:
Topic 2: Algae = Plant-Like	Length: 1 week
Lesson Frame: Chlorophyta Examples/Populations	We will determine the taxonomy for alga. I will be able to list the phyla for alga.
Lesson Frame: Diatoms	We will determine the habitats for alga. I will be able to match habitat to various algae.
Lesson Frame: Helpful and Harmful Algae	We will introduce the uses for algae. I will be able to identify algae usage through research.

Performance Tasks: Microscopic Observations of anatomy, feeding, and reproduction Lab Practical - Picture ID	Notes:
Topic 3: Slime Molds and Downy Mildews = Fungus-Like	Length: 1 day
Lesson Frame: Phylogenetic Fan Review of Classes	We will review taxonomy and examples for slime molds. I will be able to ID each class of SM.
Lesson Frame: Growth Patterns and Strategies = Where do they live?	We will I will
Performance Tasks: Lab Practical - Picture ID	Notes:

Unit Name: Fungi	Length: 2 weeks
Standards: HS-LS1-6:	Outcomes: Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.
Essential Questions: How will students ID Fungi Specimens? Can students determine reproductive and life cycles of fungi classifications? Do students know how to utilize microscopes to make measurements and ID anatomy of fungi? Are students creative enough to put together a menu consisting fungus dishes matching up with their restaurant theme? How will students compare and contrast good vs. bad fungi? Academic Vocabulary: Part 1 - Hypha, Mycelium, Chitin, Haustoria, Budding, Sporangium Part 2 - Stolon, Rhizoid, Zygosporangium, Gametangium, Ascus, Ascospore, Conidiophore, Conidium, Basidium, Basidiospore, Mycorrhiza, Lichen	Learning Targets: Identify the basic characteristics of the fungi kingdom. Explain the role of fungi as decomposers and how this role affects the flow of both energy and nutrients through food chains. Identify the four major phyla of fungi. Distinguish among the ways spores are produced in zygomycetes, ascomycetes, and basidiomycetes. Summarize the ecological roles of lichens and mycorrhizae.
Topic 1: Phylogeny of Fungi	Length: 1 week
Lesson Frame: Saprophytes vs. Parasites vs. Mutualists = Feeding Relationships	We will determine the taxonomy for fungi. I will list all fungi feeding relationships with examples.
Lesson Frame: Reproduction and Life Cycles of Fungi	We will monitor the growth patterns of fungi. I will learn the best environment to grow fungi.
Lesson Frame: Parts of a Basidiomycete.	We will ID the parts and functions of a mushroom. I will label the parts of a mushroom.
Performance Tasks: Growing Mold Microscope Observation of Anatomy (Lichen, Deutero, Basidio, Asco, and Zygomycota) Lab Practical	Notes: Collect local fungi samples.
Topic 2: Usefulness of Fungi	Length: 2 weeks
Lesson Frame: Economic Impact of Fungi	We will review the historical significance of mushrooms. I will make a timeline of fungus facts.
Lesson Frame: Living With Fungi	We will compare and contrast different fungi. I will be able to ID which fungi are helpful and harmful

Lesson Frame:	We will create a menu with fungi influenced dishes
Performance Tasks Fungus Among Us = Restaurant Simulation Creating a Menu that includes various fungi	I will make and share one of the dishes from our menu.
	Notes: Fungus in the Food Industry Research

Unit Name: Intro to Animals	Length: 2 weeks
Standards: HS-LS4-2	Outcomes: Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
Essential Questions: How will students ID stages of animal development? Can students determine reproductive and life cycles? How will students compare and contrast body plans vs. arrangements vs. symmetry? Do students have an opportunity to see first hand conception to birth of Deuterostomes and Protostomes? Academic Vocabulary: Part 1 - Sessile, Blastula, Gastrula, Ectoderm, Endoderm, Mesoderm, Protostome, Deuterostome Part 2 - Radial Symmetry, Bilateral Symmetry, Asymmetry, Anterior, Posterior, Dorsal, Ventral, Acoelomate, Pseudocoelomate, Coelom, Exoskeleton, Invertebrate, Endoskeleton, Vertebrate	Learning Targets: Identify the characteristics of Animals. Identify cell differentiation of the typical animal cell. Sequence the development of a typical animal cell. Compare and Contrast radial and bilateral symmetry. Trace the phylogeny of animal body plans. Distinguish among the body plans of acoelomate, pseudocoelomate, and coelomate animals.
Topic 1: Observing Animal Characteristics	Length: 1 week
Lesson Frame: Dermal Layers and Developmental Stages	We will observe the (2) developmental stages in animals. I will ID whether an animal embryo looks like parents or not.
Lesson Frame: Reproduction and Life Cycles Animals	We will locate the germ layers in animals. I will know what tissues and organs form from the germ layers.
Lesson Frame: View of Animals Inside Out	We will list the early stages of zygote development through characteristics. I will observe and sketch the stages from fertilization through zygote.
Performance Tasks: Observing Vinegar Eels Compare and Contrast Protostome and Deuterostome Building Kahoots	Notes:
Topic 2: Cells to Tissue to Organs to Organ Systems	Length: 1 week
Lesson Frame: Symmetry/Body Arrangement	We will list the possible body symmetries and arrangements. I will learn the difference between symmetry and arrangement.
Lesson Frame: Body Plans/Coelomate vs. Acoelomate vs.	We will introduce body plans in accordance to body cavities.

Pseudocoelomate	I will be able to distinguish between, acoelomate, pseudocoelomate and coelomate.
Lesson Frame: Body Locations/Directional Terms	We will learn the correlations for corresponding body locations.
	I will be able to locate and label all body location and direction terms on an organism.
Performance Tasks Levels of Organization Investigation Internal Protection vs. External Protection Bio Lab Lab Practical	Notes:

Unit Name: Animal Invertebrates	Length: 12 weeks
Standards: HS-LS2-8 HS-LS1-7 HS-LS1-2 HS-LS3-2 HS-LS4-1 HS-LS4-3	Outcomes: Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy. Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. Develop a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

<p>Essential Questions: Can students determine reproductive and life cycles? How will students compare and contrast body plans vs. arrangements vs. symmetry? How will students understand how digestive systems work? Do roundworms have an impact on world health? Do annelids have an economic/environmental/medical impacts? Do mollusks have an economic impact on the restaurant and jewelry industry? How will students compare and contrast the 3 main characteristics of arthropods? Can students determine reproductive and life cycles? How will students understand how the exoskeleton works? Do insects have an economic impact on society both positive and negative? How will students compare and contrast the classes of echinoderms? What kind of heterotrophs would we classify echinoderms as? How will students understand how the water vascular system works?</p> <p>Academic Vocabulary: Filter Feeding, Hermaphrodite, External Fertilization, Internal Fertilization, Regeneration, Pharynx, Scolex, Proglottid, Acoelomate, Trichinosis, Pseudocoelomate, Setae, Crop, Gizzard, Nephridia, Pharynx, Closed Circulatory System, Coelom, Mantle, Radula, Siphon, Open Circulatory System, Pericardium, Umbo, Gonad, Appendage, Molting, Cephalothorax, Tracheal Tube, Spiracle, Book Lung, Pheromone, Simple Eye, Compound Eye, Mandible, Malpighian Tubule, Parthenogenesis, Chelicerae, Pedipalp, Spinneret, Metamorphosis, Larva, Pupa, Nymph, Ray, Pedicellaria, Water Vascular System, Madreporite, Tube Foot, Ampulla, Asterozoa, Ophiurozoa, Echinozoa, Crinozoa, Holothurozoa, Concentricyclozoa</p>	<p>Learning Targets: Identify the characteristics of sponges. Relate the sessile life of sponges to their food gathering adaptations. Describe reproductive adaptations in sponges. Understand phylogeny of Porifera. Analyze the relationships among the classes of cnidarians. Sequence the stages in the life cycle of a Cnidarian. Evaluate the adaptations of cnidarians for obtaining food. Distinguish between the structural adaptations of parasitic flatworms and free living planarians. Explain how parasitic flatworms are adapted to their way of life. Understand phylogeny of Platyhelminthes. Compare and Contrast the structural adaptations of roundworms and flatworms. Distinguish between the structural adaptations of parasitic roundworms. Identify the characteristics of four roundworm parasites. Identify the characteristics of segmented worms. Compare the Adaptations of the different classes of Annelida. Describe reproductive adaptations in Segmented Worms. Describe the characteristics of segmented worms and their importance to the survival of these organisms. Evaluate the adaptations of for obtaining food. Compare and Contrast the Classes of segmented worms. Become Familiar with ALL Taxonomic Classes for Annelida. Relate the structural and behavioral adaptations of arthropods to their ability to live in different habitats. Analyze the adaptations that make arthropods a successful evolutionary phylum. Compare and contrast the similarities and differences among the major Classes and Orders of arthropods. Explain the adaptations of insects that contribute to their success. Evaluate the adaptations of for obtaining food. Compare and contrast the similarities and differences among the major classes of Echinoderms. Interpret data suggesting that echinoderms are close relatives of chordates. Gain an in depth understanding of Anatomy and Physiology for a Starfish. Know all taxonomy for Echinodermata. Evaluate the adaptations of for obtaining food.</p>
<p>Topic 1: Sponges</p>	<p>Length: 1 week</p>
<p>Lesson Frame: Features of Sponges</p>	<p>We will determine the taxonomy for porifera.</p>
	<p>I will know the classifications for sponges.</p>
<p>Lesson Frame: Types of Sponges (body typeID)</p>	<p>We will observe the various body types of sponges.</p>
	<p>I will know all of the functional parts, inside and out..micro and macro, of porifera.</p>
<p>Lesson Frame: Filter Feeding vs. Reproduction</p>	<p>We will compare the filter feeding process to reproduction.</p>
	<p>I will label the life cycle of a sponge and list the important anatomy involved.</p>
<p>Performance Tasks: Porifera Specimens Lab Observing Spicules - Microscope Lab</p>	<p>Notes:</p>

Topic 2: Cnidarians	Length: 1 week
Lesson Frame: Classes of Cnidarians (Hydrozoa, Scyphozoa, Anthozoa, Cubozoa)	We will determine taxonomy for cnidarians. I will be able to ID the classes of cnidarians from physical traits.
Lesson Frame: What features makes each class unique?	We will observe the structures and functions that make cnidarians unique. I will be to locate and label body parts of a Hydra.
Lesson Frame: Feeding Strategies	We will observe feeding habits of various cnidarians. I will be able to explain special anatomy and function of a nematocyst.
Performance Tasks: Microscopic observations of nematocysts Lullaby Parody and Mobile of a Cnidarian	Notes:
Topic 3: Flatworms	Length: 1 week
Lesson Frame: What is a planarian?	We will identify characteristics of NP flatworms. I will be able to name species and habitats.
Lesson Frame: Feeding and Habitat	We will investigate correlations to environment and taxonomy. I will be able to name species and habitats.
Lesson Frame: Tapeworms feeding, reproduction and habitat	We will identify characteristics of parasitic flatworms. I will be able to name species by physical characteristics.
Lesson Frame: Flukes feeding, reproduction and habitat	We will investigate correlations to environment and taxonomy. I will be able to name species and habitats.
Performance Tasks: Labeling Diagrams Life Cycle of Turbellarians Lab Practical Extreme Conditions ID Anatomy/Physiology of Tapeworms Lab PRactical	Notes: Parasitic Worm Treatments Acoelomate Body Plan Review
Topic 4: Nematoda Phylogeny	Length: 1 week
Lesson Frame: ID species of roundworms	We will investigate various species of roundworms. I will be able to identify 4 examples of roundworms.
Lesson Frame: Matching habitat, reproductive strategies and feeding to Nematodes	We will determine survival tactics of roundworms with habitat. I will match roundworm to habitat and/or survival tactic.
Lesson Frame: Erratication of parasites	We will study the timeline of the Guinea Worm. I will know who was responsible for the erratication of the Guinea Worm took place.
Performance Tasks: Diagram Labeling Ascaris Dissection Lab Practical	Notes: What is the CDC?

Topic 5: Oligochaeta - Earthworm	Length: 2 weeks
Lesson Frame: Habitat - Reproduction - Feeding	We will learn the rules and procedure for lab dissections. I will perform the dissection on an earthworm.
Lesson Frame: Anatomy and Physiology - Body Systems and Function	We will emphasize anatomy and function for body systems. I will differentiate the parts of digestion, reproduction, circulatory systems.
Lesson Frame: ID other classes of Annelids and usefulness (Hirudinea/Polychaeta)	We will determine the taxonomy for annelids. I know examples and habitats for hirudinea and polychaeta.
Performance Tasks: Earthworm Dissection Lab Practical	Notes: Economic Impact Medicinal Uses
Topic 6: Mollusks	Length: 1 week
Lesson Frame: ID anatomy and physiology of squid - locomotion/protection/feeding	We will determine the taxonomy of mollusca. I will be able to ID each class of mollusk and give examples.
Lesson Frame: Helpful/Harmful Gastropods and Bivalvia	We will follow the protocols for dissections I will correctly and safely dissect a bivalve.
Lesson Frame: ID anatomy and physiology of bivalvia - feeding/reproduction	We will ID all Internal and external characteristics of bivalves. I will be able to match anatomical features with their respective functions.
Performance Tasks: Labeling Diagrams Clam Dissection Snail Dissection	Notes: Gastropod ID via video
Topic 7: Characteristics of Arthropods	Length: 2 weeks
Lesson Frame: Anatomy for Locomotion and Breathing	We will determine the breakdown for Arthropod classifications. I will be able to read the phylogenetic fan for arthropoda.
Lesson Frame: Anatomy for Feeding	We will ID the internal and external features of crustaceans I will correctly and safely dissect and match features to function of crayfish.
Lesson Frame: Anatomy for Reproduction	We will compare and contrast habitat for classes of Arthropods. I will know the methodology and timeline for matching Arthro to Enviro.
Performance Tasks: Crustacean External Anatomy - Lab Crayfish Dissection Grasshopper Dissection Lab Practical	Notes:
Topic 8: Diversity of Arthropods	Length: 2 weeks
Lesson Frame: Arthropod Classes	We will locate reproductive organs and strategies for arthropods. I will ID the various reproductive organs and tactics for Arthropods.

Lesson Frame: Life Cycles = Metamorphosis	We will determine the classification orders for insects. I will match the 11 insect orders to examples within.
Lesson Frame: Insect Orders	We will ID the internal and external structures of orthoptera (grasshopper). I will correctly and safely dissect and match features to function in the grasshopper.
Performance Tasks: Phylogeny of Arthropoda Arthropod Poetry Life in the Undergrowth - BBC Series	Notes: Life in the Undergrowth (BBC Documentary)
Topic 1: Taxonomy of Echinoderms	
Length: 1 week	
Lesson Frame: Unique Characteristic for each Class of Echinoderm	We will determine the taxonomy of echinoderms. I will match classes to examples via external characteristics.
Lesson Frame: Feeding and Reproduction Strategies	We will ID feeding strategies for classes of echinoderms. I will list and match feeding and reproduction tactics to classes.
Lesson Frame: Pedicellariae and Locomotion	We will ID external and internal features for echinoderms. I will correctly and safely dissect the sea star labeling and functioning anatomy for locomotion, feeding, reproduction and support/structure.
Performance Tasks: Observing Pedicellariae - mini-Lab Sea Star Dissection Lab Practical - Picture ID and Anatomy/Physiology	Notes:
Topic 1: Chordates	
Length: 2 days	
Lesson Frame: The Lancet	We will determine the taxonomy for IC. I will be able to ID classifications of IC.
Lesson Frame: The Tunicate	We will observe various organs related to chordates. I will be able to ID anatomy and physiology of tunicates and lancelets.
Lesson Frame: Features of the Invert Chordate	We will compare and contrast habitat for Urochordata and Invert. Chordates. I will make a smooth transition from invertebrates to vertebrate after this chapter.
Performance Tasks: Observing Lancelets - Lab Lab Practical	Notes: Transition Organisms research

Unit Name: Vertebrate Animals	Length: 9 weeks
Standards: HS-LS3-1 HS-LS3-3 HS-LS4-5	Outcomes: Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
Essential Questions: What are the 4 main classifications of fish? Will they be able to distinguish parts of the reproductive cycles? Why is it important to know how to use classification system specifically for fish? How many different ways can fish reproduce? What are the positive and negatives for various fish populations? What is our transition organism between fish and amphibians? How will students identify the classifications of amphibians? Will they be able to distinguish between stages of metamorphosis? Why is it important to know how to use classification system specifically for amphibians? How many different ways can amphibians communicate? What is the most important positive outcome for studying amphibian populations? What is our transition organism between amphibian and reptile? Why is it important to know how to use classification system specifically for reptiles? How many different environments can we find reptiles? What is the most important positive outcome for studying reptilian migration and hibernation? What is our transition organism between reptile and birds? What are the parts of the developing chick? Why is it important to know how to use classification and orders for birds? How many continents can we find birds? What are the outcomes for studying migration? What is our transition organism between birds and mammals? Academic Vocabulary: Spawning , Fins, Lateral Line, Swim Bladder, Cloaca, Ectotherm, Vocal Cord, Vomerine Teeth, Tympanic Membrane, Nictitating Membrane, Glottis, Metamorphosis, Phenology, Amniotic Egg, Shell, Plasma Membrane, Albumen, Chorion, Amnion, Yolk Sac, Embryo, Allantois, Hibernation, Migration, Ectotherm, Jacob's Organ, Feather, Sternum, Air Sacs, Preening, Endotherm, Incubate	Learning Targets: Compare and Contrast similarities and differences between classes of fish. Relate structural Adaptations of fish to their environments. Interpret the phylogeny of fish. Know and understand all body systems and the accompanying organs for fish. Relate the demands of terrestrial life to the adaptations of amphibians. Relate the evolution of the 3 chambered heart to amphibian lifestyle. Compare and contrast the characteristics of the different groups of amphibians. Relate the structural adaptations of the amniotic egg to various environments on land. Explain how Reptile adaptations make them suited for life on land. Identify all anatomical structures and physiological adaptations Reptile possess. Relate reptile adaptations to their ability to live in most environments. Interpret the phylogeny and taxonomy of reptiles. Relate the structural adaptations of the amniotic egg to various environments on land. Explain how bird adaptations make them suited for life on land. Identify all anatomical structures and physiological adaptations birds possess. Relate bird adaptations to their ability to fly. Interpret the phylogeny and taxonomy of birds.
Topic 1: Characteristics of Fish	Length: 1 week

Lesson Frame: Fin Location and Function	We will observe movement in fish. I will be able to match movement direction to fins.
Lesson Frame: External Organs and Function	We will determine the taxonomy for fish. I will be able to match classes to major features.
Lesson Frame: Internal Organs and Function	We will dissect a perch (osteichthyes) I will know what the external organs and internal organs jobs are.
Performance Tasks: Perch Dissection Gill Dissection - Microscope Scale Diversity	Notes:
Topic 2: Diversity of Fish	
	Length: 1 week
Lesson Frame: Fish Family Tree	We will ID what physical features for survival that determine classification in fish. I will compare and contrast survival evolution in fish classes.
Lesson Frame: Agnatha vs. Gnathostomata vs. Myxini vs. Cephalaspidomorphi	We will observe a timeline for historical facts about each class of fish. I will list important dates (time) for turning points in the evolution of fish.
Lesson Frame: Unique Strategies in Reproduction	We will dissect the shark. I will be able to ID and match specialized organs in chondrichthyes.
Performance Tasks: Shark Dissection Lab Practical/Specialized Organs	Notes: Research Tonic Immobility Sketch findings in Shark Dissection.
Topic 3: Diversity in Amphibians	
	Length: 1 week
Lesson Frame: Amphibian Phylogeny	We will determine the taxonomy for amphibians. I will list and match examples to taxonomy.
Lesson Frame: Habitat and Feeding	We will ID survival strategies for amphibians. I will know the specific organs that have allowed amphibians to evolve.
Lesson Frame: Mapping Chordates	We will review the phylogenetic fan for chordates. I will know which amphibians are related due in part to their environment.
Performance Tasks: Wisconsin Amphibian Survey Frog Phenology	Notes: Procedures and protocols for nationwide amphibian species to population survey.
Topic 4: Amphibian Features	
	Length: 1 week
Lesson Frame: External Characteristics	We will dissect the frog. I will correctly and safely ID both external and internal characteristics.
Lesson Frame: Internal Organs and Function	We will function the specialized organs for frogs.

	I will locate the tympanic and nictitating membranes, vocal chords, heart and lungs
Performance Tasks: Frog Dissection Lab Practical	Notes: Research metamorphosis of amphibs.
Topic 5: Reptile Characteristics	
Length: 1 week	
Lesson Frame: External Anatomy and Function	We will determine the taxonomy for reptiles. I will list and match the sub-orders/orders and families of reptiles.
Lesson Frame: Internal Anatomy and Function	We will dissect a turtle. I will correctly and safely locate the external and internal organs of a turtle.
Lesson Frame: Specialized Organs Among the Classes of Reptiles	We will identify specialized organs that make each order of reptile unique. I will list, locate and match specialized organs to snakes, lizards and turtles.
Performance Tasks: Turtle Dissection Virtual Dissections (snake, alligator, leatherback)	Notes:
Topic 6: Taxonomy of Reptiles	
Length: 1 week	
Lesson Frame: Reptile Orders, Sub-Orders and Families Review	We will research the classification of reptiles. I will create a visual project (Prezi) based on the reptile taxonomy, habitat, feeding habits, specialized organs and reproductive strategies.
Performance Tasks: Reptile PRezi Presentation Lab Practical	Notes:
Topic 7: Characteristics of Birds	
Length: 2 weeks	
Lesson Frame: Anatomy of a Feather	We will observe the anatomy of a feather. I will know the microanatomy of the different types of feathers.
Lesson Frame: Adaptations for Flight	We will analyze the principles of flight. I will list all of the adaptation birds possess for flight.
Lesson Frame: Rituals: Feeding, reproduction and survival strategies	We will observe special circumstances that make bird reproduction, feeding and survival strategies unique. I will choose a unique ritual of birds and create a cartoon.
Performance Tasks: Feather ID - Lab Feather Micro-Anatomy Lab Chicken Wing Dissection Pigeon Dissection Duck Breast Dissection	Notes: Fly tying demo from Dave Ehrenberg, President of Trouts Unlimited Tomorrow River Chpt

Topic 8: Bird Taxonomy - Aves	Length: 1 week
Lesson Frame: Orders of Aves	We will determine the taxonomy for aves. I will know all of the bird orders.
Lesson Frame: Darwin's Finches	We will review the study and timeline for Charles Darwin's finches. I will list the benchmark dates for evolutionary influences on finches.
Lesson Frame: Divergent Evolution	We will observe specific species of birds and whether they follow the two types of e I will be able to compare and contrast divergent vs. convergent evolution.
Performance Tasks: Create Kahoots or Pear Deck Study Guide for Aves Orders Egg Incubation - 28 days to full term "Chick in a Cup" - Lab Lab Practical	Notes:

Unit Name: Mammals	Length: 3 weeks
Standards: HS-LS4-3 HS-LS3-3	Outcomes: Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.
Essential Questions: How will students identify mammal taxonomy? What is the difference between herbivore and carnivore chewing anatomy? Why is it important to know how to use classification and orders for mammals? How many continents can we find mammals? What are the outcomes for studying migration and hibernation? Academic Vocabulary: Part 1 - Exocrine Gland, Endocrine Gland, Mammary Gland, Diaphragm Part 2 - Uterus, Placenta, Gestation	Learning Targets: Distinguish Mammalian Characteristics Explain how the characteristics of mammals enable them to adapt to most habitats. Distinguish among the 3 main Sub Classes of mammals. (Monotreme, Marsupial, and Placental) Relate the structural adaptations of mammals to their environments. Compare and Contrast reproduction in marsupial, placental, and monotreme. Identify all anatomical structures and physiological adaptations mammals possess. Interpret the phylogeny and taxonomy of mammals.
Topic 1: Characteristics of Mammals	Length: 2 weeks
Lesson Frame: Digestive Traits	We will ID the traits that make mammals...mammals. I will list the traits of all mammals.
Lesson Frame: Cardiovascular Traits	We will dissect a mammal. I will correctly and safely locate and "landmark" the traits for mammals
Lesson Frame: Uro-Genital Traits	We will explore the vital organs of the fetal pig or rat. I will ID the organs with functions for all the body systems.
Performance Tasks: Pig or Rat Dissection 4 Chambered Heart Dissection- route of blood flow Chewing Mechanics Anatomy of a Tooth	Notes:
Topic 2: Mammal Taxonomy	Length: 1 week
Lesson Frame: Phylogenetic Fan for Mammals	We will determine the taxonomy for mammals. I will match examples and orders of mammals.
Lesson Frame: Compare and Contrast Mammal Locomotion	We will correlate the classification of mammals to their means of locomotion. I will compare and contrast the various ways mammals move around.
Lesson Frame: Reproductive Strategies in Mammals (3)	We will study the unique ways by which mammals reproduce and rear their young.

	I will list and match specific mammals to their reproductive strategies.
Performance Tasks: Lab Practical including picture ID for Orders Unique mammal behaviors - research project	Notes: Planet Earth Series

September	October	November	December	January	February	March	April	May	June	
Unit 1	Unit 3	Unit 5	Unit 6c	Unit 6e	Unit 6g	Unit 7	Unit 8c	Unit 8e		
Unit 2	Unit 4	Unit 6a	Unit 6d	Unit 6f	Unit 6h	Unit 8a	Unit 8d	Children's Book Project - Collaborate with 5K		
		Unit 6b				Unit 8b				

Course Name:	Human Biology	
Credits:	1	
Prerequisites:	Biology 2	
Description:	This course presents the structure and function of the human body. Practical use of medical terminology as applied to and identifying organ systems, organs and what they do, pathology, treatments, and specialists in medical fields. Students will be required to participate in lab exercises, dissections, lab practical, quizzes and exams. This course does include a laboratory component and meets graduation requirements for science.	
Academic Standards:	This course is an extension of other science courses and is not covered by content standards.	
Units:	Length:	Unit Outcomes:
Introduction	5 weeks	These introductory chapters provide a foundation for the study of medical terminology. It teaches students to divide words into component parts, recognize basic combining forms (that will be used extensively when body system chapters are covered), suffixes, and prefixes along with all their meanings. Additionally, students gain an understanding of the organization and complexity of the body and become familiar with the location and function of major body organs. Lastly and most important is the transition from one body system to another in the order in which units are set up. Each unit has a bearing or a relationship to the next. It is important to understand that connection and eventually leads to the big picture.
Digestive	2 weeks	Name and ID organs of the digestive system. Describe the disease process and symptoms that affect these organs.
Urinary	2 weeks	Given an opportunity to learn about the structure and function of the microanatomy and macroanatomy of the urinary system.
Blood	2 weeks	Allow students to ID the various functions, formation and composition of blood; including different 7 blood cells, whole blood samples, blood types, diseases of blood, clinical procedures and lab tests.
Cardiovascular	3 weeks	Opportunities to understand the anatomy and physiology of the heart and accompanying blood vessels that transport blood to tissues as needed. Realize that gas exchange is integral in systemic circulation. Become acquainted with clinical procedures and tests to ID conditions and pathology.

Respiratory	2 weeks	Opportunities to understand the anatomy and physiology of the organs of respiration and thoracic cavity along with concepts learned from the last two units: Blood and Cardiovascular. Become acquainted with clinical procedures and tests to ID conditions and pathology. Learn about the abbreviations that accompany respiratory and breathing tests.
Nervous	2 weeks	Understand anatomy and physiology of the organs of the cranial and spinal cavities. along with concepts learned from the last 3 units: Blood, Cardiovascular and Respiration. Identify the 2 divisions of the NS - Central NS and Peripheral NS. Become acquainted to ID conditions and pathology. Learn about the efferent vs. afferent nerves along with the autonomic NS. Cranial Nerves, meninges, and parts of the brain are critical components.
Skeletal	4 weeks	Understand microanatomy and physiology of bones. Determine connections and concepts learned from the last 4 units: Blood, Cardiovascular, Respiration and Nervous Systems. Identify the 2 divisions of the skeleton. Become acquainted to ID conditions and pathology. Learning about parts, type, locations and shapes of bones are the critical components.
Muscular	2 weeks	Understand microanatomy and physiology of muscle. Determine connections and concepts learned from the last 5 units: Blood, Cardiovascular, Respiration, Nervous, and Skeletal Systems. Identify the 3 types of muscle. Become acquainted to ID conditions and pathology. Learning about parts, type, locations and naming of muscles and joints are the critical components.
Integumentary	2 weeks	The student will have an opportunity to learn about skin, the largest organ in the body. Skin functions include thermoregulation, protection from foreign antigens, protection from desiccation, and sensation of the environment for pain, temperature, pressure, and touch. The student will become familiar with terms associated with the medical specialty of dermatology. The student will be introduced to pathological conditions of the skin and the laboratory procedures used for diagnosis and treatment of these abnormalities

Reproduction	4 weeks	Opportunity to learn the major organs of the male reproductive system, define some abnormal and pathological conditions that affect the male system, and learn to differentiate between several types of sexually transmitted infections. Students will also be given the opportunity to define many combining forms used to describe the structures of the male system and explain various laboratory tests, clinical procedures, and abbreviations that are pertinent to the system. Opportunity to learn about locations and functions of the female reproductive organs.explore Students will have the opportunity to identify abnormal conditions of the system and conditions affecting newborns. In this context, they will be introduced to the laboratory tests, clinical procedures, and abbreviations related to gynecology and obstetrics. Students can apply this knowledge to understanding terms in the context of patient care, such as completing and processing medical reports and records.
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Unit Name: Introduction	Length: 5 weeks
Essential Questions: How do we analyze words by dividing them into their component parts? How will student relate medical terms to the structure and function of the human body? Can you ID organs, tissues and cells from body systems? How could you use a system of location like N-S-E W to describe locations on a patient's body?	Outcomes: These introductory chapters provide a foundation for the study of medical terminology. It teaches students to divide words into component parts, recognize basic combining forms (that will be used extensively when body system chapters are covered), suffixes, and prefixes along with all their meanings. Additionally, students gain an understanding of the organization and complexity of the body and become familiar with the location and function of major body organs. Lastly and most important is the transition from one body system to another in the order in which units are set up. Each unit has a bearing or a relationship to the next. It is important to understand that connection and eventually leads to the big picture.
Academic Vocabulary: cell, tissue, organ, organ systems, body cavities, abdominopelvic regions, body quadrants, spinal column, body planes, prone, supine, lateral, medial, superior, inferior, proximal, distal, anterior, posterior, dorsal, ventral, -plasty, -ectomy, -globin, -osis, -centesis, -cele, -trophy, -stomy, -tomy, -megaly, -oma, -plasia, -pathy, -penia, -sclerosis, -dynia, -malacia, -emia, -lysis, -algia, -gen / -genic, -gram, -stasis, -blast, -oid, ultra-, anti-, inter-, ecto-, endo-, hemi-, dia-, brady-, tachy-, epi-, auto-, dys-, pan-, neo-, peri-, para-, hyper-, retro-, trans-, syn-/sym-, poly-, intra-, pseudo-, re-	Learning Targets: Relate basic word parts to anatomical locations. Review the operation of a compound microscope for microanatomy of tissues. Identify the main word parts: prefix, suffix, combining vowel, and root words. Utilize the rules in medical terminology or word construction. Compare and contrast the studies associated with body systems. Identify the main word parts: prefix, suffix, combining vowel, and root words. Pronounce and spell terminology correctly. Apply the rules in medical terminology to topics. Compare and contrast the studies associated with body systems. Identify organs and regions to which they belong. Compare and contrast the studies associated with body systems. Identify symptoms and conditions of patients along with the procedures and possible remedies for patient well-being.
Topic 1: Rules for Building Med Terms	Length: 1 week
Lesson Frame: Bingo for terms list	We will review the three rules to basic word structure. I will apply the 3 rules to building med terms.
Lesson Frame: Dictation Comprehension Practical	We will practice with common prefix, root words and suffixes for med terms. I will know how to define med terms through the 3 rules and practice.
Performance Tasks: Lab Practical	Notes:
Topic 2: Levels of Organization	Length: 1 week
Lesson Frame: Cells and Tissues	We will learn and review the levels of organization.

	I will know the levels of organization leading up to organ systems.
Lesson Frame: Body Cavities and Organ ID	We will observe and ID the 5 body cavities and organs within.
	I will be able to match organs to body cavities.
Lesson Frame: Anatomical and Clinical Divisions of the body	We will locate specific body locations and areas of interest.
	I will be able to determine a location or clinical division of the human body.
Performance Tasks: Microscopy Review Body Cavities Lab	Notes:
Topic 3: Body Regions	Length: 1 week
Lesson Frame: Locations of the Back:	We will analyze specific areas of the spinal cavity.
	I will be able to locate all 6 areas of the spine along with specific names.
Lesson Frame: Planes of the Body	We will analyze planes of the body.
Lesson Frame: Directional and Positional Terms	We will review how to ID body positioning and anatomical locating.
	I will know patient perspective (left-right), antagonistic directions and specific local of organs.
Performance Tasks: Lab Practical Identify new word elements and understand the new medical term meaning. Dictation Comp Quiz	Notes:
Topic 4: Suffixes and Terminology	Length: 1 week
Lesson Frame: Building Body System Terms with Common Suffixes	We will determine the importance of suffixes.
	I will ID the most commonly uses suffixes.
Lesson Frame: Pear Deck - Term Factory	We will review suffixes.
	I will create study pieces for suffixes.
Lesson Frame: Face to the Name - Power Point	We will create photo discriptions of conditions containing specific suffixes.
	I will match the slideshow to a list of conditions.
Performance Tasks: Dictation Comp Quiz (See Unit 4 Performance Task)	Notes:

Topic 5: Prefixes and Terminology	Length: 1 week
Lesson Frame: Prefix Bingo	We will determine the importance of prefixes.
	I will ID the most commonly uses prefixes..
Lesson Frame: Face to the Name	We will review prefixes.
	I will create study peices for prefixes.
Lesson Frame:	We will create photo discriptions of conditions containing specific prefixes.
	I will match the slideshow to a list of conditions.
Performance Tasks: Dictation Comp quiz Lab Practical for Chapter 3-4 Given are the most commonly used Prefixes and Suffixes in Human Biology Terminology. 1.) Using each Suffix below and in the order they are listed , create slide depicting (illustrating) a Human Biology Term that contains that Suffix. 2.) Using each Prefix below and in the order they are listed , create slide depicting (illustrating) a Human Biology Term that contains that Prefix. Options for presentation: PowerPoint, Prezi, or Animoto	Notes:

Unit Name: Digestive System	Length: 2 weeks
Academic Vocabulary: absorption, amino acids, digested, elimination, enzymes, fatty acids, gastrointestinal, glucose, triglycerides, deglutition, emulsification, peristalsis, mastication, defacation	Outcomes: Name and ID organs of the digestive system. Describe the disease process and symptoms that affect these organs.
Essential Questions: What are the 3 main functions of the digestive system? What are the differences between the ailmentary canal organs and the accessory digestive organs?	Learning Targets: Relate basic word parts to anatomical locations. Apply the rules in medical terminology to topics. Compare and contrast the studies associated with the digestive system. Identify symptoms and conditions of patients along with the procedures and possible remedies for patient well-being.
Topic 1: Structure and Function	Length: 1 week
Lesson Frame: Oral Cavity	We will ID mechanical and chemical digestion in the oral cavity. I will know what teeth, tongue, salivary glands and salive do to aid in digestion.
Lesson Frame: Upper GI	We will ID mechanical and chemical digestion of the upper GI. I will know what the esophagus, stomach and duodenum do to aid in digestion.
Lesson Frame: Lower GI	We will ID mechanical and chemical digestion of the lower GI. I will know what the jejunum, ilium, ceacum and the rest of the colon does to aid in digestion.
Performance Tasks: Taste Bud Lab Fetal Pig Dissection Organic Compound Detection Lab Dictation Comp Terminology	Notes:
Topic 2: Pathology and Procedure	Length: 1 week
Lesson Frame: Symptoms of Digestive Pathology	We will dissect the fetal pig to ID digestive system. I will locate and function all digestive organs.
Lesson Frame: Describe by acting out Pathology of Digestive Organs	We will review the possible pathology and conditions in the ailmentary canal. I will use prefix suffix and root combos to determine pathology of GI.
Lesson Frame: ID certain procedures and treatments for digestive system anomalies	We will observe symptoms of GI conditions. I will be able to determine pathology and possible treatment for problems.

Performance Tasks: Charades/Video Clips Dictation Comp Symptoms Dictation Comp Pathology Lab Practical for Dissections	Notes:

Unit Name: Urinary System	Length: 2 weeks
Essential Questions: What are the major functions of the kidneys? What are the medical and anatomical terms associated with the urinary system?	Outcomes: Given an opportunity to learn about the structure and function of the microanatomy and macroanatomy of the urinary system.
Academic Vocabulary: Bowman's Capsule, arterioles, calices, catheter, cortex, filtration, glomerulus, hilum, meatus, micturition, nephron, nitrogenous waste, potassium, reabsorption, trigone, ureter, urethra, urine, voiding, renal pelvis, renal medulla, cystoscopy, nephrolithiasis	Learning Targets: Apply the rules in medical terminology to topics. Compare and contrast differences in men and women. Learn major organs of the urinary system and their function. Identify the importance of the waste conversion process. Learn how a urinalysis has become an important diagnostic tool.
Topic 1: Urinary structure and function	Length: 1 week
Lesson Frame: Urinary Organs ID	We will dissect a fetal pig to ID urinary tract. I will locate and list all organs and function.
Lesson Frame: Microanatomy (parts of a nephron)	We will dissect a kidney to determine functionality. I will locate and list all microanatomy and function within the kidney.
Lesson Frame: Function of the Urinary System	We will compare and contrast functionality of urinary organs through urinalysis. I will be able to chemically analyze a urinalysis and ID problems from results.
Performance Tasks: Fetal Pig Dissection Kidney Dissection Kidney Function/Build a Nephron Dictation Comp Terminology	Notes:
Topic 2: Pathology and Tests	Length: 1 week
Lesson Frame: Urinalysis	We will use procedure to analyze urine samples. I will test urine for essential compound deficiencies or excesses.
Lesson Frame: Clinical Procedures for Pathology	We will use procedure to analyze pathology and condition.. I will test and observe for urogenital deficiencies or conditions.
Lesson Frame: Compare and Contrast Pathology in male and female	We will compare and contrast male to female anatomical differences. I will ID the variance that exists in male and female anatomy of urinary tract.

Performance Tasks: Urinalysis Lab Dictation Comp Pathology Lab Practical from Cell-Tissue-Organ-Organ System	Notes:
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Unit Name: Blood	Length: 2 weeks
Essential Questions: How do blood cells develop from a common stem cell? What does each blood cell do? What is the function of each part of blood (plasma, serum, blood cells?) What is cell differentiation? How do you ID Blood Cells in microscopy?	Outcomes: Allow students to ID the various functions, formation and composition of blood; including different 7 blood cells, whole blood samples, blood types, diseases of blood, clinical procedures and lab tests.
Academic Vocabulary: albumin, antibody, bilirubin, coagulation, antigen, basophil, neutrophil, eosinophil, erythrocyte, leukocyte, thrombocyte, hemolysis, hemoglobin, heparin, lymphocyte, monocyte, macrophage, plasma, platelet, plasmapheresis, hemophilia, leukemia, anemia, hematocrit	Learning Targets: Name, locate, and describe the functions of the components of blood. Identify functions of other systems that are directly related to the blood system to include skeletal, circulatory, respiratory, lymphatic, endocrine systems and digestive systems. Identify the pathological conditions that affect and exist with the blood system. Be able to verify the circulation/pathway of blood throughout the body. Describe important laboratory tests and clinical procedures.
Topic 1: Composition of Blood	Length: 1 week
Lesson Frame: Plasma-RBC-WBC	We will ID blood components. I will be able to visually ID, through microscopy, blood components.
Lesson Frame: Functions of 7 blood cells	We will function out the 7 parts of blood. I will ID the parts of blood through physical characteristics.
Lesson Frame: Reading a Hematocrit	We will read and study various blood samples. I will know what a normal hematocrit look like in comparison to deficiencies.
Performance Tasks: Stages of development and differentiation Lab Microscopy of blood sample Lab Essential Compounds in Blood Lab Dictation Comp Quz Terminology	Notes:
Topic 2: Blood Conditions/Pathology and Tests	Length: 1 week
Lesson Frame: ABO blood Typing	We will become familiar with ABO typing system. I will be able to explain the differences in blood types.
Lesson Frame: Immunology: Antibody vs. Antigen	We will look at functionality of each blood component. I will know what differentiates the blood types and Rh factor.
Lesson Frame: Blood Borne Pathogens ID	We will emphasize the importance of safety when handling blood.

	I will comply with protocols when dealing with Blood Born Pathogens.
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Performance Tasks:	Notes:
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ABO Typing Lab	Notes:
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Dictation Comp Quiz Pathology/Procedure	Notes:
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Identifying Abbreviations for Blood system	Notes:
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Damage and Repair: Anatomy of a Clot	Notes:
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What is CRISPR?	Notes:
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Unit Name: Cardiovascular System	Length: 3 weeks
Essential Questions: How pulmonary circulation different than systemic circulation? What are the functions cardio anatomy? How is an EKG related to electro conduction of the heart and blood pressure?	Outcomes: Opportunities to understand the anatomy and physiology of the heart and accompanying blood vessels that transport blood to tissues as needed. Realize that gas exchange is integral in systemic circulation. Become acquainted with clinical procedures and tests to ID conditions and pathology.
Academic Vocabulary: aorta, artery, bundle of His, AV node, atrium, capillaries, Vena Cava, veins, ventricles, coronary arteries, diastole, systole, pericardium, endocardium, myocardium, pulmonary artery, pulmonary vein, septum, SA node, pacemaker, sphygmomanometer, tricuspid valve, mitral valve, aortic valve, pulmonary valve, pulse, blood pressure, murmur, aneurysm, varicose vein, fibrillation	Learning Targets: Apply the rules in medical terminology to topics. Name, locate, and describe the functions of the major organs of the cardiovascular system, especially the heart and major blood vessels. Identify the pathological conditions that affect and exist in the cardiovascular system. Be able to verify the circulation/pathway of blood throughout the body. Describe important laboratory tests and clinical procedures.
Topic1: Cardio Anatomy and Physiology	Length: 2 weeks
Lesson Frame: Parts and Function ID	We will dissect the fetal pig to ID cardiovascular organs. I will locate and list all organs and function.
Lesson Frame: Compare and Contrast: Left Side vs. Right Side	We will dissect a heart to determine functionality. I will locate and list all accessory organs and function in route of blood flow in 4-chambered heart.
Lesson Frame: Trace a Pathway - Capillary Circulation, Systemic Circulation, Cardio Circulation, and Pulmonary Circulation	We will compare and contrast functionality of left and right side of heart. I will be able to physically analyze blood and ID problems within CV system.
Performance Tasks: Fetal Pig Dissection 4 Chambered Heart Dissection Route of Blood Flow Practical Series of 4 Lab (valves, vessels, chambers, and circulations) Oxygenated vs. Deoxygenated blood Dictation Comp Quiz Terminology	Notes:
Topic 2: Procedure/Test and Pathology	Length: 1 week
Lesson Frame: Blood Pressure Lab - vasodilation and vasoconstriction	We will analyze the physiology of the heart itself for pathology. I will learn to use a sphygmometer in conjunction with a stethoscope to test BP.
Lesson Frame: Electricity and Pacemaker	We will locate and the start of electricity and follow it throughout the heart.

	I will know how electricity flows through the heart and its importance.
Lesson Frame: PQRST waves Electrocardiogram	We will study various EKG's to become familiar with all of the electrical movements.
	I will be able to read a normal PQRST and ID what is happening at each graph point in EKG.
<p>Performance Tasks: BP and Tools Lab Cardio Conduction Lab ID How to Read an EKG Identify deficiency in EKG Congenital Heart Conditions Dictation Comp Quiz Pathology</p>	Notes:

Unit Name: Respiratory System	Length: 2 weeks
Essential Questions: What are the main structures of the chest cavity and respiratory system? Describe the mechanical process of breathing. Why is tissue elasticity important for optimal functioning?	Outcomes: Opportunities to understand the anatomy and physiology of the organs of respiration and thorascic cavity along with concepts learned from the last two units: Blood and Cardiovascular. Become acquainted with clinical procedures and tests to ID conditions and pathology. Learn about the abbreviations that accompany respiratory and breathing tests.
Academic Vocabulary: adenoids, alveoli, apex, bronchioles, bronchus, CO2, cilia, diaphragm, epiglottis, trachea, expiration, inspiration, pharynx, larynx, mediastinum, pleura, tonsil, paranasal sinuses, auscultation, sputum, asthma, atelectasis, pneumonia, tracheostomy, tracheotomy, Tuberculosis	Learning Targets: Apply the rules in medical terminology to topics. Name, locate, and describe the functions of the major organs of the respiratory system, especially the lungs and some parts of the Cardio System. Identify the pathological conditions that affect and exist in the respiratory system. Be able to verify the circulation/pathway of blood throughout the body. Be able to verify locations of gas exchange ie. CO ₂ -> O ₂ and O ₂ -> CO ₂ . Describe important laboratory tests and clinical procedures.
Topic 1: Anatomy and Physiology	Length: 1 week
Lesson Frame: Model a respiratory system	We will dissect the respiratory system of fetal pig. I will be able to list and match organs and function.
Lesson Frame: ID and Remove Respiratory Organs	We will make analogies to respiratory system from household items. I will be able build a model of respiratory system to list and match organs and function.
Lesson Frame: Tracheotomy vs. Tracheostomy	We will perform a tracheotomy and create a tracheostomy on our fetal pigs. I will know the difference between -otomy and -ostomy.
Performance Tasks: Respiration in the Bag Fetal Pig Dissection - Thorascic Cavity Endotracheal Intubation and Tracheostomy Practice (pig) Dictation /Comp Quiz Terminology	Notes:
Topic 2: Pathology vs. Conditions of Respiratory	Length: 1 week
Lesson Frame: Breathing Mechanics - PFT's	We will ID organs involved on respiration. I will match structure and function of accessory organs to respiratory system.
Lesson Frame: Modeling Pathology and Conditions for primary and accessory organs	We will observe symptoms and pathology of respiratory organs. I will review prefix and suffix ID to determine pathology.

Lesson Frame: Auscultation Exercises (stethoscope usage)	We will perform various observations to determine PFT's. I will be able to read and analyze my own PFT by using tools and measurements.
Performance Tasks: Complete Respiration Measurements Lab Abbreviations and Formulas for Pulmonary Function Testing Medical Report Diagnosis Symptoms Lab - Auscultation Dictation /Comp - Pathology /Procedure Lab Practical	Notes:

Unit Name: Nervous System	Length: 2 weeks
Essential Questions: What are the key parts of the functioning Nervous System? Identify the different neurons as well as microanatomy of neurons. What are some neurological disorders and conditions?	Outcomes: Understand anatomy and physiology of the organs of the cranial and spinal cavities. along with concepts learned from the last 3 units: Blood, Cardiovascular and Respiration. Identify the 2 divisions of the NS - Central NS and Peripheral NS. Become acquainted to ID conditions and pathology. Learn about the efferent vs. afferent nerves along with the autonomic NS. Cranial Nerves, meninges, and parts of the brain are critical components.
Academic Vocabulary: acetylcholine, astrocyte, axon, autonomic NS, blood -brain barrier, cauda equina, cell body, CNS, PNS, cerebellum, cerebrum, brain stem, dendrite, myelin sheath, dura mater, glial cell, hypothalamus, meninges, moter nerves, sensory nerves, neurotransmitter, stimuli, gyri, sulci, plexus, pons, synapse, venticles, EEG	Learning Targets: Apply the rules in medical terminology to topics. Name, locate, and describe the functions of the major organs of the nervous system. Identify the pathological conditions that affect and exist in the nervous system. Describe important laboratory tests and clinical procedures used.
Topic 1: Microanatomy of the NS	Length: 1 week
Lesson Frame: Parts of a Neuron and their Functions	We will ID parts of a neuron. I will locate the microantomy of the NS.
Lesson Frame: Types of Neurons and Locations	We will study the various types of neurons. I will list and match specific neuron to function and location.
Lesson Frame: Motor vs. Sensory Nerves	We will compare and contrast input vs output impulse. I will determine whether an action is a stimulus or a response.
Performance Tasks: Microscope Lab to ID various nerve tissue Action/Reaction Lab- Video Dictation Comp Terminology	Notes:
Topic 2: CNS and PNS	Length: 1 week
Lesson Frame: Parts of the Brain	We will dissect a brain. I will locate and function major parts of the brain.
Lesson Frame: Parts of the PNS - Spinal Cord, Plexuses, and Peripheral Nerves	We will compare and contrast the PNS and the CNS. I will locate and function major parts of the brain and spinal column.
Lesson Frame: Cranial Nerves and their Functions	We will study the number, name and function of the Cranial Nerves. I will ID and match Cranial Nerves 1-12 to their function.

Performance Tasks: Sheep Brain Dissection Color Code Brain Diagram Differentiate between the Plexuses Labeling the Meninges	Notes:

Unit Name: Skeletal System	Length: 4 weeks
Essential Questions: Many of the bones of the body have an English as well as a medical name. How many of these bones can you currently name? Many different types of fractures occur in bones, what are they? What is forensic science? What is the benefit of being strong, durable and yet light-weight?	Outcomes: Understand microanatomy and physiology of bones. Determine connections and concepts learned from the last 4 units: Blood, Cardiovascular, Respiration and Nervous Systems. Identify the 2 divisions of the skeleton. Become acquainted to ID conditions and pathology. Learning about parts, type, locations and shapes of bones are the critical components.
Academic Vocabulary: acetabulum, acromion, articular cartilage, bone, calcaneus, calcium, cancellous bone, cartilaginous tissue (cartilage), collagen, compact bone, condyle, cranial bones, diaphysis, disk (disc), epiphyseal plate, epiphysis, facial bones, fissure, fontanelle, foramen, fossa, haversian canals, malleolus, manubrium, mastoid process, medullary cavity, metaphysis, olecranon, osseous tissue, ossification, osteoblast, osteoclast, osteoporosis, periosteum, phosphorus, pubic symphysis, red bone marrow, ribs, sella turcica, sinus, styloid process, suture, temporomandibular joint, trabeculae, trochanter, tubercle, tuberosity, vertebra, xiphoid process, yellow bone marrow	Learning Targets: Apply the rules in medical terminology and forensic anthropology skeletal system. Name, locate, and describe the functions of bones. Identify types of mechanical movements related to these systems. Identify the pathological conditions that affect and exist with the skeletal system. Verify the how other body systems affect the skeletal system. Describe important laboratory tests and clinical procedures. Acquire an in depth understanding of skeletal system by completing the text/manual exercises and patient medical reports.
Topic 1: Gross Anatomy of Bones	Length: 2 weeks
Lesson Frame: Microanatomy of Bone	We will review the use of microscopy of tissue. I will be able to ID microanatomy of bone.
Lesson Frame: Type of Bone	We will physically ID the types of bone through observation. I know what and where compact and spongy bone is.
Lesson Frame: Landmarks and Shapes of Bone	We will observe various bone samples. I will be able to ID many landmarks on specific bones.
Performance Tasks: Microscope ID of Bone Material Lab Practical using Skeleton Race, Age and Gender of Skeleton - Lab	Notes:
Topic 2: Skeleton Types and Measurements	Length: 2 weeks
Lesson Frame: Axial Skeleton	We will compare and contrast the axial vs appendicular skeleton. I will know the function of axial skeleton and influential bones.
Lesson Frame: Appendicular Skeleton	We will compare and contrast the axial vs appendicular skeleton.

	I will locate and function the bones that comprise the appendages.
Lesson Frame: Forensic Anthropology	We will introduce various methodologies in forensic science.
	I will know how to ID and measure bones and landmarks involved in forensic anthropology.
Performance Tasks: Lab Practical - Complete Skeleton Forensic Science Lab - ID victims through Measurements Dictation Comp Quiz Terminology	Notes:

Unit Name: Muscular System (and joints)	Length: 2 weeks
Essential Questions: Can you explain various musculoskeletal disease conditions and terms related to joints? Will students be able to make a distinction between learning the location of the major bones, joints, and muscles of the body and understand how movement and flexibility of both internal and external structures depends on these tissues and organ systems, including parts of the viscera and blood vessels play an important in movement.	Outcomes: Understand microanatomy and physiology of muscle. Determine connections and concepts learned from the last 5 units: Blood, Cardiovascular, Respiration, Nervous, and Skeletal Systems. Identify the 3 types of muscle. Become acquainted to ID conditions and pathology. Learning about parts, type, locations and naming of muscles and joints are the critical components.
Academic Vocabulary: Part 1 - abduction, adduction, dorsiflexion, extension, fascia, flexion, insertion of a muscle, origin of a muscle, plantar flexion, pronation, rotation, skeletal muscle, smooth muscle, striated muscle, supination, visceral muscle Part 2 - articulation, bursa, bursae, ligament, suture joint, synovial cavity, synovial fluid, synovial joint, synovial membrane, tendon	Learning Targets: Apply the rules in medical terminology to topics for muscle and joints Name, locate, and describe the functions muscles, and joints. Identify types of mechanical movements related to these systems. Identify the pathological conditions that affect and exist with the muscle system. Verify the how other body systems affect the muscle system. Describe important laboratory tests and clinical procedures.
Topic 1: Muscles	Length: 1 week
Lesson Frame: Gross Anatomy of Muscles and Compare and Contrast the 3 Muscle Types	We will observe through microscopy the types of muscle. I will ID the three muscle types according to nucleus location.
Lesson Frame: Naming Strategies and ID of Skeletal Muscle	We will use all strategies in maning and ID of muscles. I will be able to make distinction between major classifications of muscle.
Lesson Frame: Skeletal Muscle Movements (Kinesiology)	We will observe the physiology of muscle. I will match muscles to location, fiber direction, action, origin/insertion and divisions.
Performance Tasks: Muscle Types Microscopy: ID of nuclei Lab Practical - ID and Location of Muscles (Axial vs. Appendicular Skeleton)	Notes:
Topic 2: Joints	Length: 1 week
Lesson Frame: Types of Joints	We will study movements. I will ID movements and match muscle to bone to joint.
Lesson Frame: Parts of a Synovial Joint	We will dissect a synovial joint. I will become familiar with the anatomy and physiology of a synovial joint.

Lesson Frame: Joint Movement and Conditions	We will review actions and simple machines within the human body.
	I will demonstrate the 8 major actions for joints and match to joint types.
Performance Tasks: Kinesiology Lab Lab Practical - Joint Types and Locations (naming) Dictation Comp Quiz (muscle and joints)	Notes:

Unit Name: Integumentary System	Length: 2 weeks
Essential Questions: What are the structures in the skin and its accessory organs? What types of glands in the skin are responsible for the condition called acne? Where are these glands located, and how do they produce acne? How does the function of melanin explain not only the variety of skin colors but susceptibility to skin cancer? Which component of the skin is responsible for the stretch marks that pregnant women get when their bellies become very large?	Outcomes: The student will have an opportunity to learn about skin, the largest organ in the body. Skin functions include thermoregulation, protection from foreign antigens, protection from desiccation, and sensation of the environment for pain, temperature, pressure, and touch. The student will become familiar with terms associated with the medical specialty of dermatology. The student will be introduced to pathological conditions of the skin and the laboratory procedures used for diagnosis and treatment of these abnormalities.
Academic Vocabulary: albino, apocrine sweat gland, basal layer, collagen, cuticle, dermis, epidermis, epithelium, hair follicle, integumentary system, keratin, lipocyte, lunula, melanin, paronychium, pore, sebaceous gland, sebum, squamous epithelium, stratified, stratum, strata, stratum corneum, subcutaneous tissue, crust, cellulitis, eczema, exanthematous viral diseases, gangrene, impetigo, psoriasis, scabies, scleroderma, systemic lupus erythematosus (SLE), tinea, vitiligo, cyst, erosion, fissure, macule, nodule, papule, polyp, pustule, ulcer, vesicle, wheal	Learning Targets: Apply the rules in medical terminology to topics. Name, locate, and describe the functions of the components of skin. ID functions of other systems that are directly related to the skin system to include digestive, circulatory, nervous, and musculoskeletal systems. Identify the pathological conditions that affect and exist with the skin system. Be able to verify how the body regulates temperature. Describe important laboratory tests and clinical procedures.
Topic 1: Gross Anatomy of Skin	Length: 1 week
Lesson Frame: Microanatomy of Dermal Tissue	We will view integumentary system under microscope. I will ID anatomy by sight.
Lesson Frame: Skin Function Related to Other Organ Systems	We will reference the importance of skin. I will now all of the jobs that skin is responsible for.
Lesson Frame: Skin Pathology and Conditions	We will observe structural integrity of skin and the changes that result in breach. I will be able to ID the 15 pathological symptoms.
Performance Tasks: Microscopy of Skin Samples of various mammal vs. human Lab Practical - ID PArts of Skin Lab Practical - Matching Illustrations to skin pathology	Notes:
Topic 2: Accessory Organs to Skin	Length: 1 week
Lesson Frame: Hair	We will look at all accesory organs associated with skin. I will list the accessory organs to skin.

Lesson Frame: Nails	We will look at all accessory organs associated with skin.
Lesson Frame: Glands	I will function out the accessory organs.
Performance Tasks: Microscopy of Hair and Nails Protein Synthesis ID for Skin, Hair, Nails and Glandular Secretions Lab Practical	We will compare and contrast glandular function externally. I will know the difference between endocrine and exocrine glands.
	Notes:

Unit Name: Reproductive System	Length: 4 week
<p>Essential Questions: What are the terms for the organs in the male reproductive system? How do hormones have an impact on male characteristics and spermatogenesis? What are the combining forms that are used with the male reproductive system? What are the terms for the organs in the female reproductive system? How do the organs interact with hormones and function in the processes of menstruation and pregnancy? What are the combining forms that are used with the female reproductive system? What are the benchmark moments from conception to birth?</p>	<p>Outcomes: Opportunity to learn the major organs of the male reproductive system, define some abnormal and pathological conditions that affect the male system, and learn to differentiate between several types of sexually transmitted infections. Students will also be given the opportunity to define many combining forms used to describe the structures of the male system and explain various laboratory tests, clinical procedures, and abbreviations that are pertinent to the system. Opportunity to learn about locations and functions of the female reproductive organs. Students will have the opportunity to identify abnormal conditions of the system and conditions affecting newborns. In this context, they will be introduced to the laboratory tests, clinical procedures, and abbreviations related to gynecology and obstetrics. Students can apply this knowledge to understanding terms in the context of patient care, such as completing and processing medical reports and records.</p>
<p>Academic Vocabulary: bulbourethral gland, Cowper gland, ejaculation, ejaculatory duct, epididymis, epididymides, erectile dysfunction, flagellum, fraternal twins, glans penis, identical twins, impotence, interstitial cells of the testis, parenchyma, perineum, prepuce (foreskin), prostate gland, scrotum, semen, seminal vesicle, seminiferous tubules, spermatozoon, spermatozoa, sterilization, stroma, testis, testes, testosterone, vas deferens, adnexa uteri, amnion, areola, Bartholin glands, cervix, chorion, clitoris, coitus, corpus luteum, cul de sac, embryo, endometrium, estrogen, fallopian tube, fertilization, fetus, fimbriae, follicle stimulating hormone (FSH), gamete, genitalia, gestation, gonad, graafian follicle, gynecology, human chorionic, gonadotropin (HCG), hymen, labia, lactiferous ducts, luteinizing hormone (LH), mammary papilla, menarche, menopause, menstruation, myometrium, neonatology, obstetrics, orifice, ovary, ovulation, ovum, parturition, perineum, pituitary gland, placenta, pregnancy, progesterone, puberty, uterine serosa, uterus, vagina, vulva</p>	<p>Learning Targets: Compare and contrast abnormal conditions that exist for males. Learn major organs of the reproductive and their function. Identify the importance of hormone function and the processes of sperm production. Describe important laboratory tests and clinical procedures used. Relate basic word parts to anatomical locations. Compare and contrast abnormal conditions that exist for females and of the newborn child. Learn major organs of the reproductive and their function. Identify the importance of hormone function and the processes of menstruation and pregnancy. Describe important laboratory tests and clinical procedures used in gynecology and obstetrics.</p>
Topic 1: Male Reproductive Organ Anatomy and Physiology	Length: 1 week
Lesson Frame: Urogenital Observation	We will ID the male genital components
	I will be able to ID via sight and location.
Lesson Frame: Spermatogenesis to Copulation	We will review meiosis.
	I will be able ID location of sperm production.

Lesson Frame: STD's	We will research and ID various pathologies to male reproduction. I will link bacterial and viral pathologies to symptoms.
Performance Tasks: Lab Practical - Structure and Function Lab Practical - Causes for Pathology and Symptoms Dictation Comp Quiz Terminology	Notes:
Topic 2: Female Reproductive Organ Structure and Function	Length: 1 week
Lesson Frame: Urogenital Observation	We will ID the female genital components I will be able to ID via sight and location.
Lesson Frame: Accessory Organs	We will review meiosis. I will be able ID location of egg production.
Lesson Frame: Pathology and Conditions	We will research and ID various pathologies to female reproduction. I will link bacterial and viral pathologies to symptoms.
Performance Tasks: Lab Practical - Diagramming Hormone Production, Location and Function Cause and Effect of Pathogens Dictation Comp - Terminology	Notes:
Topic 3: Mentrual Cycle to Conception to Birth	Length: 2 week
Lesson Frame: Hormones Before and After Conception	We will match and monitor hormone production before and after conception.
Lesson Frame: Trimesters 1, 2, and 3	We will monitor development during these stages of pregnancy. I will annotate the changes for both mom and fetus.
Lesson Frame: Birthing	We will observe the differences in birthing methods. I will know the difference between natural birth, assited birth, and caesarian birth.
Performance Tasks: Hormone Matching/Timing Trimester Monitoring and Benchmarks - video series Compare and Contrast Birthing Procedures Monitoring Stages of Birth	Notes:

September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 4	Unit 6	Unit 7 (cont.)	Unit 9	Unit 11	Unit 12	Unit 14	Health Fair Projects	
Unit 2	Unit 5	Unit 7	Unit 8	Unit 10		Unit 13	Unit 15		
Unit 3									

Course Name:	Physical Science		
Credits:	1		
Prerequisites:	N/A		
Description:	Designed to expose students to various scientific descriptions. The goal is science literacy. The units covered include, but are not limited to: Basic Chemistry (the Nature of Matter and the Changes in Matter) and Basic Physics (Motion, Forces and Energy). Students will learn problem-solving skills and will be shown how science relates to their lives. Lab work is required and large scale cumulative projects replace Final Exams.		
Academic Standards:	Next Generation Science Standards (NGSS)		
Units:	Time	Unit Standards:	Unit Outcomes:
Nature of Science	2 weeks	<p>HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and want.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-PS1-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.</p>	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and want. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
Motion	3 weeks	<p>HS-PS2-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.</p> <p>HS-PS2-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.</p> <p>HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.</p> <p>HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.</p>	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

Work, Force and Power	3 weeks	<p>HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).</p> <p>HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.</p>	<p>Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.</p>
Momentum and Mechanical Advantage	3 weeks	<p>HS-PS4-2. Evaluate questions about the advantages of using a digital transmission and storage of information.</p> <p>HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.</p>	<p>Evaluate questions about the advantages of using a digital transmission and storage of information.</p> <p>Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.</p>
Energy Conversion and Conservation	4 weeks	<p>HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.</p> <p>HS-PS3-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).</p> <p>HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p>	<p>Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects). Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p>

Electricity and Magnetism	4 weeks	<p>HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.</p> <p>HS-PS2-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.</p> <p>HS-PS2-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.</p> <p>HS-PS3-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.</p> <p>HS-PS4-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.</p>	<p>Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.</p>
Nature of Matter	5 weeks	<p>HS-PS1-1. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.</p> <p>HS-PS1-2. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.</p> <p>HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.</p>	<p>Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.</p>
Diversity of Matter	5 weeks	<p>HS-PS1-4. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p> <p>HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.</p> <p>HS-PS1-5. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p>	<p>Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p>

<p>Waves</p>	<p>4 weeks</p>	<p>HS-ETS1-4. Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p>HS-ETS1-2. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p> <p>HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</p> <p>HS-PS1-8. (if the topic is chosen) Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.</p> <p>HS-PS4-5.(if topic is chosen) Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.</p> <p>HS-PS4-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.</p>	<p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.</p>
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Unit Name: Nature of Science	Length: 2 weeks
Standards: HS-ETS1-1 HS-ETS1-2 HS-PS1-7	Outcomes: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and want. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. This unit is the foundation for determining differentiation of important life skills like: identifying a scientific problem, making assumptions based on prior knowledge, reading measurements from various tools, collecting data, analyzing data, and graphing conclusive evidence.
Essential Questions: The use of measuring devices and their units of measure is essential to learning about scientific phenomenon. What is the difference between "math" math and "science" math? Academic Vocabulary: Part 1 - Scientific Method/PHEOC, Independent Variable, Dependent Variable, Constant:, Controls, Standard Part 2 - Volume, Mass, Density, Qualitative Data, Quantitative Data	Learning Targets: Identify the steps used to solve scientific phenomenon. Describe why scientists use variables. Compare and contrast science vs. technology. Know and apply the prefixes that define the metric system. Identify units measure and symbols for those units of measure. Utilize the correct tools to length, mass, volume, density, time, and temp. Identify the 3 types of graphs and utilize them in conclusions. Analyze data from graphs.
Topic 1: Metric System and Units of Measure	Length: 1 week
Lesson Frame: Metric System Stairway	We will study and manipulate numbers for the metric system. I will know how to use the metric stairway.
Lesson Frame: Metric Mania Scavenger Hunt	We will convert numbers and measures into and out of metric system. I will practice my metric conversions.
Lesson Frame: Metric System Challenge	We will take measurements in length, mass and volume. I will be able to use the proper tool for the job.
Performance Tasks: Measuring Objects Unit Conversions within Metric System Unit Conversions from Standard to Metric System	Notes:
Topic 2: Density	Length: 1 week
Lesson Frame: Density Pyramids	We will learn to use the density pyramid for converting measures.

	I will make conversion with the density formula for mass and volume.
Lesson Frame: Density Measurements, tools and units	We will demonstrate several ways of measuring.
	I will make volume measures using a ruler, grad cylinder and displacement.
Lesson Frame: Archimedes' Principle	We will analyze Archimedes Principle.
	I will use buoyancy to learn about displacement, surface area, floating and sinking.
Performance Tasks: Graphing Statistical Data of Common Elements	Notes:

Unit Name: Motion	Length: 3 weeks
Standards: HS-PS2-3 HS-PS2-1 HS-PS2-2 HS-PS2-4	Outcomes: Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
Essential Questions: What is the connection between the measurements, units and tools and real life scenarios? How can you relate information the to speeding, car accidents, safety and mechanics? Academic Vocabulary: Distance, Displacement, Speed, Average Speed, Instantaneous Speed, Velocity, Acceleration, Deceleration, Newton's 1st Law	Learning Targets: Distinguish between distance and displacement. Explain the difference between speed and velocity. Interpret motion graphs. Identify how acceleration, time, and velocity are related. Explain how positive and negative acceleration affect motion. Describe how to calculate the acceleration of an object.
Topic 1: Speed vs. Velocity	Length: 2 weeks
Lesson Frame: Exploring Reference Points, Newton's 1st Law	We will devise ways to measure distance and time. I will know what a reference point is.
Lesson Frame: Calculating speed of vehicles without RADAR	We will analyze speed and velocity. I will calculate the speed and velocity of various objects.
Lesson Frame: Unit Conversions Km/m = mph	We will set a lab to measure speed of cars. I will calculate the speed of random cars and convert the speed to a unit I am familiar with.
Performance Tasks: Bowling Ball - Change in Velocity Speed Trap 400m walk vs.run	Notes:
Topic 2: Acceleration and Deceleration	Length: 1 week
Lesson Frame: Describing Acceleration	We will continue with our car speed lab, only this time we will make observation at the stop sign. I will be able to contrast acceleration and deceleration.
Lesson Frame: Exploring changes in direction	We will make and use an accelerometer. I will utilize my accelerometer to make measurements.

Lesson Frame: Acceleration Formula and Calculations	We will download an app for acceleration then compare our calculations to the app.
Performance Tasks: Starting Points vs. Stopping Points Centripetal Force and Ellipses Deceleration at a Stop Sign Olympic Sprinters Acceleration in the 100m	I will be able to see how accurately I make measurements. Notes:

Unit Name: Work, Force and Power	Length: 3 weeks
Standards: HS-PS1-5. HS-PS3-4. HS-PS4-1.	Outcomes: Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
Essential Questions: Do our students possess the capacity to take these measurements/calculations and manipulate them to support a real life situation? Academic Vocabulary: Force, Net Force, Balanced Force, Inertia, Work, Power, Types of Force, Free Body Diagram, Newton's 1st Law, 2nd Law, 3rd Law	Learning Targets: Explain how force and motion are related. Describe what inertia is and how it is related to Newton's first law of motion. Identify the forces and motion that are present during a car crash. Apply knowledge of forces to Free Body Diagrams. Site examples for Newton's Laws. Interpret and apply terminology.
Topic 1: Force	Length: 1 week
Lesson Frame: Balanced and Unbalanced forces (Newton's 1st Law)	We will demonstrate inertia.
	I will define and apply Newton's 1st Law (inertia).
Lesson Frame: Types of Force	We will demonstrate multiple forces.
	I will be able to determine differences in force.
Lesson Frame: Newton's 2nd Law	We will utilize the force formula for calculations and then conversions.
	I will measure mass and acceleration to get force.
Performance Tasks: Crash Reconstruction - Inertia Free Body Diagrams Making and Reading Accelerometers Whirlybird Contest	Notes:

Topic 2: Work and Power	Length: 2 weeks
Lesson Frame: Exploring Work, Direction and Weight	We will observe moving objects and monitor their work output. I will know how to calculate work. $w = f * d$.
Lesson Frame: Calculating Work	We will demonstrate work in and work out for efficiency. I will be able to calculate the work under several conditions.
Lesson Frame: Calculating Power	We will demonstrate power. I will know how to calculate power $P = w/t$ under specific conditions.
Performance Tasks: Family of squirrels creating electricity Can Opener Lab - machines multiplying force Comparing and contrasting horsepower and power from WPS Calculating your own force, work and power (steps lab)	Notes: Research and compare horsepower, electrical power and normal power.

Unit Name: Momentum and Mechanical Advantage	Length: 3 weeks
Standards: HS-PS4-2 HS-PS4-3	Outcomes: Evaluate questions about the advantages of using a digital transmission and storage of information. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
Essential Questions: How can the use of simple vs. compound machines be compared and contrasted? How can various mechanical apparatus' that display the intricacies of the laws of motion and gravity be designed, buildt and tested? Academic Vocabulary: Newton's Second Law of Motion, Friction, Static Friction, Sliding Friction, Air Resistance, Gravity, Weight, Centripetal Acceleration, Centripetal Force, Newton's Third Law of Motion, Momentum, Mechanical Advantage, Kinesiology	Learning Targets: Apply Newton's second law of motion. Describe the three different types of friction. Observe the effects of air resistance on falling objects. Describe the gravitational force. Distinguish between mass and weight. Explain why objects that are thrown will follow a curved path. Compare circular motion with motion in a straight line. State Newton's third law of motion. Calculate momentum. Recognize when momentum is conserved. Explain how machines make doing work easier. Calculate the mechanical advantage of a machine. Calculate the efficiency of a machine. Describe the six types of simple machines. Explain how the different types of simple machines make doing work easier. Calculate the ideal mechanical advantage of the different types of simple machines.
Topic 1: Momentum/Newton's Laws	Length: 2 weeks
Lesson Frame: Newton's 3rd Law	We will identify Newton's 3rd Law and apply it.
	I will know that every action yields an equal and opposite reaction.
Lesson Frame: Calculating Momentum	We will demonstrate momentum under various conditions.
Law of Conservation of Momentum	I will measure mass and velocity to get momentum.
Lesson Frame: Friction and Gravity	We will demonstrate all different kinds of friction.
	I will know how to make a free body diagram for multiple scenarios.

Performance Tasks: Fitch Barrier Calculations Action Reaction - Bouncing Ball Collisions - Data Collection and Graphing Construction of the Great Pyramids Friction Labs	Notes:
Topic 2: Mechanical Advantage and Efficiency	Length: 1 week
Lesson Frame: Compare and Contrast MA and Efficiency	We will demonstrate work in and work out.
	I will know how to calculate mechanical advantage of a can opener.
Lesson Frame: Simple Machines	We will introduce the 6 simple machines with all their variations.
	I will ID simple machines.
Lesson Frame: Machines in the Human Body	We will learn the basic of kinesiology.
	I will be able to match human movement examples to the 3 classes of levers.
Performance Tasks: Whirly Bird Contest (part 2) Identify variations in simple machines Calculate Ideal MA from three types of levers ID Pulleys and Levers in the Human Machine Paper Tower Contest	Notes:

Unit Name: Energy Conversion and Conservation	Length: 4 weeks
Standards: HS-PS3-1 HS-PS3-2 HS-PS3-3	Outcomes: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects). Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
Essential Questions: How can you to plan, build and present a Rube Goldberg Machine? Academic Vocabulary: Kinetic Energy, Joule, Potential Energy, Elastic Potential Energy, Chemical Potential Energy, Gravitational Potential Energy, Temperature, Thermal Energy, Heat, Specific Heat, Conduction, Convection, Radiation, Insulator, Thermodynamics, First Law of Thermodynamics, Second Law of Thermodynamics, Internal Combustion Engine	Learning Targets: Distinguish between kinetic and potential energy. Calculate kinetic energy. Describe different forms of potential energy. Calculate gravitational potential energy. Describe how energy can be transformed from one form to another. Explain how the mechanical energy of a system is the sum of the kinetic and potential energy. Discuss the law of conservation of energy. Define temperature. Calculate the change in thermal energy. Compare and contrast the transfer of thermal energy by conduction, convection, and radiation. Describe the first and second laws of thermodynamics. Explain how an internal combustion engine works. Explain how a refrigerator transfers thermal energy from a cool to a warm temperature.
Topic 1: Energy Conversion	Length: 2 weeks
Lesson Frame: Nature of Energy - Listing Forms and Examples	We will demonstrate various forms of energy. I will know at least 10 different forms of energy.
Lesson Frame: Calculating Potential and Kinetic Energy	We will ID the two types of energy. I will compare and contrast potential and kinetic energy.
Lesson Frame: Measuring and Converting Temperature	We will learn how to measure and convert temperature. I will know the 3 different temperature measurements (F, C, and K).

Performance Tasks: Comeback Can Lab - Data Collection and Graphing Exothermic vs Endothermic Reactions Demo Ice Cube Contest - Design and build an insulated container	Notes:
Topic 2:Energy Conservation	Length: 2 weeks
Lesson Frame: Law of Conservation of Energy	We will analyze the law of conservation of energy. I will apply the law of conservation of energy by reviewing ecology pyramids.
Lesson Frame: Heat Loss Calculations - Residential Insulation	We will research formulas for energy loss and energy conservation. I will be able to read and understand a heat calc.
Lesson Frame: Who was Albert Einstein? Who was Rube Goldberg?	We will build a timeline for Einstein and Goldberg from birth to death. I will know 2 influences from AI and Rube dealing with energy science.
Performance Tasks: Orbits, Ellipses and Energy What goes up must come down R- Values Rube Goldberg Machines	Notes:

Unit Name: Electricity and Magnetism	Length: 4 weeks
Standards: HS-PS1-3 HS-PS2-4 HS-PS2-5 HS-PS3-5 HS-PS4-4	Outcomes: Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
Essential Questions: How do the basics of electricity and power relate to consumer goods and affairs in relation to safety, technology, and conservation? Academic Vocabulary: Static Electricity, Law of Conservation of Charge, Conductor, Insulator, Charging by Contact, Charging by Induction, Electric Current, Voltage Difference, Circuit, Resistance, Ohm's Law, Series Circuit, Parallel Circuit, Electrical Power, AC, DC	Learning Targets: Describe how electric charges exert forces on each other. Compare the strengths of electric and gravitational forces. Distinguish between conductors and insulators. Explain how objects become electrically charged. Describe how voltage difference causes current to flow. Explain batteries produce a voltage difference in a circuit. List the factors that affect an object's electrical resistance. Define Ohm's Law. Describe the difference between series and parallel circuits. Recognize the function of circuit breakers and fuses. Calculate electrical power. Calculate the electrical energy used by a device. Compare and Contrast AC -vs- DC.
Topic 1: Electricity and Ohm's Law	Length: 2 weeks
Lesson Frame: Electrical Charge	We will demonstrate flow of electricity. I will model static electricity.
Lesson Frame: OHM's Law - Calculations	We will learn the three components of electrical conduction. I will use Ohm's law to calculate current, volts and resistance.
Lesson Frame: Identifying Circuits	We will build circuits to get light bulbs to work. I will know the difference between parallel and series circuit.
Performance Tasks: Electricity in Everyday Life - Lab Build a Voltaic Cell - ID Volts, Current, and Resistance- Lab Investigating Battery Additions Build Series and Parallel Circuits - Lab	Notes: Must be able to label (Ohm's Law) volts, current, resistance on circuits.

Topic 2: Electrical Power	Length: 2 weeks
Lesson Frame: Identify and Calculate Residential Electrical Power	We will ID the underwriters laboratory labels on electrical appliances. I will know what UL means and where to locate it.
Lesson Frame: Energy as commodity/price per KW/h daily?	We will research the cost energy per Kilowatt Hour daily. I will locate major appliances in my home and calculate cost/KWh to run them.
Lesson Frame: Who was Thomas Edison? Who was Nikola Tesla?	We will compare and contrast Edison and Tesla inventions and ideas. I will know the history of and difference between AC and DC.
Performance Tasks: Watts Going On - Scavenger Hunt/Calculations of KW/h per month Compare and Contrast AC/DC	Notes:

Unit Name: Nature of Matter	Length: 4 weeks
Standards: HS-PS1-1 HS-PS1-2 HS-PS1-3	Outcomes: Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
Essential Questions: How do you interpret and apply the rules for the hierarchy of chemistry? How does the learning of a language associate to chemistry? Academic Vocabulary: Atom, Nucleus, Proton, Neutron, Electron, Quark, Electron Cloud, Atomic Number, Mass Number, Isotope, Average Atomic Mass, Periodic Table, Group, Period, Electron Dot Diagram	Learning Targets: Identify the names and symbols of common elements. Identify quarks as subatomic particles of matter. Describe the electron cloud model of the atom. Explain how electrons are arranged in an atom. Interpret the average atomic mass of an element. Explain the composition of the periodic table. Use the periodic table to obtain information. Explain what the terms: Metal, Non-Metal, Metalloid
Topic 1: Trends of the Periodic Table	Length: 2 weeks
Lesson Frame: Language of Chemistry	We will learn how subatomic particles can be traced to substances. I will understand the analogy letters, words, sentences, meanings.
Lesson Frame: How to read the Periodic Table	We will ID the trends of the periodic table. I will be able to locate characteristics and statistics of elements.
Lesson Frame: Atomic Structure	We will use trends of the periodic table to analyze atomic structure. I will be able to sketch then build a Bohr model of any element 1-18.
Performance Tasks: Organizing a Personal Periodic Table Building Bohr Models Predicting an Element's Group and Period	Notes:
Topic 2: Atoms to Compounds	Length: 2 weeks
Lesson Frame: Electron Configuration	We will evaluate the importance of valence electrons.

	I will be able to calculate electron numbers and locations via trends of the periodic table.
Lesson Frame: Bonding - Ionic vs. Covalent Molecule vs. Compound	We will compare and contrast types of bonding.
	I will ID types of bonds through the elements that bond easily and make simple compounds.
Lesson Frame: Balancing Equations 6 types of Chemical Reactions	We will learn the rule for balancing equations.
	I will balance notable chemical equations and classify the results as one of the 6 chemical reactions.
Performance Tasks: Gizmo Simulation Labs: https://www.explorellearning.com	Notes: List Chemical Reactions

Unit Name: Diversity of Matter: <i>New Materials Through Chemistry</i>	Length: 4 weeks
Standards: HS-PS1-4 HS-PS2-6 HS-PS1-5 HS-PS1-5	Outcomes: Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.
Essential Questions: How can metals vs. alloys characteristics be differentiated? Can you identify polymer vs. composite characteristics? What is the scientific, technological and economic importance of materials classified as metal, alloy, polymer, and composite? Academic Vocabulary: Metal, Malleable, Ductile, Metallic Bonding, Radioactive Element, Transition Element, Nonmetal, Sublimation, Metalloid, Allotrope, Transuranium Element, Alloy, Luster, Polymer, Monomer, Synthetic, Composite	Learning Targets: Describe the properties of a typical metal. Identify the alkali metals and alkaline earth metals. Differentiate among three groups of transition elements. Recognize hydrogen as a nonmetal. Compare and contrast properties of the halogens. Describe properties and uses of the noble gases. Distinguish among metals, nonmetals, and metalloids. Understand the importance of synthetic elements. Identify how different alloys are used. Explain how the properties of alloys determine their use. Identify what a polymer is and the variety of polymers around us. Compare and contrast soaps and detergents. Explain what a composite material is and why composites are used.
Topic 1: Metals and Alloys	Length: 2 weeks
Lesson Frame: Materials of the Past	We will research the history of various metals. I will build a working timeline for this chapter.
Lesson Frame: Observing Properties of Alloys	We will observe the bonding of metals. I will ID the thing that make substances like metal stronger and weaker.
Lesson Frame: Iron Age, Bronze age	We will continue to add to our timeline. I will be able to cite differences in the iron age vs. bronze age.
Performance Tasks: Building Timelines Metallic Glass - Enrichment Observing Properties of Alloys - Lab	Notes:

Topic 2: Polymers and Composites	Length: 2 weeks
Lesson Frame: Polymers	We will analyze the chemical components of polymers. I will ID and match various polymers to their subunits.
Lesson Frame: Composites	We will list the major differences between polymers and composites. I will show in a model specific examples contrasting and comparing polymers.
Lesson Frame: Versatile Materials	We will research examples of biomimicry relating to materials both natural and man-made. I will define and model biomimicry citing specific examples.
Performance Tasks: Natural vs. Synthetic Materials Technology Timelines for Ceramic/Glass and Polymer Composite Bowling Balls - History Pole Vaulting - History	Notes:

Unit Name: Waves	Length: 6 weeks
Standards: HS-ETS1-4 HS-ETS1-2 HS-ETS1-3 HS-PS1-8 (if the topic is chosen) HS-PS4-5 (if the topic is chosen) HS-PS4-1	Outcomes: Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

<p>Essential Questions: What is the connection with wave properties and anatomy to the senses, namely hearing and sight?</p> <p>Academic Vocabulary: Wave, Medium, Transverse Wave, Compressional Wave, Crests, Troughs, Rarefaction, Wavelength, Frequency, Period, Amplitude, Refraction, Diffraction, Interference, Standing Wave <i>Sound</i> - Resonance, Eardrum, Cochlea, Ossicles:, Intensity, Loudness, Decibel, Pitch, Doppler Effect, Music, Acoustics, Sonar <i>Light</i> - Opaque, Translucent, Transparent, Pigment, Coherent Light, Incoherent Light, Polarized Light</p>	<p>Learning Targets: Recognize that waves carry energy but not matter. Define mechanical waves. Compare and contrast transverse waves and compressional waves. Define wavelength, frequency, period, and amplitude. Describe the relationship between frequency and wavelength. Explain how a wave's energy and amplitude are related. Explain how sound travels through different mediums. Identify what influences the speed of sound. Describe how the ear enables you to hear. Recognize how amplitude, intensity, and loudness are related. Describe how sound intensity is measured and what levels can damage hearing. Explain the relationship between frequency and pitch. Discuss the Doppler effect. Distinguish between noise and music. Describe why different instruments have different sound qualities. Discuss the uses of sonar. Describe how light waves interact with matter. Define the index of refraction of a material. Explain why a prism separates white light into different colors. Explain how you see color. Explain how a laser produces coherent light. Distinguish polarized light from unpolarized light. Explain how a hologram is made. Describe the uses of optical fibers.</p>
<p>Topic 1: Sound and Hearing</p>	<p>Length: 3 weeks</p>
<p>Lesson Frame: Types of Waves, Anatomy of Waves</p>	<p>We will study the anatomical features of mechanical waves. I will be able to ID the major differences in Longitudinal waves and compressional waves.</p>
<p>Lesson Frame: Sound Through Mediums, Measuring Decibels</p>	<p>We will learn to calculate the characteristics of waves. I will learn and apply the formulas for frequency, amplitude, and wavelength to actual waves.</p>
<p>Lesson Frame: Anatomy and Physiology of the Ear</p>	<p>We will locate and function of the parts within the ear. I will know how sound waves react with the eardrum, ossicles, cochlea and auditory nerve.</p>

Performance Tasks: Superposition Principle - Lab Resonance Tubes - Lab Breaking the Sound Barrier - Timeline Ultrasonic vs. Subsonic Simulating Hearing Loss - Lab Parts of the Outer, Middle and Inner Ear	Notes: Specialize communication and hearing. Match amplitude - decibel frequency - pitch wavelength - speed
Topic 2: Light and Sight	Length: 3 weeks
Lesson Frame: Behavior of Light	We will research statistics on light. I will know the speed of light and how travels through mediums.
Lesson Frame: Light and Color	We will analyze the electromagnetic spectrum (ROYGBIV). I will observe how we see and determine colors.
Lesson Frame: Anatomy and Physiology of the Eye	We will study the anatomy and physiology of the eye. I will know the difference between rods and cones (light and color detection cells on retina).
Performance Tasks: Observing Refraction - Lab Angles of Incidence and Reflection - Laser Lab Knowing the Color Wheel Complementary Color Logos- Who was Henri Matisse? Uses for Lightf: Polarization - Lasers/Barcodes - Fiber Optics Making Holograms	Notes:

September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2 cont.	Unit 4	Unit 5 cont	Rube Goldberg	Unit 6	Unit 7	Unit 8	Unit 9	
Unit 2	Unit 3	Unit 5		Semester 1 Final				Science Fair Project	
								Semester 2 Final	

Course Name:	Overcoming Obstacles		
Credits:	1		
Prerequisites:	none		
Description:	A life skills course for middle school students.		
Academic Standards:	CASEL Domains #1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 20, 22, 23, 24		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Creating a Positive Environment	10, 60 min. lessons	CASEL Domains #7, 8, 12, 14, 18, 22	Work and communicate effectively as a team, while understanding their own strengths and weaknesses.
Acquiring Cores Skills	14, 60 min. lessons	CASEL Domains # 7, 10, 11, 12, 16, 17, 18, 20, 22, 23, 24	Students will set personal goals and construct a timeline to achieve them.
Developing Related Skills	27, 60 min. lessons	CASEL Domains #1, 2, 3, 4, 5, 6, 7, 10, 11, 15, 17, 18, 24	Students will create and utilize a personal organization system.

Unit Name: Creating a Positive Environment	Length: 10, 60 min. lessons
Standards: CASEL Domains #7, 8, 12, 14, 18, 22	Outcomes: Work and communicate effectively as a team, while understanding their own strengths and weaknesses.
Essential Questions: Who am I? Which traits and skills contribute to success? How can I utilize my own strengths and weaknesses to positively affect my life?	Learning Targets: Identify individual personal spaces, develop teamwork, communicate effectively, and set personal goals.
Topic 1: Getting Started	Length: 4, 60 min. lessons
Standards: 7, 8, 18	Academic Vocabulary: characteristics, personal space, traits, skills, obstacles, preferences, values
Lesson Frame: Who are You?	We will: Explore and share images and ideas that represent us. I will: participate in a game to break down personal space and develop teamwork.
Lesson Frame: What is Overcoming Obstacles?	We will: identify traits and skills that are necessary for achieving success. I will: discuss how traits and skills impact an individual's ability to successfully overcome obstacles.
Lesson Frame: Working in Teams	We will: identify benefits and challenges to working in teams. I will: negotiate and agree to a set of classroom rules/guidelines.
Lesson Frame: Setting Expectations	We will: identify and explore our dreams and goals for the future. I will: create a visual representation of my dreams for the future.
Performance Tasks: create a cereal box with themselves as hero. Make a collage to show what success means to them. Create a 'personal dream' slogan and put it on a poster.	Notes:
Topic 2: Confidence Building	Length: 6, 60 minute lessons
Standards: CASEL Domains #7, 8, 12, 14, 22	Academic Vocabulary: respect, self-respect, strengths, weaknesses, values, stereotype, perception
Lesson Frame: Giving and Earning Respect	We will: define respect, identify people we respect, and the reason we respect them. I will: evaluate my own level of self-respect.
Lesson Frame: Identifying Strengths and Weaknesses	We will: identify and discuss personal strengths and weaknesses

	I will: identify ways I can use my weaknesses to my advantage.
Lesson Frame: Staying Healthy	We will: discuss how diet, sleep, and exercise affect our health and wellbeing.
	I will: create a weekly plan for eating well, sleeping regularly, and exercising.
Lesson Frame: Clarifying Values	We will: analyze how our values influence the decisions we make.
	I will: demonstrate how my values influence my decision making.
Lesson Frame: Avoiding Stereotypes	We will: define stereotype and analyze the effects of stereotyping.
	I will: identify ways to avoid stereotyping others.
Lesson Frame: Developing Personal Power	We will: discover we have the power to affect our lives through the decisions we make.
	I will: create personal symbols that remind me of my personal power.
<p>Performance Tasks: Write a radio announcement describing a recent accomplishment Create a plan for staying healthy Select, share and discuss a video that demonstrates the impact of stereotypes</p>	Notes:

Unit Name: Acquiring Core Skills	Length: 14, 60 min. lessons
Standards: CASEL Domains # 7,10,11,12,16,17,18,20,22,23,24	Outcomes: Students will set personal goals and construct a timeline to achieve them.
Essential Questions: What are my goals and how can I achieve them?	Learning Target: Students will study nonverbal and verbal communication and its importance in achieving personal goals. Students will identify barriers that hinder goal achievement and options to combat giving up using a "stepping stone" for achievement.
Topic 1: Communication	Length: 5, 60 min. lessons
Standards: CASEL Domains #12, 16, 17, 18, 23	Academic Vocabulary: nonverbal, assertive, passive, aggressive
Lesson Frame: Understanding nonverbal messages	We will: explore and analyze nonverbal messages. I will: use nonverbal messages to communicate.
Lesson Frame: Listening	We will: recognize the importance of and identify ways of improving, listening skills. I will: practice and evaluate the effectiveness of active listening skills.
Lesson Frame: Speaking	We will: develop an understanding of the power of our words to affect other people. I will: evaluate and choose words to demonstrate the relationship between words and their consequences.
Lesson Frame: Being Assertive	We will: define and find examples of passive, aggressive, and assertive behaviors. I will: demonstrate how to use assertive behavior to communicate more effectively.
Lesson Frame: Expressing Opinions Constructively	We will: recognize that it is possible to communicate productively when disagreeing with others. I will: participate in a debate, using effective communication skills to express and listen to opinions.
Performance Tasks: Students create and present role plays that involve non-verbal cues. Create a comic of passive, aggressive, or assertive problem solving.	Notes:
Topic 2: Decision Making	Length: 5, 60 min. lessons
Standards: CaseL Domains #20, 22, 24	Academic Vocabulary: consequence, collaborate, procrastination, perseverance
Lesson Frame: Making Decisions Big and Small	We will: identify factors that influence the decisions we make. I will: use my power to make decisions even when they are hard.
Lesson Frame: Gathering Information	We will: recognize that gathering info. is an important part of decision making. I will: practice asking relevant questions and listening to answers to gather information.
Lesson Frame: Identifying Options	We will: recognize that gathering info. is an important part of decision making.

	I will: generate a list of options in response to a given stimulus.
Lesson Frame: Weighing Options and Consequences	We will: practice a method for evaluating options and consequences. I will: evaluate pros and cons in order to weigh options and consequences.
Lesson Frame: Making a Choice	We will: collaborate to make a decision about our school. I will: demonstrate the decision making process and make a personal decision
Performance Tasks: Write about a difficult decision. Make an informed decision. Make a list of options and consequences given a question.	Notes:
Topic 3: Goal Setting	Length: 4, 60 min. lessons
Standards: CASEL Domain #7, 10, 11, 24	Academic Vocabulary: procrastination, perseverance
Lesson Frame: Defining Goals (2 sessions)	We will: recognize the importance of having realistic, personal goals. I will: list goals and use specific criteria to evaluate them.
Lesson Frame: Stepping-Stone Goals	We will: identify short and medium range goals and relate them to the achievement of long-term goals. I will: set stepping-stone goals for myself.
Lesson Frame: Taking Action	We will: define 'procrastination'. I will: identify obstacles to taking action and develop a plan to act on an immediate goal.
Lesson Frame: Persevering	We will: define perseverance and identify its importance in achieving our goals. I will: revise a 'stepping-stone' goal in order to overcome an obstacle and achieve a goal.
Performance Tasks: Students will create acrostics of the word procrastination writing a strategy for avoid procrastinating for each letter of the word.	Notes:

Unit 3: Developing Related Skills	Length: 27, 60 min. lessons
Standards: CASEL Domains #1, #2, #3, #4, #5, #6, #7, #10, #11, #15, #17, #18, #24	Outcomes: Students will create and utilize a personal organization system.
Essential Questions: How do I manage my school tasks in an efficient way?	Learning Targets: Students will identify and explore attitudes, environmental factors, stressors, and ineffective strategies that can be barriers to success. Students will recognize the value of being accountable for their own actions and they will develop and practice problem-solving, conflict resolution, organization, and study skills they can utilize to lower these barriers.
Topic 1: Managing Personal Resources	Length: 5, 60 min. lessons
Standard(s): CASEL Domains #24, #10, #11, #4	Academic Vocabulary: time management, credible, initiative, prioritize, stress, time management, excuse
Lesson Frame: Developing a Positive Attitude	We will: identify and analyze positive and negative attitudes and their consequences. I will: analyze and identify my positive and negative attitudes and the effects of positive and negative environments.
Lesson Frame: Being Accountable	We will: explore the positive consequences of being accountable for our actions. I will: define accountability and list three benefits of being accountable for my actions.
Lesson Frame: Handling Stress	We will: explore sources of stress and the behavioral and emotional signs of stress. I will: identify factors in my life that cause me to feel stress and brainstorm ways to handle stress.
Lesson Frame: Managing your Time	We will: study time management strategies and create possible to-do lists. I will: analyze a to-do list, setting priorities and scheduling time.
Lesson Frame: Taking the Initiative	We will: explore the benefits and seeking assistance from others and understand that initiative affects the ability to seek assistance and gather information. I will: listen to a guest speaker and consider how initiative makes a difference in life.

Performance Tasks: Create a system for organizing their work. Identify stressors in life and how to deal with those stressors.	Notes:
Topic 2: Studying Effectively	Length: 7, 60 min. lessons
Standards: CASEL Domains - #4, 11, 10	Academic Vocabulary: atlas, bibliography, encyclopedia, paraphrase, resource, thesaurus, visuals
Lesson Frame: Getting Organized	We will: explore ways to organize information and materials for school subjects. I will: identify the importance of planning and scheduling study time and will create a system for my work.
Lesson Frame: Following Instructions	We will: examine the importance of understanding instructions and practice active listening and reading. I will: apply active listening and reading to follow instructions and will practice clarifying written and verbal instructions.
Lesson Frame: Using Appropriate Resources	We will: learn appropriate reference material and resource including computer and internet option. I will: identify appropriate reference materials and resources in both print and internet.
Lesson Frame: Taking Notes	We will: study strategies for taking effective notes and important details. I will: identify various strategies for effective note taking and will practice note-taking skills
Lesson Frame: Writing Reports	We will: learn to focus on a topic and gather information for writing a report I will: identify ways to paraphrase and organize information in a report.
Lesson Frame: Taking Tests	We will: review organizational skills and will identify ways to study and prepare for tests. I will: identify test-taking strategies that are beneficial to me.
Lesson Frame: Learning How You Learn Best	We will: discover that we all learn different ways. I will: compare and contrast my organizational strategies to those of other students.
Performance tasks: Identify strategies for test taking	Notes:
Topic 3: Problem Solving	Length: 4, 60 min. lessons

Standards: CASEL Domain #7, #18, #17, #4	Academic Vocabulary: collaboration, skills, solution, pros, cons
Lesson Frame: Defining Problems	We will: understand the importance of defining a problem before acting on a solution. I will: define a problem and brainstorm possible solutions
Lesson Frame: Identifying options	We will: students will gather information and explore options in order to solve a problem. I will: identify options that generate possible solutions to problems.
Lesson Frame: Considering pros and cons	We will: I recall and review the problem solving process and will identify ways to evaluate the pros and cons of different options. I will: list pros and cons and weigh options in order to choose the best solutions to problems.
Lesson Frame: Finding Solutions	We will: gather information they need in order to complete a task. I will: collaborate with others and use problem solving skills in order to complete a task.
Performance Tasks: Create a plan for a community park that has allotted only a limited amount of space.	Notes:
Topic 4: Resolving Conflicts	Length: 6, 60 min. lessons
Standards: CASEL Domain #5, #6, #3, #2. #1, #15,	Academic Vocabulary: conflict, dynamics, erupt, escalate, intolerance, miscommunication, misspeak, mood
Lesson Frame: Understanding Conflicts	We will: explore positive and negative aspects of conflict and will define "conflict." I will: identify conflicts and the people involved
Lesson Frame: Identifying emotions in conflicts	We will: explore the underlying feelings and emotions that are involved in conflicts. We will: recognize the relationship between emotions and behaviors. We will: identify emotions and behaviors involved in a personal conflicts. I will: identify emotions and behaviors involved in a personal conflict.
Lesson Frame: Controlling emotions in conflicts	We will: explore the power we have to control our emotions and behaviors. I will: apply methods of controlling emotions and changing reactions to conflict situations.

Lesson Frame: Using communication skills effectively	We will: study how miscommunication can escalate a conflict and even create new conflicts.
	I will: apply assertive behavior skills to conflict situations and apply it in my own life.
Lesson Frame: Creating a Win-Win situation	We will: study the dynamics of win-lose and lose-lose situations and will recognize the benefits of win-win situations.
	I will: practice resolving conflicts.
Lesson Frame: Resolving Conflicts	We will: discuss strategies that we have learned for resolving conflicts.
	I will: analyze conflict situations and make decisions about how to resolve them.
Performance Tasks: complete a scale of emotions. Develop I messages to communicate various emotions felt during conflicts.	Notes:
Topic 5: Looking to the Future	Length: 5, 60 min. lessons
Lesson Frame: Adapting to Change	We will: study the positive and negative reactions to change.
	I will: understand that I have the power to accept and adapt to change. I will visualize potential changes in themselves and their lives.
Lesson Frame: Handling peer pressure	We will: discuss peer pressure and will define the concept of peer pressure.
	I will: create solutions to a dilemma that involves peer pressure.
Lesson Frame: Getting Along	We will: participate in an activity in which we will use a variety of skills in order to overcome obstacles and achieve goals.
	I will: identify skills they learned and used in the activity.
Lesson Frame: Playing by the Rules	We will: discuss the importance of learning rules in order to participate successfully in school and in life.
	We will: recognize that learning about and following rules are matters of personal responsibility.
	We will: conduct mock trials in order to determine responsibility and resolve conflicts.
	I will: collaborate with my peers to develop mock trials to determine responsibility and resolve conflicts.
Lesson Frame: Presenting yourself	We will: review information we have learned about ourselves.
	I will: identify categories of personal information and record current information about myself.

Performance Tasks:

Students will create posters for overcoming obstacles and achieve goals.
Students will conduct mock trials in order to determine responsibility and resolve conflicts.
Students will write letters in which they present information about themselves in order to achieve an imaginary goal.

Notes:

September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 1	Unit 2	Unit 2	Unit 2	Unit 3	Unit 3	Unit 3	Unit 3	Unit 3
	Unit 2			Unit 3					



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 5/30/2019
Re: 2019-20 Support Staff and Administrator Wage recommendation

Recommendation:

I recommend that all support staff upon completion of a positive evaluation, earn a 2.44% increase to their 2018-19 hourly wage.

I recommend that all administrative staff upon completion of a positive evaluation, earn a 2.44% increase to their 2018-19 salary.

Rationale:

The Wage Advancement Committee determined that the support staff would value a wage advancement system where raises were determined by the Board of Education on an annual basis using the CPI (Consumer Price Index) as a guide. Performance will be measured through evaluation. All staff that meets employment expectations are eligible for a raise. Employees that do not meet expectations will either be placed on a Performance Improvement Plan or nonrenewed and no increase in pay will be earned. The July 1, 2019 Consumer Price Index as determined by the Wisconsin Department of Revenue is at 2.44%.

Through the staff and program change process, the BOE passed changes that included \$31,853 increase to support staff and administrative wages for the 2019-20 school year. This recommendation is \$4,778 under this budgeted amount.

2019-20 Wage Adjustment for Support Staff and Administration							
Budget	\$31,853.00						
				Support Staff	Admin		Under Budget
Support Staff	\$679,487.62	current total salaries		CPI	CPI	\$27,075.29	\$4,777.71
2.00%	\$13,589.75			CPI	2.00%	\$25,182.60	\$6,670.40
2.25%	\$15,288.47			2.50%	2.25%	\$26,665.69	\$5,187.31
2.44%	\$16,579.50	CPI		0.50/hour	CPI	\$31,252.79	\$600.21
2.50%	\$16,987.19						
2.60%	\$17,666.68						
0.40/hour	\$16,605.60						
0.45/hour	\$18,681.30						
0.50/hour	\$20,757.00						
Administration	\$430,155.32	current total salaries					
2.00%	\$8,603.11						
2.25%	\$9,678.49						
2.44%	\$10,495.79	CPI					
2.50%	\$10,753.88						
2.60%	\$11,184.04						



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 5/30/2019
Re: Fee Analysis

Recommendation:

I recommend eliminating all fees collected at registration for lyceum programs, the newspaper, and for all instructional classes at the high school. This does not include fees for student elected special projects.

Rationale:

Charging fees generates a lot of paperwork for the building and business offices. Though the fees generate revenue for the district, many times the amount of work created is not worth the money collected. This is the case for fees collected for instructional classes, lyceum programs, and the newspaper. Additionally, elimination of instructional class fees encourages participation in all classes for all students. These fees account for \$1,345 or 3.7% of the total fees collected by the school district (this does not include class fees, i.e. Class of 2019).

SDM Fees		amt. collected 5/29/19
ACCOUNT NAME	ACCOUNT #	
DISTRICT FEE	10 R 800 292 500000 000	\$6,702.75
INTRO TO TECHNOLOGY	10 R 400 292 136999 000	\$175.00
TECH ED COURSE FEES	10 R 400 292 136977 000	\$290.00
FIBER ARTS/GRAPHIC DES/PHOTO	10 R 400 292 121999 000	\$75.00
FOOD SCIENCE	10 R 400 292 122999 000	\$275.00
LYCEUM PROGRAMS	10 R 400 292 241999 000	\$530.00
NEWSPAPER	10 R 400 292 122999 000	\$275.00
7-8 ATHLETICS	80 R 800 272 500000 000	\$1,285.00
9-12 ATHLETICS	10 R 800 292 162300 000	\$5,340.00
INSTRUMENT RENTAL	10 R 800 293 500000 000	\$446.00
STUDENT PARKING	10 R 400 292 241000 000	\$1,040.00
STUDENT FINES	10 R 800 297 500000 000	\$125.00
CHROMEBOOK CHARGES	10 R 800 297 500000 721	\$895.00
STUDENT ATHLETIC PASS	10 R 800 271 162000 000	\$10,519.45
7-12 YEARBOOK/PERSONALIZATION	10 R 400 292 122988 000	\$8,116.25
	TOTAL	\$35,814.45
ACCOUNT NAME	ACCOUNT #	\$5 for each grade
Class of 2019	60 L 814825	\$261.92
Class of 2020	60 L 814826	-\$59.99
Class of 2021	60 L 814831	\$58.16
Class of 2022	60 L 814832	\$121.50
Class of 2023	60 L 814833	\$696.71
Class of 2024	60 L 814834	\$175.00



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 5/28/2019
Re: 2019-20 Food Service Price Recommendation

Recommendation:

	Current	2019-20 (proposed)	Proposed Change
Breakfast			
MES	\$1.20	\$1.30	+\$0.10
Jr./Sr. High	\$1.20	\$1.50	+\$0.30
Adult	\$1.75	\$1.80	+\$0.05
Lunch			
MES	\$2.80	\$2.80	No change
Jr./Sr. High	\$2.90	\$3.00	+\$0.10
Adult	\$3.55	\$3.65	+\$0.10
Milk	\$0.30	\$0.40	+\$0.10

Rationale:

The Breakfast, Lunch, and Milk prices were held even for the past two years. Due to rising costs, the recommendation is to change prices as indicated above.

Mrs. Suehs, food service manager, completed the DPI calculator tool used to determine the weighted average price of a lunch. That amount calculated to \$3.00. This is the average for all lunches at both schools. Because the food service department carries a moderate, positive fund balance, the District is not required to raise the prices. Considering that equipment will need replacement and food costs continue to rise, I feel that it is prudent to raise prices to keep the food service department self-funded.

- All breakfast prices will increase slightly.
- The lunch prices for the Jr./Sr. High school will increase to the DPI average calculated cost.
- Elementary prices for both lunch and breakfast will stay lower due to having fewer choices and smaller portions.
- The MES lunch price is slightly higher than our surrounding neighboring districts. Therefore, the lunch price will remain at \$2.80 at MES for 2019-20.
- Adult meals must be priced at least \$0.63 higher than the highest priced student meal, per the DPI.
- One carton of milk costs the food service program \$0.28, by charging only \$0.30, overhead costs are not being recouped.

2018-19	Student Breakfast	Student Lunch	Student Milk
<i>Manawa - current</i>	<i>\$1.20</i>	<i>\$2.80/\$2.90</i>	<i>\$0.30</i>
Tomorrow River	\$1.00/\$1.30	\$2.25/\$3.15	\$0.40
Iola-Scandinavia	\$1.55	\$2.60/\$2.90	\$0.40
New London	\$1.10/\$1.25	\$2.40/\$2.80	\$0.30
Clintonville	\$1.35	\$2.70/\$3.05	\$0.50
Waupaca	\$1.60/\$1.65/\$1.70	\$2.75/\$2.90/\$3.10	\$0.45
Manawa – proposed	\$1.30/\$1.50	\$2.80/\$3.00	\$0.40



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 5/30/2019
Re: Student Insurance

Recommendation:

I recommend purchasing student insurance through Student Assurance Services, Inc. at a cost of \$3.75 per student.

Rationale:

The School District of Manawa has purchased insurance that protects students while they are attending school during the regular school calendar year for at least the past four school years. This coverage includes while attending or participating in school-sponsored and supervised extra-curricular activities. It also includes the time traveling to and from school or extra-curricular activities in school-provided transportation. This does NOT cover participation in interscholastic high school sports. Student Assurance, Inc. offers additional coverage for sports to families at their own cost.

This type of insurance is not required but does offer protection to students that may or may not have personal insurance. There is a \$250 deductible and a maximum \$25,000 benefit per injury. This is the same type of policy that the District has purchased before at the same rate as the 2018-19 school year. For 700 students, the cost will be \$2,625.



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 5/31/2019
Re: WI OPEB Trust

Recommendation:

I recommend the following actions:

1. Pass a resolution authorizing the adoption of the WI OPEB Trust Investment Advisory Agreement and Appointment of Investment Manager, Prudent Man Advisors, LLC (PMA)
2. Pass a resolution authorizing the adoption of the WI OPEB Trust and Custody Agreement and Appointing the Trustee and Custodian, BMO Harris Bank, N.A.

Rationale:

CESA 6, in partnership with the WI OPEB Trust Advisory Committee, has completed an extensive request for proposal process that commenced in October 2018 and ran through February 2019. The Wisconsin OPEB Trust had not conducted a service provider RFP for at least five years.

The process requested proposals for:

1. trust and custody services and,
2. registered investment advisory services.

As a result of the process, new and modified provider relationships have been selected that require the execution of new agreements. The new agreements reflect the RFP results:

1. recommending the appointment of PMA as investment manager,
2. adding the custodian role to the relationship with BMO Harris Bank, N.A. and,
3. achieving an overall 40% cost reduction in service fees.

Attached are supporting documentation

6 WI OPEB Trust Executive Summary (from the attorney)

6.1 WI OPEB Adoption Resolution

6.2 BMO Trust and Custody Agreement

6.3 WI OPEB Advisory Agreement Resolution

6.4 FINAL Investment Policy with Model Selection – to review investment model

6.4 Investment Advisory Agreement

6.5 OPEB Custodian Acknowledgement Consent form

**RESOLUTION SY201819#17 AUTHORIZING THE ADOPTION OF THE
WISCONSIN OPEB TRUST AND CUSTODY AGREEMENT
and APPOINTING THE TRUSTEE and CUSTODIAN**

WHEREAS, the School District of Manawa (the “District”) provides for the welfare of its eligible employees, former employees and their dependents by maintaining one or more post-employment welfare benefit plans including, without limitation, plans to provide health care benefits (collectively, the “Plans”);

WHEREAS, such post-employment benefits provided by the District may represent compensation resulting from contractual agreements between the District and its eligible employees and former employees for services rendered to the District;

WHEREAS, such post-employment benefits provided by the District may represent compensation resulting from District policy including a policy of the Board of Education and/or an employment handbook or compensation resulting from an individual employment contract;

WHEREAS, the District’s obligation to provide such post-employment benefits and its liability with respect to the cost of funding such benefits accrues and has accrued during the period of employment of such eligible employees and former employees;

WHEREAS, in guidance it has provided, the Wisconsin Department of Public Instruction (the “Department”) has acknowledged that it is fiscally appropriate to have the cost of funding such post-employment benefits recognized and provided for as such benefits accrue;

WHEREAS, the District created a segregated, irrevocable trust fund (the “Trust”) pursuant to a trust and custody agreement (the “Trust Agreement”) and Wisconsin law in order to establish and maintain a trust which will hold and custody assets to fund all or a portion of the District’s accrued liability with respect to the cost of funding such post-employment benefits;

WHEREAS, the Wisconsin Uniform Financial Accounting Requirements (“WUFAR”) for school districts provide for a separate accounting fund, the “Employee Benefit Trust Fund (Fund 73)” for reporting resources set aside and held in trust to pay such post-employment and other employee benefits;

WHEREAS, the District intends for the Trust to continue to qualify as a Fund 73 employee benefits trust fund within the meaning of WUFAR in compliance with applicable requirements promulgated by the Department;

WHEREAS, the Trust is separate and independent from any other segregated account of the District which may hold or be used to account for assets used to pay post-employment benefits or fund accrued liability associated with employee benefits as required under section 115 of the Internal Revenue Code of 1986, as amended, and section 66.0603 of the Wisconsin

Statutes, and under no circumstances may any assets in any such other account be commingled with assets of the Trust;

WHEREAS, the Plan funds are invested pursuant to section 66.0603 of the Wisconsin Statutes in accordance with an Investment Advisory Agreement between the District and an Investment Manager service provider;

WHEREAS, the Trust Agreement has been restated to re-appoint the Trustee as Trustee, to appoint the Trustee as Custodian and to incorporate the fiduciary obligations of the Trustee under Wisconsin and federal law;

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

1. Adoption of the Trust and Custody Agreement. The adoption of the Wisconsin OPEB Trust and Custody Agreement (“Trust and Custody Agreement”) is hereby approved. The Trust and Custody Agreement shall be adopted in the form of Exhibit A attached hereto and incorporated herein by reference. The District Administrator and Business Manager are hereby authorized and directed to execute the Trust and Custody Agreement on behalf of the District. Terms that are defined in the Trust and Custody Agreement shall have the same meaning in this adoption resolution.

2. Appointment of Corporate Trustee and Custodian. BMO Harris Bank, N.A. is re-appointed as Corporate Trustee and is newly appointed as Custodian under the Trust and Custody Agreement.

3. Terms of the Plans to Govern. The terms of the Plans shall continue to govern the payment and disbursement of the funds accumulated in the Trust. Payments shall be made from the Trust only to provide benefits offered in the Plans in accordance with the terms of the Plans. Funds held in the Trust may not be used for any other purpose other than to (a) pay operating and administrative expenses of the Trust, (b) make investments permitted under applicable Wisconsin law, (c) pay benefits in accordance with the terms of the Plans, and (d) make a distribution to a trust or entity whose income is exempt from federal income taxation under section 115 of the Internal Revenue Code of 1986, as amended, as specified by the District upon termination of the Trust and Custody Agreement as provided in the Trust and Custody Agreement.

4. Payment of Fees and Expenses. The Corporate Trustee and Custodian is hereby authorized to pay a reasonable service fee to the Corporate Trustee and Custodian and to the Investment Manager and to pay a facilitation fee to the State of Wisconsin Cooperative Educational Service Agency #6 (CESA 6) as described in the Schedule of Fees incorporated by appendix in the Trust and Custody Agreement.

5. Filing and Reporting Requirements. The District has determined and hereby declares that the Trust has met applicable filing and reporting requirements, if any, required by the Internal Revenue Service or other regulatory agencies in connection with the establishment

of the Trust, and covenants that the Trust will meet any applicable filing and reporting requirements which may be required to keep it in good standing going forward.

6. Further Authorizations. The officers, employees and agents of the District are hereby authorized and directed to do any and all things reasonable and necessary to accomplish the purposes of this Resolution.

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

Adopted and recorded this 17 day of June, 2019.

Board President

ATTEST: _____

_____, Board Clerk

**RESOLUTION SY201819#18 AUTHORIZING THE ADOPTION OF THE
WISCONSIN OPEB TRUST INVESTMENT ADVISORY AGREEMENT and
APPOINTMENT OF INVESTMENT MANAGER**

WHEREAS, the School District of Manawa (the “District”) provides for the welfare of its eligible employees, former employees and their dependents by maintaining one or more post-employment welfare benefit plans including, without limitation, plans to provide health care benefits (collectively, the “Plans”);

WHEREAS, such post-employment benefits provided by the District may represent compensation resulting from contractual agreements between the District and its eligible employees and former employees for services rendered to the District;

WHEREAS, such post-employment benefits provided by the District may represent compensation resulting from District policy including a policy of the Board of Education and/or an employment handbook or compensation resulting from an individual employment contract;

WHEREAS, the District’s obligation to provide such post-employment benefits and its liability with respect to the cost of funding such benefits accrues and has accrued during the period of employment of such eligible employees and former employees;

WHEREAS, in guidance it has provided, the Wisconsin Department of Public Instruction (the “Department”) has acknowledged that it is fiscally appropriate to have the cost of funding such post-employment benefits recognized and provided for as such benefits accrue;

WHEREAS, the District created a segregated, irrevocable trust fund (the “Trust”) pursuant to a trust and custody agreement (the “Trust Agreement”), a recordkeeper agreement (the “Recordkeeper Agreement”) and Wisconsin law in order to establish and maintain a trust which will hold and custody assets to fund all or a portion of the District’s accrued liability with respect to the cost of funding such post-employment benefits;

WHEREAS, the Wisconsin Uniform Financial Accounting Requirements (“WUFAR”) for school districts provide for a separate accounting fund, the “Employee Benefit Trust Fund (Fund 73)” for reporting resources set aside and held in trust to pay such post-employment and other employee benefits;

WHEREAS, the District intends for the Trust to continue to qualify as a Fund 73 employee benefits trust fund within the meaning of WUFAR in compliance with applicable requirements promulgated by the Department;

WHEREAS, the Trust is separate and independent from any other segregated account of the District which may hold or be used to account for assets used to pay post-employment benefits or fund accrued liability associated with employee benefits as required under section 115 of the Internal Revenue Code of 1986, as amended, and section 66.0603 of the Wisconsin

Statutes, and under no circumstances may any assets in any such other account be commingled with assets of the Trust;

WHEREAS, the Plan funds will be invested pursuant to section 66.0603 of the Wisconsin Statutes in accordance with an Investment Advisory Agreement between the District and an Investment Manager service provider;

WHEREAS, the District intends to appoint an Investment Manager (the "Investment Manager") to manage the assets of the Trust as its discretionary and independent fiduciary under Wisconsin and federal law;

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

1. Adoption of the Investment Advisory Agreement. The adoption of the Wisconsin OPEB Trust Investment Advisory Agreement ("Investment Advisory Agreement") is hereby approved. The Investment Advisory Agreement shall be adopted in the form of Exhibit A attached hereto and incorporated herein by reference. The District Administrator and the District Business Manager are hereby authorized and directed to execute the Investment Advisory Agreement on behalf of the District. Terms that are defined in the Restated Trust Agreement and the Investment Advisory Agreement shall have the same meaning in this adoption resolution.

2. Appointment of Investment Manager. Morgan Stanley/Graystone Consulting is removed as Investment Manager and Prudent Man Advisors, LLC ("PMA LLC") is appointed as Investment Manager under the Investment Advisory Agreement.

3. Further Authorizations. The officers, employees and agents of the District are hereby authorized and directed to do any and all things reasonable and necessary to accomplish the purposes of this Resolution.

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

Adopted and recorded this 17day of June, 2019.

Board President

ATTEST: _____

, Board Clerk



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	1-Overview & Comments
Code	1 - For Board Review - Explanations & Comments - Vol. 28, No. 1.
Status	

WISCONSIN OVERVIEW AND COMMENTS

Volume 28, Number 1 January 2019

All production-related materials and questions should be directed to the Coshocton Office at 632 Main Street, Coshocton, Ohio 43812 (phone 800-407-5815, fax 740-622-2557). Billing questions should be directed to the Stow Office at 3914 Clock Pointe Trail, Suite 103, Stow, Ohio 44224 (phone 330-926-0514, fax 330-926-0525).

Please make any revisions on the BoardDocs software using the instructions provided to you. You may direct questions related to content to your Neola Associate. Questions regarding the software should be directed to the BoardDocs help desk staff.

If a District chooses not to adopt a policy or administrative guideline, the District is still obligated to follow applicable Federal and State laws relating to that topic.

The proposed new, revised, and replacement policies, administrative guidelines and forms included in this update have been thoroughly prepared and reviewed by Neola's legal counsel for statutory compliance. If you make changes or substitute in its entirety policies or other materials of your own drafting, those materials should be reviewed by your legal counsel to verify compliance. Neola does not review District-specific edits to update materials or District-specific policies for statutory compliance.

If a policy or guideline is marked as a revision, the changes have been marked in bold (to add material) and crossed out (to delete material). As you review a revised policy or guideline, you may choose to accept one, many, or all of the changes provided. If a policy or guideline is marked as a replacement, that means there have been enough changes made that justify a complete, clean replacement copy. As you review a replacement policy or guideline, you should also check the materials you have in your current policy or guideline to see if there is some specific wording you want to be included in the replacement policy. If so, a copy of any wording to be added and where it should be inserted should be forwarded with the replacement policy or guideline when it is returned to the Coshocton office for processing.

If the District authors language and adds it to a policy template or deletes content that is not marked as a choice in the policy template, then these actions will constitute District-specific edits.

Policies that are to be deleted from the policy manual require Board action to rescind the policy.

Your Neola Associate will contact you in the near future to schedule an appointment to review this update and ensure you are current on this and previous updates.

If you are not an administrative guidelines client, you did not receive those materials in this packet. Contact your Associate for more information about becoming an administrative guidelines client.

Processing Update Materials

Revisions to your policies and administrative guidelines should be made on the BoardDocs software using the instructions provided to you.

District-Specific Material

If the District chooses, during any step of the Update process, to incorporate District-specific material into a new policy or guideline that has been proposed or to insert District-specific material into a current policy or guideline for which revisions have been proposed in an update issued by Neola, then the District agrees to hold Neola harmless for those District-specific edits and acknowledges that Neola's warranty for legal challenges to that District-specific language in that policy or guideline will not be in effect. In addition, Neola retains ownership of the text from the original policy template that remains in a policy to which District-specific material has been added. District-specific materials include the following:

1. Materials from the District's existing materials that the District requests be incorporated during the drafting process;
2. New materials that the District develops in their entirety and exclusive of Neola; and
3. Revisions or deletions that substantively depart from Neola's templates.

Further, Neola does not recommend the use or incorporation of District-specific materials. Neola will, at the request of the District, incorporate District-specific materials into the licensed materials, with the implicit understanding that the District bears all risks associated with the District's decision to request that such District-specific materials be incorporated. Neola reserves the right to but is not obligated to, advise the District to seek its own legal review of District-specific materials.

BYLAWS & POLICIES

Policy 1130 - Conflict of Interest (Revised)

Policy 3230 - Conflict of Interest (Revised)

Policy 4230 - Conflict of Interest (Revised)

These policies are revised to clarify the scope of the conflict of interest laws in the policy, particularly as it pertains to situations when there is a conflict or a potential conflict, and clearly identify that the conflict may not harm the interests of the school district. The law, both section 19.59, Wis. Stats. and the criminal conflict statute, section 946.13, Wis. Stats. does not require that a violation is to the actual detriment of the district. The appearance and potential for compromised loyalty are sufficient to trigger application of the prohibitions if a public official is, due to his or her position as a public official, in a position to influence or does influence a course of action that also benefits that individual.

These changes are recommended to make it more clear to employees that the scope of the conflicts rules are not mitigated by assertions that the conflict produced a benefit to the school district. As such, the changes are recommended, but not required.

The law does not include any ill intent or harm element, only the presence of the conflict and, in the case of the ethical conflict statute (Section 19.59, Wis. Stats.) some action, including participating in discussion or deliberations on a matter of personal interest, as well as an actual vote.

Policy 1400V1 - Job Descriptions (Revised)

Policy 3120.01 - Job Descriptions (Revised)

Policy 4120.01 - Job Descriptions (Revised)

These policies have been clarified to distinguish the board's obligation to approve job descriptions for licensed personnel while allowing the option for approval of support staff job descriptions by the administration.

These revisions are recommended for clarity and flexibility but not required.

Policy 1422 - Nondiscrimination and Equal Employment Opportunity (Revised)

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

Policy 3122 - Nondiscrimination and Equal Employment Opportunity (Revised)

Policy 4122 - Nondiscrimination and Equal Employment Opportunity (Revised)

Policy 5517 - Student Anti-Harassment (Revised)

The United States Department of Education's Office for Civil Rights expects to see policy language mandating that school districts retain records and materials gathered during the course of investigations of harassment. The revised policy now includes a section addressing the Board's responsibility to maintain investigatory records. Boards should already be maintaining such records as a matter of practice.

The District Administrator should recommend adoption of these policies, and the Board should take such action so that its policies are legally correct.

Policy 1662 - Employee Anti-Harassment (Revised)

Policy 3362 - Employee Anti-Harassment (Revised)

Policy 4362 - Employee Anti-Harassment (Revised)

These policies are revised to clarify the investigation process and the rights of the accused during the course of the investigation,

including the effect of failure to meet certain timelines and, includes a new section authorizing the use of administrative leave pending an investigation.

Further, the United States Department of Education's Office for Civil Rights expects to see policy language mandating that school districts retain records and materials gathered during the course of investigations of harassment. The revised policy now includes a section addressing the Board's responsibility to maintain investigatory records. Boards should already be maintaining such records as a matter of practice.

The District Administrator should recommend adoption of these policies, and the Board should take such action so that its policies are legally correct.

Policy 2270 - Religion in the Curriculum (Revised)

As outside parties have appeared to increase their scrutiny of references to religion in the curriculum, the terminology in this policy has been clarified to better conform to legal standards.

The revisions are recommended but not required.

Policy 2420 - Education for Employment (Replacement)

This policy is being offered as a replacement document, as it has been re-written to more clearly identify the requirements from PI 26 and addresses the grade level requirements for providing education regarding employment. The revised policy also explains the regulatory requirements and addresses the requirements for the district's plan regarding education for employment. The revised policy is required for compliance with PI 26.

Policy 2270.01 - School Performance and Accountability Reports (Revised)

The language which refers to prior statutory programs which are no longer active has been deleted from the policy.

These modifications are recommended for consistency with current regulations.

Policy 3120 – Employment of Professional Staff (Revised)

This policy is revised to clarify the legal requirements about full-time teacher contracts and situations in which employment before board approval may be permitted.

The policy revisions are recommended, and as to the initial employment of certain employees, are necessary to more accurately reflect the law.

Policy 3139 – Staff Discipline (Revised)

This policy has been revised to remove reference to termination, as that is covered by Policy 3140 - Non-renewal, Resignation, and Termination. The policy is also revised to include an option to address the non-disciplinary nature of corrective action related to performance, such as the use of performance improvement plans.

These revisions are recommended.

Policy 3140 – Non-Renewal, Resignation, and Termination (Revised)

This policy is re-drafted to clarify the processes applicable to different types of employees depending on whether the employee is a teacher covered by Section 118.22, Wis. Stats., and an administrator covered by Section 118.24, Wis. Stats., an employee not covered by express statutory rules, but who has an employment agreement, and other employees.

These revisions are recommended to clarify the policy and applicable procedures for each different type of employee.

Policy 3143 - Non-Renewal of Administrative Contracts (DELETE)

The language regarding professional staff nonrenewal, term, and resignation have been incorporated into other policies and therefore it should be removed from the District's policy collection.

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

The policy is revised to more accurately reflect the districts' responsibility in determining resident status of a student at enrollment. Importantly, the policy is revised to avoid situations that put the district in the position of interpreting custody and/or physical placement orders within the context of divorced or separated parents.

These revisions are recommended. In the case of divorced parents, school districts are not permitted to make enrollment decisions based on a court's divorce order, but rather based on standard concepts of residency. It is the responsibility of the parents to address

perceived violations of a custody/physical placement order and/or educational placement disputes.

The policy is also revised to clarify the imposition of conditional enrollment in the case of a student permitted to enroll that would otherwise be excluded from enrollment due to expulsion from another school district.

Policy 5113 - Open Enrollment Program (Interdistrict) (Revised)

Language has been added to the policy to be consistent with the statutory provision addressing non-resident school boards approving applications that were initially denied. The policy is also revised to remove reference to the transition year of 2015-2016 and to incorporate changes to the alternative application procedures implemented by emergency rule. Note that DPI is taking comments on the emergency rule provisions and if final regulations vary from the incorporated procedures, subsequent policy revisions will be provided. The revision is recommended for consistency with current law.

Policy 5114 - Nonimmigrant Students In Visitor Programs (Revised)

Language has been deleted from the policy which suggested a host family must reside in the district. Since a host family may be a non-resident family that has one or more children open enrolled in the district, the deletion of the residency reference is required for consistency with law.

Policy 5341 - Emergency Medical Authorization (Revised)

The policy has been revised to acknowledge that the Emergency Medical Authorization forms might be maintained in electronic files or a student management system.

The revision is recommended but not required.

Policy 5512 – Use of Tobacco or Nicotine by Students (Revised)

This policy is revised to permit an exception to the use by students of certain products containing nicotine if done so under the direction of a medical practitioner and consistent with the district's medications policy in situations in which the product is part of an approved cessation program.

This revision is recommended but not required.

Policy 5724 - High School Voter Registration Program (Delete)

Section 6.28, Wis. Stats. was revised to eliminate the requirement for schools to assist with voter registration. However, nothing in the law prohibits a district from voluntarily conducting such a program if the district chooses.

Since there is no longer a statutory requirement to continue the program, the policy should be deleted.

Policy 6150 - Tuition Income (Revised)

The terminology in this policy has been clarified for better consistency with the statutes, and the revisions are recommended for that purpose.

Policy 6220 - Budget Preparation (Revised)

As DPI currently provides a format for the preparation of the proposed budget, the detailed components in the policy are not necessary and could lead to confusion.

The revisions are recommended for consistency with current DPI budget preparation formats.

Policy 6235 – Fund Balance (Revised)

This policy is revised so that it more accurately reflects the accounting practices, and incorporates the descriptions of different fund balance designations directly in this policy.

Adoption of this revision is recommended, but not required.

Policy 6440 - Cooperative Purchasing (Revised)

The language has been modified to acknowledge current practices of purchasing via the state contract administered by the Wisconsin Department of Administration or through CESA joint purchasing contracts.

The revisions are recommended for consistency with current practices.

Policy 6520 - Payroll Deductions (Revised)

Language regarding withholding has been clarified and a drafting note added to explain that even though Act 10 and the recent Supreme Court decision prohibit mandatory dues deductions or fair share payments to unions, if a district does not allow voluntary payments to a labor organization when it allows voluntary payments to other outside parties, the district might be alleged to be acting in a discriminatory manner toward union affiliation. Thus, that remains as a voluntary option.

Policy 8330 – Student Records (Revised)

The policy is revised to reflect the requirement that student records be transferred to a new school the next working day if such a request is received in writing.

This revision reflects a change in state law and is required.

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

Modifications have been made to the policy to clarify appeal steps and the temporary vs. permanent withdrawal of materials pending committee recommendations.

The revisions are recommended but not required.

Policy 9150 – School Visitors (Revised)

A statutory citation has been added to the policy to expressly reference Section 120.13(35), Wis. Stats., which grants school boards the authority to control the presence of persons on school grounds.

ADMINISTRATIVE GUIDELINES

AG 2271 – Early College Credit Program (Revised)

The guideline is revised to reflect the revisions made by the biennial budget bill's replacement of the Youth Options Program with the Early College Credit Program and DPI's issuance of an emergency rule implementing that change. The rule was issued on October 27, 2018.

Note that the policy does not include detail concerning the implementation of the program, and therefore, no changes are necessary to the policy. However, the guideline provides detail that requires revision, and those revisions are made. Specifically, those include clarifications regarding the determination of comparability of postsecondary courses to those offered by the district, as well as notice timelines for students' intent to participate in the summer session, if applicable. Note that this first notice deadline is February 1.

Note as well that the rule provides that DPI will determine that students receiving free and reduced lunch meet the undue hardship standard for tuition waiver under the program. The law still, however, states that districts will waive the cost if informed by DPI that the student is entitled to such waiver. The rule, at least in its emergency form, establishes the basis for that decision but does not change the district's role, which is to waive tuition for students DPI has informed it is entitled to such waiver. For this reason, this provision is not incorporated into the revised guideline language.

For Grade School Districts – note that although grade school districts do not implement the early college credit program, the notice requirements apply to 8th-grade students. There is no exception to the notice requirement that excludes grade school districts. The initial deadlines for students to state their intent to participate in the program occur during the 8th-grade year for participation in 9th grade; therefore, those students should be given notice of the program.

AG 4231 – Outside Activities (DELETE)

This guideline is being deleted from the templates. The guideline's statements are, as written, potentially ambiguous and these issues are adequately covered elsewhere in policy and guideline.

AG 5540A – Relationship with Governmental Agencies (Revised)

Revisions have been made to this guideline for the purpose of consistency with terminology in other policies and guidelines. Revisions are recommended but not required.

AG 5610 – Suspension and Expulsion (Revised)

The guideline is revised to clarify certain timelines, and to correct language referencing law enforcement instead of the criminal justice system.

AG 8330 – Student Records (Revised)

See Notes to Policy 8330.

AG 8600 - Transportation (Revised)

This guideline has been revised to include additional options regarding the contract between the district and a transportation provider, as well as clarifying language about student conduct on buses.

The revisions are recommended but not required.

AG 9270 – Home-Based Private Education Students (Revised)

Several language improvements and structural revisions are made to make the guideline more accurate and user-friendly.

FORMS

Form 1422 F2 - Notice of Nondiscrimination and Complaint Procedures (Including Title II, Title VI, Title VII, and Title IX, Section 504, and ADA) (Revised)

This form has been revised to be consistent with the necessary notice requirements established by the OCR and the changes made to Policy 1422.

Form 2260 F2 - Notice of Nondiscrimination and Internal Complaint Procedures (Including Title VI, Title VII, and Title IX) (Revised)

This form has been revised to be consistent with the necessary notice requirements established by the OCR and the changes made to Policy 2260.

Form 3122 F2 - Notice of Nondiscrimination and Complaint Procedures (Including Title II, Title VI, Title VII, and Title IX, Section 504, and ADA) (Revised)

This form has been revised to be consistent with the necessary notice requirements established by the OCR and the changes made to Policy 3122.

Form 4122 F2 - Notice of Nondiscrimination and Complaint Procedures (Including Title II, Title VI, Title VII, and Title IX, Section 504, and ADA) (Revised)

This form has been revised to be consistent with the necessary notice requirements established by the OCR and the changes made to Policy 4122.

Last Modified by Steve LaVallee on March 28, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Overview & Comments
Code	1 - For Board Review - Explanations & Comments 1 - Safety Update
Status	

WISCONSIN OVERVIEW AND COMMENTS

SCHOOL SAFETY UPDATE MATERIALS FEBRUARY 2019

The issue of school safety has been and continues to be a focus of both school district officials and legislators. This past year saw a flurry of activity in the legislative realm, along with efforts to provide resources to school districts for safety-related initiatives through multiple rounds of grant funding. The legislative initiatives, passed in 2017 Wisconsin Act 143, published into law on March 27, 2018, included several specific components applicable to public school districts.

Specifically, the law imposed new on-site safety assessment requirements, requires school violence drills, and the development of school safety plans. In addition, the law expands mandatory reporting requirements to include, in addition to reporting of an instance of suspected child abuse or neglect, that all school personnel must report certain threats of violence made in or targeted at a school. A threat must be reported if the reporter believes in good faith that the threat creates a serious and imminent threat to the health or safety of a student, school employee, or the public.

All school districts will have, by now, submitted facility documents to local law enforcement agencies (e.g. blueprints), which was to be completed by July 1, 2018. Also, all districts will have created an initial school safety plan and submitted a report to the Department of Public Instruction, which includes those components identified in revised Policy 8420 (included in this update). This report is to be submitted to DPI every year before January 1.

Schools have been asked to engage in a significant amount of school safety and security-related activity over the past 9-12 months. Specifically, Districts have been required to conduct threat assessments and develop updated or in some cases new facilities' safety and security plans, to evaluate and potentially apply for and implement two rounds of school safety grants and resulting projects, including preparing staff for grant required training, and all other activities necessitated by the flurry of school safety and security efforts. Now that the grant cycle is quiet and the initial plans and blueprints have been submitted, this time presents an opportunity to review other board policies and guidelines affected by, related to, or that may be improved by reference to school safety concepts.

Neola has reviewed these legal changes and identified policies that touch on subject matter impacted by this law. The following update materials are provided to school district clients to consider adopting and/or revising to continue to address school safety matters and to continue to focus on efforts to improve security and prepare to respond to threats to that security.

BYLAWS AND POLICIES

Policy 1213 – Student Supervision and Welfare (Revised)

Policy 3213 - Student Supervision and Welfare (Revised)

Policy 4213 - Student Supervision and Welfare (Revised)

The policy is revised to make it clear that the Board expects that all administrators are responsible for taking steps to monitor and maintain student welfare matters.

Policy 5112 - Entrance Age (Revised)

This policy is revised to make reference to initial enrollment safeguards relative to prior expulsions and other conduct potentially denoting a violation of the student code of conduct. This is intended to assist in identifying students coming into the district whose prior conduct justifies analysis of the student's potential threat to school safety, and references other policies concerning the code of conduct and prior expulsions.

Policy 5500 – Student Code of Conduct (Revised)

Policy language is expanded to describe the information that must be included in the student code of conduct, and to remind staff that removing a student for a threat of violence may be appropriate as unruly and disruptive behavior, but may also separately necessitate reporting. Removing the student does not itself constitute a report.

Policy 5600 – Student Discipline (DELETE)

This policy is redundant to Policy 5500, and at least to the extent that it asserts that the Code of Conduct is “promulgated by the administration” it is not consistent with current law. The Student Code of Conduct must already be in place, but more importantly, it must be approved by the Board.

Policy 5610 – Suspension and Expulsion (Revised)

An option is added to the list of topics expected for inclusion in the administrative guidelines implementing this section, to reference, as a reminder, that suspension or the commencement of expulsion procedures as discipline for student conduct is not sufficient in instances in which a report is required due to the good faith belief in the threat of harm.

Policy 7440 – Facility Security (Revised)

The policy is revised to refer to the District’s policy on developing the school safety plan in the manner more fully described in Policy 8420. Also, it is revised to remove as an option that the doors be locked during instruction as that is a minimum expectation relative to security.

Policy 7440.01 – Video Surveillance and Electronic Monitoring (Revised)

The Policy is revised to include reference to the school safety plan as an option for the process of establishing the use of surveillance video, as that topic is part of the safety plan and security procedures properly taken up through the process of developing the plan. Other updates are made to this policy to be both consistent with practice and with the permissible nature of the use of video surveillance, and to retain flexibility in case-by-case situations for its use.

Note that many schools and local police departments have discussed interest in establishing a live accessible closed-circuit feed from school cameras to police departments. The policy does not address this, because the Department of Public Instruction has stated that it is working on guidance relative to this type of program and the ongoing accessibility of pupil record information that it implicates. Until further guidance is developed, districts that wish to pursue these types of systems should consult with their legal counsel.

Policy 8407 – School Resource Officer Program (Revised)

This policy, which is a new policy from the most recent update, is revised to make reference to the School Safety and Emergency Preparedness policy, 8420, and the school safety plan.

Policy 8410 – Crisis Intervention (Revised)

This policy has been revised to include only crisis intervention and reference to crisis intervention topics, guidance, etc. Note that the school safety components have been incorporated into the emergency preparedness policy, 8420. This policy is explicitly limited to crisis intervention as it relates to individuals exhibits signs of stressors that may be indicative of a potential crisis or threat as it relates to that individual, along with intervention efforts associated with those concepts. Facilities’ threat assessments and interventions are incorporated into Policy 8420.

Policy 8420 – School Safety and Emergency Preparedness (Revised)

The policy is revised to incorporate all aspects of the school district’s school safety and emergency preparedness plans, including the requirements for development, regular review and approval, facility threat assessments, training requirements, reporting requirements, and confidentiality measures.

Policy 8462 – Child Abuse or Neglect (Revised)

This policy has been changed to remove reference to the mandatory reporting requirements associated with threats of violence and relocating them to a separate related policy.

Policy 8462.01 – Threats of Violence (NEW)

This is a new policy developed out of the mandatory reporting policy which previously incorporated reporting and training obligations for both instances of suspected child abuse or neglect and of instances of threats of violence. These two obligations are connected in that there are overlapping requirements and statutory incorporations and the contents of the obligations and policies have not materially changed. However, the decision was made to separate the two types of reporting situations so they are more readily accessed and reviewed when needed.

ADMINISTRATIVE GUIDELINES

AG 7440.01 – Video Surveillance and Electronic Monitoring (Delete)

This content is incorporated into Policy 7440 and into the School Safety plan development policy language in Policy 8420.

AG 8410F - Crisis Procedure Checklist (Delete)

This guideline has been deleted and its contents have been incorporated into Policy 8420. This Guideline does not directly relate to crisis intervention but is rather more related to the procedures

AG 8410G - Characteristics of a Safe Physical Environment (Delete)

This guideline has been deleted and its contents have been incorporated into Policy 8420. This Guideline does not directly relate to crisis intervention but is rather more related to the procedures.

AG 8420 - Emergency Procedures (Revised)

The guideline is revised to reflect the schools' obligation to conduct a safety drill annually, although an option to do so more frequently is still available. The guideline also references the Board's obligation to review and approve reports verifying details of the required drill and to submit the report to the office of school safety.

AG 8462 – Mandatory Reporting of Child Abuse or Neglect and Threats of Violence (Revised)

The guideline implements both policy 8462 and 8462.01 regarding procedures for reporting instances of child abuse and neglect and threats of violence.

Last Modified by Steve LaVallee on March 28, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Overview & Comments Supplement
Code	1 - For Board Review - Explanations & Comments 2 - Vol. 28, No. 1 + Safety Update
Status	

Overview and Comments School Safety Update

Earlier this year Neola released an update providing revisions to policies related to school safety legislation and related policy considerations. As is always the case, we are continuously reviewing and improving policies, including in response to input from our school district clients throughout Wisconsin. As a result, we have identified in a few of the school safety policies improvements that are being offered prior to the adoption of the policy revisions. Those improvements are described below.

Policies 1213/3213/4213 – Student Supervision and Welfare (Revised)

Revisions have been made to this policy to clarify the options regarding incident reporting procedures. The revisions are intended to clarify that while reporting to law enforcement is required, as part of that procedure, staff may be required to report to the building administrator as well. Revision is also made to clarify that the restriction on social media posting of student related material refers to staff personal social media accounts. This provision is not intended to prohibit or limit content on school or district-managed accounts, provided that parental opt-out elections and other pupil confidentiality requirements are observed relative to any such postings.

Policy 7440 – Facility Security (Revised)

The policy is revised to restore language to better align with the balance of the procedures in the policy involving signing in and providing tags for visitors.

Policy 8420 – School Safety and Emergency Preparedness (Revised)

The policy is revised in several ways to be more user-friendly and to more accurately reflect the law relative to the creation of the school safety plan and its incorporation of measures related to school violence as well as the incorporation of existing plan requirements regarding preparedness for other hazards, such as fire, tornados, etc.

The policy is revised to reference the school safety plans' inclusion of drill requirements, including the scheduling of fire drills, tornado and other hazards drills, school safety incident drills, and school violence drills. The law requires monthly fire drills and twice annual tornado and other hazard drills, and twice annual school safety drills. The school safety drills can take the place of one of the fire or tornado drills. Further, the law requires at least once annually that each school conduct a school violence drill, which can take the place of one of the school safety incident drills. Any school may conduct more drills than required. Because of the different permutations that may exist in terms of different drills and scheduling, this should be covered in the school safety plan. The law requires that the plan include reference to the drills and describe the process for the evaluation of each drill.

Finally, the policy is revised to provide the option for the Board to review and approve the school safety plan annually OR every three years. While the law only requires review and approval every three years, it is advisable to complete the process annually to assure that it gets completed and that the importance of the issue is reflected in more regular and deliberate consideration of each school's preparedness.

Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of CONFLICT OF INTEREST
Code	po1130
Status	
Adopted	October 17, 2016

1130 - CONFLICT OF INTEREST - PRIVATE PRACTICE

The maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by School District employees and is essential to ensure the proper performance of school business as well as to earn and keep public confidence in the School District.

To accomplish this, the Board has adopted the following guidelines to assure that conflicts of interest do not occur. These are not intended to be all inclusive, nor to substitute for good judgment on the part of all employees. Administrative employees are expected to perform their duties in a manner free from an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy. ~~Employees are expected to perform their duties in a manner free from conflict of interest consistent with 19.59, Wis. Stats.~~

- A. No employee shall engage in or have a financial 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. This includes not only those interests that violate state criminal law, which typically requires at least \$15,000 in financial interest, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private benefit.
- B. Employees 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 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 through his/her access to School District records about a student or client gained in the course of the employee's employment, ~~or 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 or any business or professional practitioner with whom any employee has a financial relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations
- C. Employees shall not make use of materials, equipment, or facilities of the School District in private practice. 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.

D. 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 before entering into any private relationship.

Last Modified by Steve LaVallee on March 28, 2019

Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	STUDENT SUPERVISION AND WELFARE
Code	po1213
Status	

1213 - STUDENT SUPERVISION AND WELFARE

Administrators ~~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. It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

An administrator who is found to have had sexual contact with any 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.

Each ~~It is the responsibility of the~~ District Administrator shall ~~to~~ maintain the following a standards of care for the supervision, control, and protection of students commensurate with his/her assigned duties and responsibilities which include, but are not limited to the following:

- A. An administrator shall report immediately any accident or safety hazard about which s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures. ~~() Each administrator shall maintain a standard of care for supervision, control, and protection of students commensurate with assigned duties and responsibilities.~~
- B. An administrator shall report unsafe, potentially harmful, dangerous, violent or criminal activities, or threat of these activities by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety and Emergency Preparedness.
- C. An administrator should not volunteer to assume responsibility for duties s/he cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. ~~Each administrator shall immediately report to the Principal any accident or safety hazard s/he detects.~~
- E. ~~Each administrator shall immediately report to the Principal any knowledge of threats of violence by students.~~
- F. An administrator shall not send students on any personal errands.
- G. An administrator shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline up to and including termination of employment.

This provision should not be construed as precluding an administrative staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.

- H. ~~If a student comes to an administrator 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 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 attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior.~~



Book Policy Manual
Section For Board Review - Vol. 28, No.1 + Safety Update
Title Copy of JOB DESCRIPTIONS
Code po1400
Status
Adopted October 17, 2016

1400 - JOB DESCRIPTIONS

The Board recognizes that it is essential for District and employee accountability for each staff member to be fully aware of the duties and responsibilities of his/her position. Job descriptions document and describe the essential functions for professional staff positions and thereby promote organizational effectiveness and efficiency. Therefore, the District Administrator shall maintain a current, comprehensive, and coordinated set of job descriptions for professional and support staff positions.

Job descriptions of licensed personnel, and any revisions thereof, shall be approved by the Board and maintained in the District Office.

The job description of the District Administrator shall be included in the Board policy manual.

All other job descriptions shall be approved by the District Administrator and will be maintained in the District office.

As long as the provisions of the job description(s) are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees.

Each job description shall contain the following provision:

"The employee shall remain free of any alcohol or illegal substance in the workplace in compliance with Policy 3122.01 throughout his/her employment in the District."

Each job description shall include a statement that reserves the authority to the District Administrator to assign additional duties and responsibilities as necessary within the scope of the employment position.

Employees will be evaluated, at least in part, against their job descriptions.

During the hiring process, the current job description for the position for which the individual is interviewing shall be reviewed with the candidate. The emphasis during the review shall be placed upon the essential functions of the position.

From time-to-time, the Board further recognizes that the District Administrator may find it necessary to revise job descriptions.

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Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po1422
Status	
Adopted	October 17, 2016
Last Revised	November 19, 2018

1422 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board 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.), 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
~~Business Manager~~ ~~Director of Curriculum Assessment~~
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org ~~@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@manawaschools.org ~~@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 website.

The COs are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination has been provided for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, 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), a 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 employees. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall 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, as determined by the CO;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of 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.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

1. all written reports/allegations/complaints/statements;
-
2. narratives of all verbal reports, allegations, complaints, and statements collected;
-
3. a narrative of all actions taken by District personnel;
-
4. any written documentation of actions taken by District personnel;
-
5. narratives of, notes from, or audio, video, or digital recordings of witness statements;
-
6. all documentary evidence;
-
7. e-mails, texts, or social media posts pertaining to the investigation;
-
8. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
-
9. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
-
10. dated written determinations to the parties;
-
11. dated written descriptions of verbal notifications to the parties;
-
12. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
-
13. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

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

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

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 June 12, 2019



Book	Policy Manual
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Title	Copy of EMPLOYEE ANTI-HARASSMENT
Code	po1662
Status	
Adopted	October 17, 2016

1662 - EMPLOYEE ANTI-HARASSMENT

Prohibited Harassment

The Board is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against harassment based on 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 (hereinafter referred to as "Protected Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee- to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps calculated to end the harassment, prevent its reoccurrence, and, if applicable, remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.

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

Definitions

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee on the basis of the employee's Protected Characteristics that:

- A. places a school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working conditions from the perspective of a reasonable person similarly situated;
- C. has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

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

- A. unwelcome sexual propositions, invitations, solicitations, and flirtations;
- B. physical and/or sexual assault;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls, text messages, or social media postings;
- E. sexually suggestive objects, pictures, videotapes, audio recordings, or literature, placed in the work or educational environment, which may embarrass or offend individuals;
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
- G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
- I. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; and
- J. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

Boundary Invasions

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

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

- A. hugging, kissing, or other physical contact with a student;
- B. telling sexual jokes to students;
- C. engaging in talk containing sexual innuendo or banter with students;
- D. talking about sexual topics that are not related to curriculum;
- E. showing pornography to a student;
- F. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
- G. initiating or extending contact with students beyond the school day for personal purposes;
- H. using e-mail, text-messaging or websites to discuss personal topics or interests with students;
- I. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
- J. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
- K. going to a student's home for non-educational purposes;
- L. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
- M. giving gifts or money to a student for no legitimate educational purpose;
- N. accepting gifts or money from a student for no legitimate educational purpose;
- O. being overly "touchy" with students
- P. favoring certain students by inviting them to come to the classroom at non- class times;
- Q. getting a student out of class to visit with the staff member;
- R. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
- S. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
- T. being alone with a student behind closed doors without a legitimate educational purpose;
- U. telling a student "secrets" and having "secrets" with a student;
- V. other similar activities or behavior;

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

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Age Harassment

Prohibited age based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Race/Color Harassment

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disabling condition or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School District community and third parties, which includes all staff, are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Members of the School District community or third parties who believe they have been harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other ~~District~~school officials who have knowledge of or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.
- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate ~~District~~school officials are as follows:
 1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who shall assume the role of the District Compliance Officer for such complaints.
 2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- E. The reporting party or complainant shall be encouraged to use a report form available from the Principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator.

F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

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_
~~Business Manager~~ ~~Director of Curriculum Assessment~~
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org@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
wolfgram@manawaschools.org@manawa.k12.wi.us

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

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

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a CO will begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.

Investigation and Complaint Procedure

Any employee or other member of the School District community or visitor to the District who believes that s/he has been subjected to harassment or has witnessed harassment of another may seek resolution of his/her complaint through the procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.

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

Complaint Procedure

An individual who believes s/he has been subjected to harassment hereinafter referred to as the "complainant," may file a complaint, either orally or in writing with a teacher, Principal, CO, District Administrator, or other supervisory employee. As noted above, any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall assume the role of the CO for such complaints.

Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) 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 as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All written complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the complainant and/or the alleged harasser. 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 deem appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the complainant or respondent.

Within two (2) business days of receiving a complaint, the CO will inform the individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent", that a complaint has been received.

~~The Respondent is not entitled to receive a copy of any written complaint unless the CO determines it is appropriate to do so; however, 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. The CO shall inform the Respondent of the requirements of this policy, which may include providing the Respondent with a copy of this policy or information about where to find it. Respondent shall be afforded the opportunity to submit a written response to the complaint. The CO shall inform the Respondent of the Respondent's deadline to provide the CO with the written response to the allegations in the complaint. and a copy of this policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.~~

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment.

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

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness that is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the complainant has been subject to harassment. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the School Board Attorney 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 or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

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

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 3340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

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

The 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.

All timelines pertinent to the investigation process are intended to be guidelines to assure that the investigation proceeds with all deliberate efficiency. Failure of the CO to meet any specific timeline does not invalidate the investigation or provide a defense to the allegations.

Privacy/Confidentiality

The School District will employ ~~all~~ reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of harassment. The School District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. All complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

~~All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy. Any records that are considered student records in accordance with the State or Federal law will be maintained in a manner consistent with the law.~~

Directives During Investigation

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

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

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

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

All sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Allegations Constituting Criminal Conduct

If the CO has reason to believe that the complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the CO may work cooperatively with outside agencies to conduct concurrent

investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause and after consultation with the District Administrator.

Reprisal

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

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

Miscellaneous

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in educational employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A link to this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

1. all written reports/allegations/complaints/statements;
2. narratives of all verbal reports, allegations, complaints, and statements collected;
3. a narrative of all actions taken by District personnel;
4. any written documentation of actions taken by District personnel;
5. narratives of, notes from, or audio, video, or digital recordings of witness statements;
6. all documentary evidence;
7. e-mails, texts, or social media posts pertaining to the investigation;
8. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
9. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
10. dated written determinations to the parties;
11. dated written descriptions of verbal notifications to the parties;

12. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

13. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

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

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

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Legal

Wis. Stats. 111.31, 118.195, 118.20
20 U.S.C. 1400 et seq., The Individuals with Disabilities Improvement Act of 2004, as amended (commonly known as The Individuals with Disabilities Act)
20 U.S.C. 1681 et seq.
20 U.S.C. 1681 et seq., Title IX
29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967
29 U.S.C. 794, Rehabilitation Act of 1973
29 C.F.R. Part 1635
29 U.S.C. 6101, The Age Discrimination Act of 1975
42 U.S.C. 2000d et seq.
42 U.S.C. 2000e et seq.
42 U.S.C. 1983
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

Legal

Wis. Stats. 111.31, 118.195, 118.20
20 U.S.C. 1681 et seq., Title IX
29 C.F.R. Part 1635
29 U.S.C. 6101, The Age Discrimination Act of 1975 42 U.S.C. 2000d et seq.
42 U.S.C. 2000e et seq.
42 U.S.C. 1983

Last Modified by Steve LaVallee on June 12, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
Code	po2260
Status	
Adopted	October 17, 2016
Last Revised	December 18, 2017

2260 - **NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY**

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities, provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

In furtherance of the aforesaid goal, the District Administrator shall:

- A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society;_provide that necessary programs are available for students with limited use of the English language;

B. Staff Training

develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;

C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

verify that tests, procedures, or guidance and counseling materials, which ~~is~~are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/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 or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and 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), is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive a public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

Reporting Procedures

Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

Title IX Complaint Coordinators/~~District~~-Compliance Officers

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

Carmen O'Brien
Business Manager~~Director of Curriculum & Assessment~~
School District of Manawa
800 Beech Street

Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org@manawa.k12.wi.us

Daniel Wolfgram
High School/Junior High School Principal
800 Beech Street
Manawa, WI 54949
920-596-5310
dwolfgram@manawaschools.org@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.

A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

Investigation and Complaint Procedure

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, 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: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the 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 report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Principal or District Administrator if the principal is the compliance officer prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

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

The investigation will include:

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

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding or request the complaint further investigation. A copy of the District Administrator's final decision will be delivered to the complainant.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

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

The Board reserves the right to investigate and resolve a complaint or report of regardless of whether the member of the School District community or third party chooses to pursue 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.

Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

Confidentiality

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

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

~~All public records created as a part of an investigation will be maintained by the CO in accordance with the Board's records retention policy (see Policy 8130). Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.~~

Retention of Public Records, Student Records, and Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to:

1. all written reports;
-
2. narratives of all verbal reports or statements;
-
3. a narrative of all actions taken by District personnel;
-
4. any written documentation of actions taken by District personnel;
-
5. written witness statements;
-
6. narratives or audio, video, or digital recordings of verbal witness statements;
-
7. any documentary evidence;
-
8. handwritten and contemporaneous notes;
-
9. e-mails, texts, or social media posts related to the investigation and allegations;
-
10. dated written determinations;
-
11. dated written descriptions of verbal notifications to the parties;
-
12. written documentation of any interim measures offered and/or provided to complainants, including no contact orders; and
-
13. documentation of all actions taken to stop the discrimination of harassment, prevent its recurrence, eliminate any hostile environment, and remedy the discriminatory effects.

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

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

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Legal

- 118.13 Wis. Stats.
- P.I. 9, 41, Wis. Adm. Code
- Fourteenth Amendment, U.S. Constitution
- 20 U.S.C. Section 1681, Title IX of Education Amendments 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
- 29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended
- 42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964
- 42 U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act
- 42 U.S.C. 6101 et seq., Age Discrimination Act of 1975
- 42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended
- Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Last Modified by Steve LaVallee on June 12, 2019

Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of RELIGION IN THE CURRICULUM
Code	po2270
Status	
Adopted	October 17, 2016
Last Revised	November 19, 2018

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 establishes religion in the schools nor prohibits students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no Board 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, the 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 ~~religion~~ ~~religious consciousness~~ ~~often is incorporated into certain aspects of~~ ~~has permeated~~ the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools ~~sometimes~~ ~~frequently~~ contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials ~~may contain such references, or may concern such issues,~~ ~~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.

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 ~~ea~~ffect.

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

Legal

U.S. Constitutional Amendment 1

Last Modified by Steve LaVallee on March 28, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No.1 + Safety Update
Title EDUCATION FOR EMPLOYMENT
Code po2420 - NEW
Status

NEW POLICY

2420 - **EDUCATION FOR EMPLOYMENT**

- A. The education for employment program provides career awareness for elementary grade levels by developing an understanding of the following:
1. Why people work;
 2. The kinds of conditions under which people work;
 3. The levels of training and education needed for work;
 4. Common expectations for employees in the workplace;
 5. How expectations at school are related to expectations in the world of work.
- B. Career exploration at the middle school grade levels includes developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a student's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers students may pursue.
- C. Career planning and preparation at the high school grade levels, which shall include the following:
1. Conducting career research to identify personal preferences in relation to specific occupations.
 2. School-supervised, work-based learning experiences.
 3. Instruction in career decision making.
 4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
 5. Student access to career and technical education programs, including programs at technical colleges.
 6. Student access to accurate national, regional, and State labor market information, including labor market supply and demand.
 7. Instruction and experience in developing and refining the skills and behaviors needed by students to obtain and retain employment.
- D. An education for employment program shall include a long-range plan approved by the Board and developed by a team of District staff and community stakeholders, which may include businesses, postsecondary education institutions, and workforce development organizations. The Board will annually review the plan and, if necessary, update the long-range plan and education for employment program under s. PI 26.03. This review shall evaluate student postsecondary outcomes. At the conclusion of the review, the Board shall prepare a report on the District's education for employment program. The report shall describe the education for employment program's current progress and future goals related to improving student postsecondary outcomes. The Board will publish its long-range plan and the report on the District's website. The District shall annually notify parents of its

education for employment program. The notice shall inform parents of the information and opportunities available to students under s. PI 26.03 (2) and (3), including the availability of programs at technical colleges.

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P.I. 26.03, Wis. Admin. Code

Last Modified by Steve LaVallee on June 4, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of SCHOOL PERFORMANCE REPORT
Code	po2700.01
Status	
Adopted	October 1, 2015
Last Revised	June 19, 2017

2700.01 - **SCHOOL PERFORMANCE REPORT**

The Board believes that a vital component of the District's educational programs is ensuring that parents and other individuals are informed of the performance of the schools and the School District.

State School Performance Report

The Board will publish an annual school and school district performance report including all information prescribed by statute. By January 1st of each year, the Board shall notify the parents of each student enrolled in the District of the right to request a school and school district performance report. Parents shall be notified that the performance report will be provided to the parent electronically unless the parent requests a written copy of the report. By May 1st, the Board shall distribute copies of the report to those who have requested, the report including, parents of students enrolled in charter schools located in the District, that have requested the report.

The annual school and School district report shall be made available on the District's website for public viewing.

The report shall generally include the following information, as required or modified by the State Superintendent:

- A. indicators of academic achievement, including the performance of students on Statewide assessment examinations by subject area
- B. dropout, attendance, retention in grade and graduation rates
- C. percentage of habitual truants, percentage of students participating in extracurricular and community activities and advanced placement courses
- D. percentage of graduates in postsecondary educational programs and percentage of graduates entering the workforce
- E. number of suspensions and expulsions, the reasons for, and duration of, the suspensions and expulsions and the length of time students are expelled
- F. staffing and financial data information
- G. number and percentage of resident students attending a course in a nonresident district and the number and percentage of nonresident students attending a course in the district, and
- H. method of reading instruction used in the District

Title I Provisions of the School Performance Report

In any year that the District receives Title I funding, its school performance report must also include the following information:

- A. the number and percentage of schools identified for school improvement and how long they have been in that category
- B. a comparison of the achievement by the Districts' students on the Statewide academic assessment to the achievement of students in the State as a whole



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of EMPLOYMENT OF PROFESSIONAL STAFF
Code	po3120
Status	
Adopted	May 16, 2016
Last Revised	November 19, 2018

3120 - EMPLOYMENT OF PROFESSIONAL STAFF

The Board 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, governed by Wis. Stat. 118.22 and administrators, governed by Wis. Stat. 118.24, may only be employed by contract and only following majority vote of the full membership of the Board or as required or permitted by law. ~~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 when their employment is required to maintain continuity in the educational program, except as prohibited by law, including the employment of full-time teachers and certain administrative employees on a substitute basis, pending Board approval. Employment shall be recommended to the Board at the next regular meeting.

No candidate for employment as professional staff shall receive recommendation for such employment without having proffered visual evidence of proper certification or application for such certification. For staff members instructing children in reading and/or language

arts, pre-school and/or grades kindergarten through sixth grade, their certificate must verify successful completion of instruction that includes the teaching of phonics.

For each candidate, a satisfactory background check will be conducted by the Department of Public Instruction or appropriate State agency.

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

Revised 7/17/17

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Legal

- 118.191, Wis. Stats.
- 118.192, Wis. Stats.
- 118.21, Wis. Stats.
- 118.22(2), Wis. Stats.
- 118.24, Wis. Stats.
- 121.02, Wis. Stats.
- Wis. Admin. Code P.I. 34
- 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 March 28, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po3122
Status	
Adopted	October 17, 2016
Last Revised	November 19, 2018

3122 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board 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.), 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
~~Business Manager~~ ~~Director of Curriculum Assessment~~
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org [@manawa.k12.wi.us](mailto: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
[dewolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org) [@manawa.k12.wi.us](mailto: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 website.

The COs are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination has been provided for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, 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), a 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 employees. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall 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, as determined by the CO;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of 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.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

1. all written reports/allegations/complaints/statements;
2. narratives of all verbal reports, allegations, complaints, and statements collected;
3. a narrative of all actions taken by District personnel;
4. any written documentation of actions taken by District personnel;
5. narratives of, notes from, or audio, video, or digital recordings of witness statements;
6. all documentary evidence;
7. e-mails, texts, or social media posts pertaining to the investigation;
8. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
9. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
10. dated written determinations to the parties;
11. dated written descriptions of verbal notifications to the parties;
12. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
13. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

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

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

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 June 12, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of STAFF DISCIPLINE
Code	po3139
Status	
Adopted	May 16, 2016
Last Revised	November 19, 2018

3139 - **STAFF DISCIPLINE**

The Board 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 termination~~, when she/he deems appropriate and with the seriousness of the offense. However, student performance on examinations however, may not form the basis for staff discipline. This policy does not cover decisions to terminate or nonrenew a staff member's employment (see Policy 3140).

Investigation of Possible Criminal Activity

The District may be required to investigate potential wrongdoings on the part of its employees. Such investigations may require that the employee answer questions relating to the activity. Employees may be required to answer such questions, consistent with any applicable law. Failure to cooperate in an investigation may result in discipline, up to and including termination of the employee. In cases where this possible wrongdoing may involve criminal activity, the District shall inform the employee that answers to questions relating to the employee's conduct may be used by the District for determining appropriate discipline, but will not be provided to law enforcement officials in the course of their independent criminal investigation, unless otherwise required by law. Employees must also be informed that refusal to answer questions may be considered in determining discipline.

Staff may be disciplined for violations of Board policy or for other failure to meet the expectations and obligations of their position. No staff member may be subject to arbitrary or capricious disciplinary action, or disciplinary action that is otherwise in violation of law or public policy.

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 recommendation for termination consistent with the process established for termination as set forth in Policy 3140. The level of discipline shall be consistent with the seriousness of the offense as determined by the District Administrator.

Management efforts engaged to improve an employee's job performance or address specific performance concerns, including letters of direction, performance improvement plans, mandatory training, etc., are not disciplinary in nature and are not subject to this policy or to Policy 3340 - Grievance Procedure.

All instances of staff discipline are subject to the employee grievance procedure, set forth in Policy 3340.

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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)
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Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	REVISED POLICY - VOL. 28, NO. 1 - NON-RENEWAL, RESIGNATION, AND TERMINATION
Code	po3140
Status	
Adopted	May 16, 2016
Last Revised	July 17, 2017

3140 - ~~TERMINATION, NON-RENEWAL, AND RESIGNATION~~, AND TERMINATION

~~TERMINATION AND NON-RENEWAL~~

A critical function of the Board is maintaining personnel necessary to carry out the District's educational program and mission. In the course of carrying out this function, the Board will at times find it necessary to end an employment relationship with a member of the professional staff. This policy governs the process of nonrenewal and termination of employees, as well as the conditions under which a resignation may be accepted.

Full-Time Teachers

All full-time teachers are required to be under contract with the District. A full-time teacher's employment contract is automatically void and employment ended if the teacher does not have an appropriate teaching license issued by the DPI. Otherwise, a full-time teacher's employment shall be subject to non-renewal, termination, or resignation as follows:

A. Non-Renewal

In the event that the District Administrator intends to recommend the non-renewal of a full-time teacher's contract, all applicable statutory non-renewal procedures and timelines will apply, including both preliminary and final notice of nonrenewal. No teacher may be non-renewed solely on the basis of the results of mandatory student examinations. The District Administrator shall be responsible for notifying the affected teacher of his/her rights relative to the non-renewal process.

Teacher ~~and administrator~~ contracts may be ~~terminated or~~ non-renewed upon a majority vote of the full membership of the Board of Education.

B. Termination

A full-time teacher's contract may be terminated only by a majority vote of the full membership of the Board. The District Administrator shall, if deemed appropriate, recommend a teacher's termination to the Board. The District Administrator is responsible for providing the teacher with appropriate notice regarding the hearing and for taking the necessary steps to present any such recommendation to the Board.

~~(-) The District Administrator may engage in negotiations with the teacher for purposes of resignation short of a hearing, subject to final Board approval.~~

C. Resignation

A full-time teacher may resign from his/her position only upon approval of a majority of the full membership of the Board. The District Administrator may negotiate terms of resignation with such a teacher as appropriate and present those terms to the Board in an appropriately noticed, regular or special Board meeting, as necessary. A resignation is only in effect once approved by the Board. A resignation, once accepted by the Board, may not be rescinded without approval by the Board.

Part-Time Teachers

Teachers employed less than full-time, but not including substitute teachers whose employment is covered by Policy 3120.04, and whose employment contract does not specify procedures for termination of contract, may be terminated either by the District for appropriate reasons or through resignation by a majority vote of a quorum of the Board members present at a properly noticed meeting. A resignation, once accepted, may not be rescinded by the teacher.

A part-time teacher whose contract does not specify otherwise is not entitled to notice of intent to renew or of intent not to renew his/her contract for a subsequent school year.

The terms of the part-time teacher contract shall apply when the contract provides for procedures different than those noted in this policy.

Administrators

The Board employs administrative employees under a variety of employment arrangements. Generally, those arrangements include those administrators who, by law, are required to have an employment contract and are provided statutory rights with respect to those contracts; those that are not required to have contracts by law, but are nonetheless employed pursuant to a written contract approved by the Board; and those who perform administrative functions, but who do not have a contract which specifies the terms of employment as they relate to termination, resignation, and nonrenewal of the employment arrangement.

A. Statutory Administrators

The Board shall employ by contract the following persons: the District Administrator, business manager, school principals, and assistants to such persons, as well as the following persons employed solely to perform administrative functions: personnel administrators and supervisors, curriculum administrators, and assistants to such administrative personnel.

Such administrators may only be terminated, either due to appropriate circumstances justifying termination of employment or by tendered resignation, by a majority of the full membership of the Board.

Such administrators are entitled to contract renewal or notice of intent not to renew the administrator's contract pursuant to applicable statutory procedures, and any additional procedures incorporated into the said contract.

The District Administrator shall be responsible for assuring compliance with the procedures necessary for Board action to terminate or to non-renew an administrator's contract. In the case of the District Administrator's contract, the Board President with the assistance of Board legal counsel, shall be responsible for assuring procedural compliance with termination or non-renewal processes.

A resignation, once accepted by the Board, may not be rescinded except by approval of the majority of the full membership of the Board.

B. Administrators with Contracts including Provisions Governing Termination

The Board may employ administrators who are not statutorily entitled to an employment contract or to statutory termination and non-renewal procedures, but who nonetheless are issued employment contracts with provisions governing this process applicable to the manner in which the employment relationship is concluded, either by resignation, termination, or non-renewal. In such cases, the District Administrator shall be responsible for assuring adherence to applicable contractual procedures.

C. Administrative Personnel with no Contractual or Statutory Coverage

Employees performing administrative functions, but who are not covered by applicable statutory termination or non-renewal procedures, and who have not been issued an employment contract with provisions governing the termination or non-renewal process, are not entitled to notice of intent to renew or not to renew an employment agreement. In such a case, an employment agreement shall expire and the employee shall have no expectation of continued employment beyond the term of the agreement.

Such an administrative employee's employment may be terminated by a majority of a quorum of the Board present at a regular or special Board meeting.

Such an administrative employee's resignation may be accepted by a majority of a quorum of the Board present at a regular or special Board meeting.

A resignation, once accepted, may not be rescinded without agreement.

Legal 118.30(2)(c), Wis. Stats.
 118.22, Wis. Stats.
 118.24, Wis. Stats.

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Book Policy Manual
Section For Board Review - Vol. 28, No.1 + Safety Update
Title Copy of NON-RENEWAL OF ADMINISTRATIVE CONTRACTS
Code po3143 - DELETE - Covered by 3140
Status
Adopted May 16, 2016

~~3143—NON-RENEWAL OF ADMINISTRATIVE CONTRACTS~~

~~If the Board of Education intends to non-renew an administrative contract, it shall give the administrator written preliminary notice by registered mail at least five (5) months prior to the expiration of the contract.~~

~~If the administrator files a written request with the Board within seven (7) days after receiving such notice, the administrator has a right to a hearing prior to being given the notice of non-renewal of the contract. The administrator may request a public or private hearing and request that the Board provide its reasons for non-renewal, in writing, prior to the hearing.~~

~~At least four (4) months prior to the expiration of the contract of an administrator, the Board shall provide notice, in writing, of either renewal of the contract or refusal to renew such contract. No person may be employed or dismissed except by a majority vote of the full Board.~~

~~Non-renewal of administrative contracts shall be consistent with State law and with the provisions of the employment contract between the Board and the administrator.~~

~~By mutual agreement of the Board and the administrator, the employment contract may be modified or terminated.~~

~~See also Policy 1241 which applies to the District Administrator.~~

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Legal 118.24(6), and (7), Wis. Stats.

Last Modified by Steve LaVallee on March 28, 2019

Book Policy Manual
Section For Board Review - Vol. 28, No.1 + Safety Update
Title STUDENT SUPERVISION AND WELFARE
Code po3213
Status

3213 - STUDENT SUPERVISION AND WELFARE

Professional staff members ~~because of their proximity to students~~ are frequently confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the professional staff member, and/or harm to the welfare of the student(s). It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

~~Each~~ ~~It is the responsibility of the~~ District employee shall maintain a standard of care for the supervision, control, and protection of students commensurate with his/her assigned duties and responsibilities which include, but are not limited to ~~Administrator to prepare administrative guidelines to ensure the maintenance of~~ the following standards:

- A. A professional staff member shall report immediately any accident or safety hazard about which s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures. ~~(-) Each professional staff member shall maintain a standard of care for supervision, control, and protection of students commensurate with assigned duties and responsibilities.~~
- B. A professional staff member shall report unsafe, potentially harmful, dangerous, violent or criminal activities, or threat of these activities by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety and Emergency Preparedness.
- C. A professional staff member should not volunteer to assume responsibility for duties s/he cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. A professional staff member shall provide proper instruction in the safety matters presented in assigned course guides.
- E. ~~(-) Each professional staff member shall immediately report to the Principal any accident or safety hazard s/he detects.~~
- F. ~~(-) Each professional staff member shall immediately report to the Principal any knowledge of threats of violence by students.~~
- G. A professional staff member shall not send students on any personal errands.
- H. A professional staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline up to and including termination of employment.

This provision should not be construed as precluding a professional staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- I. ~~If a student comes to a 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 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 a staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior.~~
- J. A professional staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.

- K. A professional staff member shall not transport students for school-related activities in a private vehicle without the approval of the District Office or his/her immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is the professional staff member's family member.
- L. A student shall not be required to perform work or services that may be detrimental to his/her health.
- M. Staff members are discouraged from engaging students in social media and online networking media, except for appropriate academic, extra-curricular, and/or professional uses only.
- N. Staff members are expressly prohibited from posting any video or comment pertaining to any student on personal or unauthorized social networking media or similar forums.

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

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

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Legal 48.981, 948, 948.095 Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of CONFLICT OF INTEREST
Code	po3230
Status	
Adopted	May 16, 2016
Last Revised	November 19, 2018

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 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 an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No professional employee, officer, or agent shall engage in or have 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. This includes not only those interests that violate state criminal law, which typically requires at least \$15,000 in financial interest, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private benefit.
- 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 through his/her access to School District records, about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District. ~~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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Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	EMPLOYEE ANTI-HARASSMENT
Code	po3362
Status	
Adopted	October 17, 2016

3362 - EMPLOYEE ANTI-HARASSMENT

Prohibited Harassment

The Board is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against harassment based on 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 (hereinafter referred to as "Protected Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee- to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps calculated to end the harassment, prevent its reoccurrence, and, if applicable, remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.

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

Definitions

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee on the basis of the employee's Protected Characteristics that:

- A. places a school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working conditions from the perspective of a reasonable person similarly situated;
- C. has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

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

- A. unwelcome sexual propositions, invitations, solicitations, and flirtations;
- B. physical and/or sexual assault;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls, text messages, or social media postings;
- E. sexually suggestive objects, pictures, videotapes, audio recordings, or literature, placed in the work or educational environment, which may embarrass or offend individuals;
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
- G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
- I. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; and
- J. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

Boundary Invasions

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

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

- A. hugging, kissing, or other physical contact with a student;
- B. telling sexual jokes to students;
- C. engaging in talk containing sexual innuendo or banter with students;
- D. talking about sexual topics that are not related to curriculum;
- E. showing pornography to a student;
- F. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
- G. initiating or extending contact with students beyond the school day for personal purposes;
- H. using e-mail, text-messaging or websites to discuss personal topics or interests with students;
- I. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
- J. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
- K. going to a student's home for non-educational purposes;
- L. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
- M. giving gifts or money to a student for no legitimate educational purpose;
- N. accepting gifts or money from a student for no legitimate educational purpose;
- O. being overly "touchy" with students
- P. favoring certain students by inviting them to come to the classroom at non- class times;
- Q. getting a student out of class to visit with the staff member;
- R. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
- S. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
- T. being alone with a student behind closed doors without a legitimate educational purpose;
- U. telling a student "secrets" and having "secrets" with a student;
- V. other similar activities or behavior;

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

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Age Harassment

Prohibited age based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Race/Color Harassment

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disabling condition or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School District community and third parties, which includes all staff, are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Members of the School District community or third parties who believe they have been harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other ~~District~~school officials who have knowledge of or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.
- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate ~~District~~school officials are as follows:
 1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who shall assume the role of the District Compliance Officer for such complaints.
 2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- E. The reporting party or complainant shall be encouraged to use a report form available from the Principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator.

F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

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_
~~Business Manager~~ ~~Director of Curriculum Assessment~~
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawa.k12.wi.us d

Daniel Wolfgram
High School/Junior High School Principal

School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5310

wolfgram@manawa.k12.wi.us

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

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

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a CO will begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.

Investigation and Complaint Procedure

Any employee or other member of the School District community or visitor to the District who believes that s/he has been subjected to harassment or has witnessed harassment of another may seek resolution of his/her complaint through the procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.

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

Complaint Procedure

An individual who believes s/he has been subjected to harassment hereinafter referred to as the "complainant," may file a complaint, either orally or in writing with a teacher, Principal, CO, District Administrator, or other supervisory employee. As noted above, any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall assume the role of the CO for such complaints.

Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) 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 as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All written complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be actively engaging in, harassment; a detailed description of the facts upon which the

complaint is based; and a list of potential witnesses.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the complainant and/or the alleged harasser. 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 deem appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the complainant or respondent.

Within two (2) business days of receiving a complaint, the CO will inform the individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent", that a complaint has been received.

The Respondent is not entitled to receive a copy of any written complaint unless the CO determines it is appropriate to do so; however, 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. The CO shall inform the Respondent of the requirements of this policy, which may include providing the Respondent with a copy of this policy or information about where to find it. Respondent shall be afforded the opportunity to submit a written response to the complaint. The CO shall inform the Respondent of the Respondent's deadline to provide the CO with the written response to the allegations in the complaint. and a copy of this policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment.

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

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness that is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the complainant has been subject to harassment. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the School Board Attorney 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 or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

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

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 3340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or third party alleging the harassment pursues the complaint. The Board also

reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The 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.

All timelines pertinent to the investigation process are intended to be guidelines to assure that the investigation proceeds with all deliberate efficiency. Failure of the CO to meet any specific timeline does not invalidate the investigation or provide a defense to the allegations.

Privacy/Confidentiality

The School District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of harassment. The School District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. All complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

~~All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy. Any records that are considered student records in accordance with the State or Federal law will be maintained in a manner consistent with the law.~~

Directives During Investigation

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

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

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

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

All sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Allegations Constituting Criminal Conduct

If the CO has reason to believe that the complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the CO may work cooperatively with outside agencies to conduct concurrent investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause and after consultation with the District Administrator.

Reprisal

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

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

Miscellaneous

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in educational employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A link to this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

1. all written reports/allegations/complaints/statements;
2. narratives of all verbal reports, allegations, complaints, and statements collected;
3. a narrative of all actions taken by District personnel;
4. any written documentation of actions taken by District personnel;
5. narratives of, notes from, or audio, video, or digital recordings of witness statements;
6. all documentary evidence;
7. e-mails, texts, or social media posts pertaining to the investigation;
8. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
9. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
10. dated written determinations to the parties;

11. dated written descriptions of verbal notifications to the parties;
12. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
13. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

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

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

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Legal

Wis. Stats. 111.31, 118.195, 118.20
20 U.S.C. 1400 et seq., The Individuals with Disabilities Improvement Act of 2004, as amended (commonly known as The Individuals with Disabilities Act)
20 U.S.C. 1681 et seq.
20 U.S.C. 1681 et seq., Title IX
29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967
29 U.S.C. 794, Rehabilitation Act of 1973
29 C.F.R. Part 1635
29 U.S.C. 6101, The Age Discrimination Act of 1975
42 U.S.C. 2000d et seq.
42 U.S.C. 2000e et seq.
42 U.S.C. 1983
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

Legal

Wis. Stats. 111.31, 118.195, 118.20
20 U.S.C. 1681 et seq., Title IX
29 C.F.R. Part 1635
29 U.S.C. 6101, The Age Discrimination Act of 1975 42 U.S.C. 2000d et seq.
42 U.S.C. 2000e et seq.
42 U.S.C. 1983

Last Modified by Steve LaVallee on June 12, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY
Code	po4122
Status	
Adopted	October 17, 2016
Last Revised	November 19, 2018

4122 - **NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY**

The Board 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.), 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
~~Business Manager~~ ~~Director of Curriculum Assessment~~
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org [@manawa.k12.wi.us](mailto:manawa.k12.wi.us)

Daniel Wolfgram
High School/Junior High School Principal
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800 Beech Street
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920-596-5310
[dewolfgram@manawaschools.org](mailto:dwolfgram@manawaschools.org) [@manawa.k12.wi.us](mailto: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 website.

The COs are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination has been provided for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, 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), a 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 employees. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall 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, as determined by the CO;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of 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.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

1. all written reports/allegations/complaints/statements;
2. narratives of all verbal reports, allegations, complaints, and statements collected;
3. a narrative of all actions taken by District personnel;
4. any written documentation of actions taken by District personnel;
5. narratives of, notes from, or audio, video, or digital recordings of witness statements;
6. all documentary evidence;
7. e-mails, texts, or social media posts pertaining to the investigation;
8. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
9. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
10. dated written determinations to the parties;
11. dated written descriptions of verbal notifications to the parties;
12. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
13. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

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

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

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 June 12, 2019

Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	STUDENT SUPERVISION AND WELFARE
Code	po4213
Status	

4213 - STUDENT SUPERVISION AND WELFARE

Support staff members may be confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the staff member, and/or harm to the welfare of the student(s). It is the intent of the Board of Education to direct the preparation of guidelines that would minimize that possibility.

~~Each~~ ~~It is the responsibility of the~~ District support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with his/her assigned duties and responsibilities which include, but are not limited to ~~Administrator to prepare administrative guidelines to ensure the maintenance of~~ the following standards:

- A. A support staff member shall report immediately any accident or safety hazard about which s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures. ~~() Further, each support staff member shall also promptly report to the Principal any accident or safety hazard s/he detects.~~
 - B. A support staff member shall report unsafe, potentially harmful, dangerous, violent or criminal activities, or threat of these activities by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety and Emergency Preparedness. ~~() Additionally, each support staff member shall also promptly report to the Principal any knowledge of threats of violence by students.~~
 - C. ~~() Each support staff member shall immediately report to the Principal any accident or safety hazard s/he detects.~~
 - D. ~~() Each support staff member shall immediately report to the Principal any knowledge of threats of violence by students.~~
 - E. A support staff member shall not send students on any personal errands.
 - F. A support staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline up to and including termination of employment.
- This provision should not be construed as precluding a support staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- G. ~~If a student comes to a 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 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 a staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior.~~
 - H. A support staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
 - I. A support staff member shall not transport students for school-related activities in a private vehicle without the approval of the District Office or his/her immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is the support staff member's family member ~~the principal.~~

J. A student shall not be required to perform work or services that may be detrimental to his/her health.

K. Staff members are discouraged from engaging students in social media and online networking media, except for appropriate academic, extra-curricular, and/or professional uses only.

L. Staff members are expressly prohibited from posting any video or comment pertaining to any student on personal or unauthorised social networking media or similar forums.

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

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

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Legal 48.981, 948, 948.095 Wis. Stats.

Last Modified by Steve LaVallee on June 12, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of CONFLICT OF INTEREST
Code	po4230
Status	
Adopted	May 16, 2016
Last Revised	November 19, 2018

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 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 an actual conflict of interest or from situations that create the appearance of a conflict of interest, in a manner consistent with 19.59, Wis. Stats. The Board's interest in enforcing this policy is to assure that the decisions and actions of public employees retain the public's trust. Therefore, even a conflict relationship that can be viewed as beneficial to the District or that was intended to be beneficial to the District, may still be a violation of this policy.

- A. No 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. This includes not only those interests that violate State criminal law, which typically requires at least \$15,000 in financial interest, but also lesser valued conflicts that nonetheless create the appearance of using one's public position to secure a private benefit.
- 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 through his/her access to School District records about a student or client granted in the course of the employee's, officer's or agent's employment or professional relationship with the School District. ~~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.

- F. To the extent that the School District has a parent, affiliate or subsidiary organization, including any charter school authorized by the Board regardless of whether it is an instrumentality of the District or not, that is not a State, local government or Indian tribe, the School District may not conduct a procurement action involving the parent, affiliate or subsidiary organization if the School District is unable, or appears to be unable, to be impartial.
- G. Support employees, officers, and agents must disclose any potential conflict of interest which may lead to a violation of this policy to the School District. Upon discovery of any potential conflict of interest, the School District will disclose, in writing, the potential conflict of interest to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

The District will also disclose, in a timely manner, all violations of Federal criminal law involving fraud, bribery or gratuity that affect a Federal award to the appropriate Federal awarding agency or, if applicable, the pass-through entity.

- H. Support employees, officers and agents found to be in violation of this conflict of interest policy will be subject to disciplinary action up to and including termination.

In the event that, within the course of administering a Federally funded grant program or service to the District, any employee that identifies a conflict of interest, a potential conflict of interest, or that the appearance of a conflict of interest may arise in the course of administering the Federal grant funds, the employee must immediately notify either the Federal agency administering the grant in a manner consistent with that particular agencies rules on conflict of interests, or the District employee directly responsible for grant compliance. Such notice shall be provided at the earliest possible time.

It is a violation of this policy to take action or to refrain from taking action, or for an employee to otherwise use his/her public position to obtain a financial gain or anything of substantial value for himself/herself or his/her immediate family.

Revised 8/22/16

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Legal 19.59, Wis. Stats.
 2 C.F.R. 200.12
 2 C.F.R. 200.318
 7 C.F.R. 3016.36(b)(3)
 7 C.F.R. 3019.42

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Book	Policy Manual
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Title	EMPLOYEE ANTI-HARASSMENT
Code	po4362
Status	
Adopted	October 17, 2016

4362 - EMPLOYEE ANTI-HARASSMENT

Prohibited Harassment

The Board is committed to a work environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate action to eliminate it. Any member of the School District community who violates this policy will be subject to disciplinary action, up to and including termination of employment. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our employees.

The Board will vigorously enforce its prohibition against harassment based on 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 (hereinafter referred to as "Protected Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. The Board prohibits harassment that affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee- to-employee, employee-to-student, male-to-female, female-to-male, male-to-male, or female-to-female.

The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps calculated to end the harassment, prevent its reoccurrence, and, if applicable, remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members, agents, contractors, or other persons.

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

Definitions

"Harassment" means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a school employee on the basis of the employee's Protected Characteristics that:

- A. places a school employee in reasonable fear of harm to his/her person or damage to his/her property;
- B. is sufficiently severe, pervasive, and persistent so as to create a hostile working environment which materially alters the employee's working conditions from the perspective of a reasonable person similarly situated;
- C. has the effect of substantially disrupting the orderly operation of a school or any other aspect of the District's operations.

Sexual Harassment

Pursuant to Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct based on sex constitutes sexual harassment when:

- A. a supervisory employee engages in harassing behavior towards a subordinate employee, regardless of whether such conduct creates a hostile work environment;
- B. acquiescence in or submission to such conduct is an explicit or implicit term or condition of employment;
- C. an individual's acquiescence in, submission to, or rejection of such conduct becomes the basis for employment decisions affecting that individual;
- D. such conduct is sufficiently severe, pervasive, and persistent such that it has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment;
- E. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism results in an adverse employment action for another employee or otherwise creates a hostile work environment;
- F. inappropriate boundary invasions by a District employee or other adult member of the District into a student's personal space and personal life.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

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

- A. unwelcome sexual propositions, invitations, solicitations, and flirtations;
- B. physical and/or sexual assault;
- C. threats or insinuations that a person's employment, wages, promotion, assignments, or other conditions of employment may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls, text messages, or social media postings;
- E. sexually suggestive objects, pictures, videotapes, audio recordings, or literature, placed in the work or educational environment, which may embarrass or offend individuals;
- F. unwelcome and inappropriate touching, patting, or pinching; obscene gestures;
- G. a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
- I. consensual sexual relationships where such relationship leads to favoritism of a subordinate employee with whom the superior is sexually involved and where such favoritism adversely affects other employees or otherwise creates a hostile work environment; and
- J. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Sexual relationships between staff members, where one staff member has supervisory responsibilities over the other, are discouraged as a matter of Board policy. Such relationships have an inherent possibility of being construed as sexual harassment because the consensual aspect of the relationship may be the result of implicit or explicit duress caused by uncertainty regarding the consequences of non-compliance.

Romantic or sexual relationships between District staff (teachers, aides, administrators, coaches or other school authorities) and a student is expressly prohibited. Any school staff member who engages in sexual conduct with a student may also be guilty of a crime and any information regarding such instances will be reported to law enforcement authorities.

Boundary Invasions

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

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

- A. hugging, kissing, or other physical contact with a student;
- B. telling sexual jokes to students;
- C. engaging in talk containing sexual innuendo or banter with students;
- D. talking about sexual topics that are not related to curriculum;
- E. showing pornography to a student;
- F. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
- G. initiating or extending contact with students beyond the school day for personal purposes;
- H. using e-mail, text-messaging or websites to discuss personal topics or interests with students;
- I. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
- J. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
- K. going to a student's home for non-educational purposes;
- L. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of student);
- M. giving gifts or money to a student for no legitimate educational purpose;
- N. accepting gifts or money from a student for no legitimate educational purpose;
- O. being overly "touchy" with students
- P. favoring certain students by inviting them to come to the classroom at non- class times;
- Q. getting a student out of class to visit with the staff member;
- R. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
- S. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
- T. being alone with a student behind closed doors without a legitimate educational purpose;
- U. telling a student "secrets" and having "secrets" with a student;
- V. other similar activities or behavior;

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

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin Harassment

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Age Harassment

Prohibited age based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's age, being over age forty (40), and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Race/Color Harassment

Prohibited race/color based harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race and/or color and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability, perceived disability, or record of disability, and when the conduct has the purpose or effect of interfering with the individual's work performance; or of creating an intimidating, hostile, or offensive working environment. Such harassment may occur where conduct is directed at the characteristics of a person's current or past disabling condition or a perceived condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like. Such harassment may further occur where conduct is directed at or pertains to a person's genetic information.

Reports and Complaints of Harassing Conduct

Members of the School District community and third parties, which includes all staff, are encouraged to promptly report incidents of harassing conduct to an administrator, supervisor or other District official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any administrator, supervisor, or other District official who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Members of the School District community or third parties who believe they have been harassed by another member of the School District community or a third party are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the complaining individual's employment unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

Reporting procedures are as follows:

- A. Any employee who believes s/he has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the appropriate school official as identified in D below.
- B. Teachers, administrators, and other ~~District~~school officials who have knowledge of or receive notice that an employee has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to the appropriate school official as defined in D below.
- C. Any other person with knowledge or belief that an employee has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as identified in D below.
- D. Appropriate ~~District~~school officials are as follows:
 1. Any complaint under this policy shall be reported to the District's Compliance Officer unless the complaint is regarding the Compliance Officer. In such cases, the complaints shall be reported to the District Administrator, who shall assume the role of the District Compliance Officer for such complaints.
 2. Any complaint under this policy regarding the District Administrator or Board Member that is received by the District Compliance Officer shall be referred to the Board's legal counsel, who shall assume the role of the District Compliance Officer for such complaints.
- E. The reporting party or complainant shall be encouraged to use a report form available from the Principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing. Further, nothing in this policy shall prevent any person from reporting harassment directly to the District Administrator.

F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the District shall designate both a male and a female District Compliance Officer.

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_
~~Business Manager~~ ~~Director of Curriculum Assessment~~
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org@manawa.k12.wi.us-d

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

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

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

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint either directly or through a school building administrator, a CO will begin either an investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations or will oversee the preparation of such recommendations. All members of the School District community should report incidents of harassment that are reported to them to the CO within two (2) business days of learning of the incident.

Investigation and Complaint Procedure

Any employee or other member of the School District community or visitor to the District who believes that s/he has been subjected to harassment or has witnessed harassment of another may seek resolution of his/her complaint through the procedures as described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.

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

Complaint Procedure

An individual who believes s/he has been subjected to harassment hereinafter referred to as the "complainant," may file a complaint, either orally or in writing with a teacher, Principal, CO, District Administrator, or other supervisory employee. As noted above, any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall assume the role of the CO for such complaints.

Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) 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 as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All written complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the complainant from further harassment or retaliation including but not limited to a change of work assignment or schedule for the complainant and/or the alleged harasser. 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 deem appropriate in consultation with the District Administrator. No temporary arrangements shall be disciplinary to either the complainant or respondent.

Within two (2) business days of receiving a complaint, the CO will inform the individual alleged to have engaged in the harassing or retaliatory conduct, hereinafter referred to as the "Respondent", that a complaint has been received.

~~The Respondent is not entitled to receive a copy of any written complaint unless the CO determines it is appropriate to do so; however, 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. The CO shall inform the Respondent of the requirements of this policy, which may include providing the Respondent with a copy of this policy or information about where to find it. Respondent shall be afforded the opportunity to submit a written response to the complaint. The CO shall inform the Respondent of the Respondent's deadline to provide the CO with the written response to the allegations in the complaint. and a copy of this policy shall be provided to the respondent at that time. The respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.~~

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment.

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

- A. interviews with the complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness that is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in this policy and State and Federal law as to whether the complainant has been subject to harassment. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the School Board Attorney 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 or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

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

The decision of the District Administrator shall be final. If the investigation results in disciplinary action, the employee subject to discipline is entitled to file a grievance pursuant to Board Policy 3340. Nothing in this policy shall be construed to prevent an employee from bringing a complaint before the Equal Employment Opportunity Commission or the Wisconsin Equal Rights Division.

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

The 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.

All timelines pertinent to the investigation process are intended to be guidelines to assure that the investigation proceeds with all deliberate efficiency. Failure of the CO to meet any specific timeline does not invalidate the investigation or provide a defense to the allegations.

Privacy/Confidentiality

The School District will employ ~~all~~ reasonable efforts to protect the rights of the Complainant, the Respondent(s), and all the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligation in an investigation of harassment. The School District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the School District's legal obligations under State and Federal law. Confidentiality, however, cannot be guaranteed. All complainants proceeding through the formal investigation process should be advised that their identities may be disclosed to the respondent.

During the course of an investigation, the CO will determine whether confidentiality during the investigation process is necessary to protect the interests and reputations of those involved and/or to protect the integrity of the investigation and if so, shall instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

~~All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy. Any records that are considered student records in accordance with the State or Federal law will be maintained in a manner consistent with the law.~~

Directives During Investigation

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

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

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

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

All sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Allegations Constituting Criminal Conduct

If the CO has reason to believe that the complainant has been the victim of criminal conduct, such knowledge should be reported to local law enforcement. After such report has been made, the District Administrator shall be advised that local law enforcement was notified.

If the complainant has been the victim of criminal conduct and the accused is the District Administrator, such knowledge should be reported by the CO to local law enforcement. After such report has been made the Board President shall be advised that local law enforcement was notified.

Any reports made to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the CO may work cooperatively with outside agencies to conduct concurrent

investigations, the harassment investigation shall not be stopped due to the involvement of outside agencies without good cause and after consultation with the District Administrator.

Reprisal

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

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

Miscellaneous

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address, and telephone number of the COs, the name, mailing address, and telephone number of the State agency responsible for investigating allegations of discrimination in educational employment, and the mailing address and telephone number of the United States Equal Opportunity Employment Commission.

A link to this policy and any related administrative guidelines shall appear in the employee handbook and a copy shall be made available upon request of employees and other interested parties.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of harassment. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District staff at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

The Board will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform with any discovery, disclosure, or other legal obligations.

Retention of Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including, but not limited to:

1. all written reports/allegations/complaints/statements;
2. narratives of all verbal reports, allegations, complaints, and statements collected;
3. a narrative of all actions taken by District personnel;
4. any written documentation of actions taken by District personnel;
5. narratives of, notes from, or audio, video, or digital recordings of witness statements;
6. all documentary evidence;
7. e-mails, texts, or social media posts pertaining to the investigation;
8. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
9. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
10. dated written determinations to the parties;
11. dated written descriptions of verbal notifications to the parties;

12. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and

13. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

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

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

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Legal

Wis. Stats. 111.31, 118.195, 118.20
20 U.S.C. 1400 et seq., The Individuals with Disabilities Improvement Act of 2004, as amended (commonly known as The Individuals with Disabilities Act)
20 U.S.C. 1681 et seq.
20 U.S.C. 1681 et seq., Title IX
29 U.S.C. 621 et seq., Age Discrimination in Employment Act of 1967
29 U.S.C. 794, Rehabilitation Act of 1973
29 C.F.R. Part 1635
29 U.S.C. 6101, The Age Discrimination Act of 1975
42 U.S.C. 2000d et seq.
42 U.S.C. 2000e et seq.
42 U.S.C. 1983
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

Legal

Wis. Stats. 111.31, 118.195, 118.20
20 U.S.C. 1681 et seq., Title IX
29 C.F.R. Part 1635
29 U.S.C. 6101, The Age Discrimination Act of 1975 42 U.S.C. 2000d et seq.
42 U.S.C. 2000e et seq.
42 U.S.C. 1983

Last Modified by Steve LaVallee on June 12, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS
Code	po5111
Status	
Adopted	June 20, 2016
Last Revised	November 19, 2018

5111 - **ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS**

The Board 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.
- B. The District shall not make residency determinations on the basis of an individual's alienage.
- 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, or the request of an adult student, 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 private 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.
- 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 the student otherwise meets residency requirements, unless a court order specifies a different District of attendance. ~~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 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 student who has been expelled from another school or district and seeks to enroll in the District during the term of the expulsion order:

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 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

If a student has been expelled by another Wisconsin or out of State public school district, and will not be otherwise enrolled under this policy, the student may be enrolled during the period of expulsion if the Board, following input from the District Administrator, sets forth one (1) or more conditions of enrollment that are related to the reasons for the student's expulsion, and which are agreed to by the student, or if the student is a minor, the student's parents. Acceptance of the enrollment conditions is evidenced by continued enrollment during the period of expulsion. During any period of conditional enrollment, if an alleged violation of any enrollment condition occurs:

- 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 Program. Nonresident students accepted into the District's Part-Time Open Enrollment Program may attend no more than two (2) courses at any time.

Revised 8/22/16
Revised 12/18/17

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Legal

- 118.51, Wis. Stats.
- 118.52, Wis. Stats.
- 120.13(1), Wis. Stats.
- 121.77, Wis. Stats.
- 121.78(2)(a), Wis. Stats.
- 121.81, Wis. Stats.
- 121.84, Wis. Stats.
- 42 U.S.C. 11431 et seq.

Last Modified by Steve LaVallee on June 4, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of ENTRANCE AGE
Code	po5112
Status	
Adopted	June 20, 2016

5112 - ENTRANCE AGE

The Board of Education shall establish student entrance age requirements that are consistent with Wisconsin Law and sound educational practice and that ensure equitable treatment.

A. Kindergarten

1. A child is eligible for entrance into four-(4)-year-old kindergarten if s/he attains the age of four (4) on or before September 1st of the year in which s/he applies for entrance and meets the residency requirements.
2. A child is eligible for five-(5)-year-old kindergarten when s/he attains the age of five (5) on or before September 1st of the year in which s/he applies for entrance and meets residency requirements. The child may not be placed in an alternative program without permission of the parent.

B. First Grade

A child must be six (6) years of age on or before September 1st in the year in which s/he enrolls. A student must have completed a kindergarten program or must receive a waiver of this requirement.

Any student who has not completed a five-(5)-year-old kindergarten program, but seeks to enroll into first grade must receive a waiver of the requirement. The following students are eligible to receive a waiver:

1. Any student who has moved to the District from another state or country where completion of a five-(5)-year-old kindergarten program is a prerequisite to enrollment in first grade and that student has received a waiver of the requirement in his or her prior state or country.
2. Any student who has moved to the District from another state or country that does not require the completion of five-(5)-year old kindergarten prior to enrollment in first grade.
3. Any student who, at the discretion of the building principal, in consultation with the first grade teacher(s) of the District, determines that, notwithstanding that the student has not completed a five-(5)-year-old kindergarten program, the student has demonstrated sufficient aptitude in all core competencies normally required of kindergarten students in the District upon completion of the kindergarten program.

The Principal shall perform any required testing to establish the student's academic capabilities and shall prepare a written evaluation that either grants or denies the waiver and provides explanation as to the decision.

Appeal of Denial of Waiver

The parents of any student denied a waiver under this section by the building principal may appeal that decision to the District Administrator by submitting a written request to the Administrator within ten (10) days of the decision of the principal.

The decision of the District Administrator is final.

C. **Initial Entry**

Children entering the District for the first time must comply with State law. Students must have an immunization record on file at the school. Any student who does not have the proper immunization may be excluded or permitted to remain in school pursuant to Policy 5320 - Immunization.

A child may be exempt from the required immunizations upon written request of the parent of such child stating the objection to immunizations on religious grounds, personal conviction, or for medical reasons certified by a competent medical authority.

D. **Verification of Residence**

Verification of a parent's residence shall be required at the time the child registers in a District school. Verification of residence may also be required at any other time at the discretion of the District Administrator.

E. Early Admission

The District shall prescribe procedures, conditions, and standards for early admission to four-year old and five-year old kindergarten and first grade.

F. Older Students

A person who is a resident of the District and over twenty (20) years of age may enroll providing the District Administrator does not think his/her enrollment will interfere with the education of the other students.

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Legal Wis. Stats 118.14, 118.15, 120.12(25)

Last Modified by Steve LaVallee on June 4, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of OPEN ENROLLMENT PROGRAM (Inter-District)
Code	po5113
Status	
Adopted	June 20, 2016

5113 - **OPEN ENROLLMENT PROGRAM (Inter-District)**

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

DEFINITIONS

The following definitions will apply to the District's Open Enrollment Program.

A. Non-Resident District

A school district located in Wisconsin that is not a student's district of residence.

B. Non-Resident Student

A student who is a legal resident or otherwise legally entitled to attend school in another school district in Wisconsin and who seeks admission to this District under the Open Enrollment Program.

C. Tuition Student

A non-resident student who is a resident of the State of Wisconsin and who pays tuition in accordance with State law.

D. Full-Time Enrollment

A student is enrolled for the entire school day and receives all of his/her required education in this District.

E. Class Size

The District's determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program. Circumstances such as enrollment projections for a particular school, class, or program may influence optimum class size.

F. Program Size

The enrollment or size restrictions in a specific program within a class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

G. Resident Student

A student who is a legal resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Non-resident Students.

FULL TIME OPEN ENROLLMENT

A. Procedures for Processing of Open Enrollment Applications

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

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

The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection.

After the date specified in s. 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:

-

1. A parent notifies the nonresident school board that the student will not attend the nonresident school district.
2. A parent fails to provide the notification required in s. 118.51(3)(a)6., Wis. Stats.
3. The Board determines that additional spaces have become available since its determination at the January Board meeting.

In accordance with 118.51(3)(a)3, Wis. Stats., except as provided under sub. (5)(d)1., on or before the first Friday following the first Monday in June following receipt of the application, the nonresident school board shall notify the applicant, in writing, whether it has accepted the application.

B. Decisional Criteria for Non-Resident Applications

Decisions on non-resident open enrollment applications will be based only on the following criteria:

1. Whether there is space available for non-resident transfer students. The School Board shall determine during a regular meeting each January the anticipated space available for the next school year in the schools, programs, classes and grades of the District. In determining the amount of space available, the District will count resident students, tuition waiver students under 121.84 Wis. Stats., and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) and are already attending public school in the District.

Other factors the District Administrator shall consider include, but shall not be limited to the following:

- a. District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.
 - b. District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes or buildings.
 - c. Enrollment projections for the schools of the District that include, but are not limited to, the following factors: the likely short-and long-term economic development in the community, projected student transfers in and out of the District, preference requirements for siblings of non- resident open enrollment students, the required length of K-12 attendance opportunities for open enrollment students, and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.
 - d. The number of non-resident students currently attending the schools of the District for whom tuition is paid by another district under Section 121.78(1)(a), Wis. Stats.
 - e. The number of resident home schooled or private school students likely to attend the schools of the District in accordance with Section 118.415, Wis. Stats.
2. Whether an applicant for a pre-kindergarten, early childhood resides in a district that offers the program for which application is made.
 3. Whether the non-resident student has been expelled from any school district within the current school year or the two (2) preceding school years, or is pending any disciplinary proceeding, based on any of the following activities:
 - a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made, to destroy school property by means of explosives.
 - b. Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.

- c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
- d. Possessing a dangerous weapon (as defined in Section 939.22(10), Wis. Stats.) while on school property or under school supervision.

Notwithstanding the Board's acceptance of a non-resident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the non-resident student will attend a school in the District, s/he is determined to fall under paragraph B. 3.

The Board may request a copy of a non-resident student's disciplinary records from the resident School Board.

4. Whether the special education program or related services described in the non-resident student's individualized education program ("IEP"), if any, are available in the District. The District shall prepare an estimate of costs associated with providing the special education or related services required by a non-resident student's IEP to the resident school district no later than the 3rd Friday following the first Monday in May, or within ten (10) days of receipt of an application from a student with an IEP under the alternative procedures.
5. Whether there is space available in the District for the special education program identified in the non-resident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections. (See paragraph B. 1. above).
6. Whether the non-resident student has been screened by the resident School Board to determine if there is reasonable cause to believe that s/he is a child with exceptional educational needs.
7. Whether the resident School Board has been informed that the non-resident student may have exceptional education needs that have not yet been evaluated by an IEP Team.
8. Whether the application of a non-resident student has been denied by the District of which s/he is a resident.

(Note: If a non-resident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the non-resident may be returned to the resident school district.)

9. Whether the non-resident school board has made a determination that a student attending the non-resident school district is habitually truant from the non-resident school district during either semester of the current school year, the non-resident school board may prohibit the student from attending the non-resident school district in the succeeding semester or school year.

C. Procedure for Evaluating Applications by District Residents to Transfer to Another District

The Board will consider only the following criteria for denying resident applications:

Whether the resident student is a special education student and the implementation of his/her IEP in the other district would impose an undue financial burden on the District.

Financial burden is determined through review of actual increased expenses relative to providing services specific to the student in question, not including pro-rated costs of facilities and materials and including expenses for instructional faculty only if those faculty are added as a result of the student and devoted primarily to that student.

(Note: Notwithstanding the Board's approval of a resident student's application, the Board may withdraw approval if, after the District student has begun in the other school district, the IEP as implemented by the non-resident school district would impose an undue financial burden on the District.)

D. Reapplication Procedures

The Board will not require accepted non-resident students to reapply under the open enrollment policy when the non-resident student enters junior high school or high school.

E. Transportation

The parents of a student attending a non-resident school district will be solely responsible for providing transportation to and from the school site. The District will permit a non-resident student to ride District transportation if space is available on a regularly-scheduled bus route. The District will provide transportation for a the non-resident student with an identified disability for whom transportation is required by his/her IEP. ~~if space is available or to a scheduled in-District bus stop, unless the non-resident student is a special education student and transportation is required by his/her IEP.~~

F. The Board will not permit a neighboring District to bus resident students from within its boundaries for attendance at the non-resident neighboring District.

ALTERNATIVE APPLICATION PROCEDURES

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one of the statutory criteria and has not applied to more than three non-resident school districts. (See AG 5113 – Admission of Students Participating Under Open Enrollment)

[Applications from a non-resident student under the alternative application procedures received after the Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved if space is available in the current year and in the subsequent year in the student's subsequent grade level.](#)

ANNUAL REVIEW

The Board shall review its Open Enrollment Program annually.

General Provisions

- A. A student, who has been accepted under this program, who has not met the academic prerequisites for participation in a particular program in which the student wishes to enroll shall not be placed in that program.
- B. The District's Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability, except as provided for in the statute authorizing this program.
- C. The District Administrator shall be responsible for developing and promulgating administrative guidelines to implement this policy. Such guidelines shall address at least the following matters:
 1. participation in interscholastic athletics
 2. District transportation services
 3. transfer of academic credit
 4. payment of fees and other charges

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Legal 118.145(4), 118.51, 118.51(3), 118.52, Wis. Stats.
P.I. 36

Last Modified by Steve LaVallee on March 28, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of NONIMMIGRANT STUDENTS AND FOREIGN-EXCHANGE PROGRAMS
Code	po5114
Status	
Adopted	June 20, 2016

5114 - NONIMMIGRANT STUDENTS AND FOREIGN-EXCHANGE PROGRAMS

The Board recognizes the positive cultural benefits to the students, staff, and the community in meeting students from other countries and in having exchange students as members of the student body of this District's high school(s).

An exchange visitor student is a foreign national who has been selected by a sponsor that has been approved by the United States Department of State (USDOS) to participate in an exchange visitor program and who is seeking to enter or has entered the United States temporarily on a J-1 visa.

Exchange Visitor Program for Nonimmigrant Students with J-1 Visas

The Board authorizes the District Administrator to consider a request to admit an exchange visitor student who meets the USDOS requirements and applies for admission through a sponsoring organization, and to determine whether or not that student should be accepted.

In accordance with Federal law, an exchange visitor student will be selected and sponsored by an organization that has been approved by the USDOS. The Board, pursuant to Federal law, requires the sponsoring agency to secure prior written acceptance of the District Administrator for the placement of an exchange visitor student in any District high school.

After written acceptance of school placement is secured, the sponsoring agency shall issue a certificate of eligibility for a J-1 visa to the exchange visitor student who meets the criteria established in Federal law for participation in an Exchange Visitor Program (EVP).

Pursuant to Federal law the sponsoring agency is also responsible for selecting a host family ~~who resides in the District~~ for each exchange visitor student.

With Board approval, the District Administrator may request, in writing, the placement of more than two (2) students from a sponsoring agency in the high school.

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

The Board authorizes the District to petition for approval to provide a Student and Exchange Visitor Program (SEVP). As an authorized SEVP provider, the District will issue the certificate of eligibility to nonimmigrant students who complete the application process successfully, which will enable them to apply for an F-1 visa.

Participation by nonimmigrant students in this program will be consistent with Federal law that requires the following:

- A. the student possess sufficient English language proficiency to participate in the high school curriculum;
- B. the student's participation does not exceed an academic year;
- C. the student pays to the Board the full amount of tuition prior to the commencement of the academic term of attendance;
- D. the student otherwise maintains his/her lawful temporary immigration status.

Other Nonimmigrant Students

This policy does not apply to nonimmigrant students other than bona fide foreign exchange students.

When these students seek to enroll in the District's schools are subject to State law and the District's policies regarding enrollment and, if applicable, tuition.

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Legal

- 8 C.F.R. 214 et seq.
- 8 U.S.C. 1101 (Immigration Reform and Control Act)
- 121.84(1)(c), Wis. Stats.
- Mutual Education and Cultural Exchange Act of 1961, as amended Immigration and Nationality Act
- 22 C.F.R. 62, Exchange Visitor Program

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Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of EMERGENCY MEDICAL AUTHORIZATION
Code	po5341
Status	
Adopted	June 20, 2016
Last Revised	July 17, 2017

5341 - **EMERGENCY MEDICAL AUTHORIZATION**

The District will distribute annually to parents of all students the Emergency Medical Authorization Form. In the event emergency medical treatment for a student is necessary, the District will adhere to the instructions on the authorization form.

The Emergency Medical Authorization Form will be kept in a separate, easily accessible, [physical or electronic](#) file in each school building [or student management system](#) during the school year.

Any time a student or a group of students is taken out of the District to participate in a school event, the staff in charge of the event must take the Emergency Medical Forms for those students. This applies, and is not limited to, students involved in music trips, athletic trips, field trips, and academic contests. This does not apply to student spectators at events.

Whenever it is necessary for staff members to use emergency procedures in order to care properly for a student, they are to follow Policy 5340 and the procedures described in the District Administrator's administrative guidelines (AG 5340A, AG 5340B and AG 5340D) and are not to abide by any "Do Not Resuscitate" (DNR) agreement that may exist for a student, unless ordered to do so by a court of law.

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Legal 118.29(4), Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of STUDENT CODE OF CLASSROOM CONDUCT
Code	po5500
Status	
Adopted	June 20, 2016

5500 - STUDENT CODE OF CLASSROOM CONDUCT

Respect for law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for real and personal property; pride in one's work; achievement within the range of one's ability; and exemplary personal standards of courtesy, decency, and honesty should be maintained in the schools of this District.

The District Administrator shall establish procedures to carry out Board policy and philosophy, and shall hold all school personnel, students, and parents responsible for the conduct of students in schools, on school vehicles, and at school-related events.

Student conduct on or adjacent to school premises, on school vehicles, and at school-related events and activities shall be governed by the rules and provisions of the Student Code of Classroom Conduct. In addition, student conduct on internet-based social media outlets, ~~such as FaceBook, Twitter, MySpace, YouTube, etc.~~ when such conduct forms a sufficient connection to school or staff, is governed by the Code of Conduct. This Code of Classroom Conduct shall **include the following items:**

- A. specification of what constitutes dangerous, disruptive, or unruly behavior that interferes with the ability of the teacher to teach effectively, which therefore permits the teacher to remove the student from class;
- B. other student conduct that may be used by a teacher as a basis to remove a student from class; and
- C. procedures for notifying the parent of a student's removal and procedures for placement of a student that has been removed from class.

The Code of Conduct, developed by a committee created by the Board for that purpose, consisting of parents, students, Board members, school administrators, teachers, student services professionals, and other appointed residents, and, once created, shall be reviewed by the Board periodically.

Removal of a student from a class that is consistent with the Code of Conduct does not constitute a report under Policy 8462.01. If the staff member believes in good faith that the threat represents a serious and imminent threat to the health or safety of students, staff, or others, and the threat is a threat of violence made in or targeted at a school. Staff must still report such threats as described in Policy 8462.01 - Mandatory Reporting of Threats of Violence. ~~Student conduct in the classroom shall be governed by the rules and provisions of the Code of Classroom Conduct developed for each school in consultation with a committee of School District residents that consists of parents, students, members of the School Board, school administrators, teachers, pupil services professionals, and other residents of the School District who are appointed to the committee by the School Board. Each school's Code of Classroom Conduct shall be adopted by the School Board.~~

Legal

118.13, Wis. Stats.

118.164, Wis. Stats.

120.13, Wis. Stats.

Wis. Admin. Code P.I. 9.03

Wis. Admin. Code P.I. 41

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

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

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services,
Department of Education, Office of Civil Rights, 1979

Last Modified by Steve LaVallee on June 4, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of USE OF TOBACCO AND NICOTINE BY STUDENTS
Code	po5512
Status	
Adopted	June 20, 2016
Last Revised	November 19, 2018

5512 - USE OF TOBACCO AND NICOTINE BY STUDENTS

The Board 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, except when a student provides documentation from a licensed medical practitioner that the student's use of non-tobacco nicotine products is being medically supervised for the cessation of a nicotine addiction and the student complies with Policy 5330 - Administration of Medication. ~~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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Last Modified by Steve LaVallee on March 28, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of STUDENT ANTI-HARASSMENT
Code	po5517
Status	
Adopted	June 20, 2016
Last Revised	December 18, 2017

5517 - **STUDENT ANTI-HARASSMENT**

Prohibited Harassment

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

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

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including 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 (hereinafter referred to as "Protected Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Characteristics, through its policies on bullying (See Policy 5517.01 – Bullying).

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

For purposes of this policy, "School District community" means individuals students, administrators, teachers, staff, and as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

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

Other Violations of the Anti-Harassment Policy

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

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation.
- B. Filing a malicious or knowingly false report or complaint of harassment.

- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's supervisory duties

Definitions

Bullying

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

Harassment

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

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

Sexual Harassment

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

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

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

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

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- D. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- F. unwelcome behavior or words directed at an individual because of gender;

Examples are:

1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;

2. rating a person's sexuality or attractiveness;
 3. staring or leering at various parts of another person's body;
 4. spreading rumors about a person's sexuality;
 5. letters, notes, telephones calls, or materials of a sexual nature;
 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- G. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life.
- H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and
- I. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

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

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

Ethnicity/Race/Color Harassment

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

Religious (Creed) Harassment

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

National Origin Harassment

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

Disability Harassment

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

Reporting Procedures

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor, or District employee or official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer at his/her first opportunity.

Students who believe they have been subjected to harassment are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

If, during an investigation of a reported act of bullying in accordance with Policy 5517.01 – Bullying, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on 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, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with this policy.

Reporting procedures are as follows:

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

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
~~Business Manager~~ ~~Director of Curriculum & Assessment~~
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org [@manawa.k12.wi.us](mailto:manawa.k12.wi.us)

Daniel Wolfgram
High School/Junior High School Principal
800 Beech Street
Manawa, WI 54949
920-596-5310
dwolfgram@manawaschools.org [@manawa.k12.wi.us](mailto:manawa.k12.wi.us)

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

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

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

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will begin review and investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) calendar days of learning of the incident.

Investigation and Complaint Procedure

Any student who believes that s/he has been subjected to harassment may seek resolution of his/her complaint through the procedures described below. Furthermore, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.

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

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

Complaint Procedure

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

Throughout the course of the process as described herein, 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 to be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

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

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including, but not limited to, a change of class schedule for the complainant or the alleged harasser, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the Principal, or the District Administrator if the principal is the CO, prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the individual alleged to have engaged in the harassing 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 a copy of these administrative procedures and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the Complainant has been subject to offensive conduct/harassment. A principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Although certain cases may require additional time, the Compliance Officer will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;

D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO;

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

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the complainant and the respondent.

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

The decision of the District Administrator shall be final. If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

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

Additional School District Action

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

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

Confidentiality

The District will make all reasonable efforts to protect the rights of the complainant and the respondent. The District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, the respondent may become aware of the complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

~~All public records created as a part of an investigation of a complaint of harassment will be maintained by the CO in accordance with the Board's records retention policy (see Policy 8310). Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.~~

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior remedial action has been taken against a member of the School District community, 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 effects.

Reprisal

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

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

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator will develop a method of discussing this policy with the School District community. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

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

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

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

Retention of Public Records, Student Records, and Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation including but not limited to:

1. all written reports;
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2. narratives of all verbal reports or statements;
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3. a narrative of all actions taken by District personnel;
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4. any written documentation of actions taken by District personnel;
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5. written witness statements;
-
6. narratives or audio, video, or digital recordings of verbal witness statements;
-
7. any documentary evidence;
-
8. handwritten and contemporaneous notes;
-
9. e-mails, texts, or social media posts related to the investigation and allegations;
-
10. dated written determinations;
-
11. Z

Legal

48.981, Wis. Stats.

118.13, 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. Section 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. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 2000d et seq.

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

34 C.F.R. Sec. 300.600-300.662

Last Modified by Steve LaVallee on June 12, 2019

Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of STUDENT DISCIPLINE
Code	po5600 - DELETE - Covered by 5500 and other policies
Status	
Adopted	June 20, 2016

5600—STUDENT DISCIPLINE

~~The Board of Education acknowledges that conduct is closely related to learning and that an effective instructional program requires an orderly school environment, that is, in part, reflected in the behavior of students.~~

~~The Board believes that the best discipline is self-imposed and that students should learn to assume responsibility for their own behavior and the consequences of their actions.~~

~~The Board shall require each student of this District to adhere to the Code of Conduct promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for infraction of those rules. Such rules shall require that students:~~

- ~~A. conform to reasonable standards of socially acceptable behavior;~~
- ~~B. respect the person and property of others;~~
- ~~C. preserve the degree of order necessary to the educational program in which they are engaged;~~
- ~~D. respect the rights of others;~~
- ~~E. obey constituted authority and respond to those who hold that authority.~~

~~The District Administrator shall promulgate administrative guidelines for student conduct that carry out the purposes of this policy and:~~

- ~~A. are not arbitrary but bear a reasonable relationship to the need to maintain a school environment conducive to learning;~~
- ~~B. do not discriminate among students;~~
- ~~C. do not demean students;~~
- ~~D. do not violate any individual rights constitutionally guaranteed to students.~~

~~The District Administrator shall designate sanctions, excluding corporal punishment, for the infractions to rules that shall:~~

- ~~A. relate in degree to the infraction;~~
- ~~B. help the student learn to take responsibility for his/her actions;~~
- ~~C. be directed, where possible, to reduce the effects of any harm that may have been caused by the student's misconduct.~~

~~The Board shall attempt to provide, as resources permit, alternative programs and activities for disruptive students as a means to prevent or reduce discipline problems. In planning such programs, the District Administrator shall include guidelines that ensure cooperation with community agencies and organizations potentially helpful to such students.~~

~~The District Administrator shall communicate to all students and their parents the rules of this District regarding student conduct, the sanctions that may be imposed for breach of those rules, and the due process procedures that will be followed in administering the Code of Conduct.~~

~~The building administrators shall have the authority to assign discipline to students, subject to District administrative guidelines and the student's due process right to notice, hearing, and appeal.~~

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Legal 120.13(1), Wis. Stats.

Last Modified by Steve LaVallee on March 28, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of TUITION INCOME
Code	po6150
Status	
Adopted	July 18, 2016
Last Revised	July 17, 2017

6150 - **TUITION INCOME**

The Board shall assess tuition for attendance in District schools by students who are not entitled to receive a free, public education in this District and whose enrollment has been approved by the Board.

Tuition charges must be based on a statutory formula or other methods approved by DPI. ~~Tuition rates shall be determined in accordance with 121.83 and reviewed annually by the Board.~~ Rates will be available before the beginning of the school year or before the student's attendance commences. ~~Charges shall be the maximum permitted by law.~~

The Business Manager shall be responsible for the assessment and collection of tuition. Tuition billing may be assessed daily in advance of the period for which the billing is made.

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Legal 121.75 et seq., Wis. Stats.

Last Modified by Steve LaVallee on March 28, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of BUDGET PREPARATION
Code	po6220
Status	
Adopted	July 18, 2016
Last Revised	July 18, 2016

6220 - BUDGET PREPARATION

The District's operation and educational plan is reflected in its budgets. Each year, the Board will cause to have prepared and then review and approve the relevant District fund budgets.

Each budget shall be designed to carry out District operations in a thorough and efficient manner, maintain District facilities properly, and honor continuing obligations of the Board.

The Board shall ensure that adequate funds are reserved for the General Fund to maintain a secure financial position whereby the fund equity shall not fall below eighteen percent (18%) of the preceding year's expenditures.

A proposed budget requires the critical analysis of every member of the Board prior to approval; once adopted, the budget deserves the support of all members of the Board regardless of their position before its adoption.

The Board directs the Business Manager to present the budgets to the Board along with all available information associated with each budget in sufficient time to allow for proper analysis and discussion prior to the hearing.

When presented to the Board for review and/or adoption, the information shall **be presented as prescribed by State law, and in the format provided by the Wisconsin Department of Public Instruction, include, as appropriate:**

- A. ~~the proposed expenditure and revenue in each financial category for the ensuing year;~~
- B. ~~the actual expenditure, the approved budget, and the revenue in each financial category for the previous year and the first six (6) months of the current year;~~
- C. ~~the estimated expenditures and revenue in each financial category for the second six (6) months of the current year;~~
- D. ~~the anticipated unexpended or unappropriated balances or surpluses in the current year for each fund;~~
- E. ~~and the amount of fund equity anticipated at the end of the current year.~~

Revised 7/18/16

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Legal

Last Modified by Steve LaVallee on March 28, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of FUND BALANCE
Code	po6235
Status	
Adopted	July 18, 2016

6235 - FUND BALANCE

The Board places the responsibility of administering the budget, once adopted, with the District Administrator. The District Administrator shall monitor the Fund 10 fund balance and shall report the balance to the Board at the end of each budget year. The Fund 10 fund balance shall be maintained at a level sufficient to minimize or avoid short-term borrowing for cash flow purposes.

The Board shall ensure that adequate funds are reserved for the General Fund to maintain a secure financial position whereby the Fund 10 fund balance shall not fall below eighteen (18)% of the preceding year's Fund 10 expenditures. Budget preparation and management shall adhere to this fund balance expectation. (See Policy 6220 - Budget Preparation and Policy 6231 - Budget Implementation.)

Fund balances will be reported in the categories established by the Government Accounting Standards Board Statement 54 (GASB 54) and in consultation with District auditors. The Board will impose constraints on any funds placed in the committed and assigned classifications through consultation with the District's auditor. The applicable categories for fund balance designations are:

1. Nonspendable Fund Balance - amounts that cannot be spent because they are either (a) not in a spendable form (which includes items that are not expected to be converted to cash - e.g., inventories or prepaid amounts) or (b) legally or contractually required to be maintained intact (e.g., the corpus of an endowment fund).
2. Restricted Fund Balance - amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions, or by enabling legislation.
3. Committed Fund Balance - amounts constrained to specific purposes by the Board; to be reported as committed, amounts cannot be used for any other purpose unless the Board takes action to remove or change the constraint.
4. Assigned Fund Balance - amounts the Board intends to use for a specific purpose but are neither restricted nor committed; intent can be expressed by the Board or by an official or committee to which the Board delegates the authority.
5. Unassigned Fund Balance - amounts that are available for any purpose; these amounts are reported only in the general fund.

If, during the fiscal year, it appears to the District Administrator that the fund balance will be less than estimated, the District Administrator will bring forward for Board consideration recommendations that will protect the fund balances. Such recommendations shall be in accordance with the requirements of the law.

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Legal Government Accounting Standards Board Statement 54

Last Modified by Steve LaVallee on March 28, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No.1 + Safety Update
Title Copy of COOPERATIVE PURCHASING
Code po6440
Status
Adopted July 18, 2016

6440 - COOPERATIVE PURCHASING

The Board recognizes the advantages of centralized purchasing in that volume-buying tends to maximize value for each dollar spent. The Board, therefore, encourages the administration to seek advantages in savings that may accrue to this District through joint agreements for the purchase of supplies, equipment, or services with the governing body(ies) of other governmental units, including purchasing off the State Contract administered by the Wisconsin Department of Administration and/or a CESA joint purchasing contract.

The Board authorizes the Business Manager, or the District Administrator to enter into~~negotiate~~ such joint purchase agreements for services, supplies, and equipment.

Cooperative or joint purchases require an agreement approved by the Board and the participating contracting body(ies).

Such purchasing agreements~~that~~ shall specify the categories of equipment and supplies to be purchased; the manner of advertising for bids and of awarding contracts; the method of payment by each participating party and such other matters as may be deemed necessary to carry out the purposes of the agreement. Such agreements are subject to all legal bidding requirements.

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Legal Section 16.73 Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of PAYROLL DEDUCTIONS
Code	po6520
Status	
Adopted	July 18, 2016
Last Revised	November 19, 2018

6520 - **PAYROLL DEDUCTIONS**

The Board directs the District Administrator to ensure that deductions are made from an employee's paycheck as required by law (e.g., State and Federal withholding, ~~and~~ employment taxes garnishments, and child support). The Board also authorizes payroll deductions for the following purposes:

- A. Wisconsin Retirement System (Standard Contribution)
- B. Wisconsin Retirement System (Voluntary Additional Contribution)
- C. Section 125 deductions (cafeteria plans)
- D. contributions to charitable corporations, not-for-profit and community fund organizations
- E. payment of group insurance premiums for a plan in which District employees participate
- F. payment for benefits of part-time employees who elect to participate in benefits provided to full-time staff
- G. 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 June 4, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of VIDEO SURVEILLANCE AND ELECTRONIC MONITORING
Code	po7440.01
Status	
Adopted	November 21, 2016

7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

The Board authorizes the use of video surveillance and electronic monitoring equipment at various facilities and school sites throughout the District and on school buses.

The District Administrator is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the District. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g. school hallways, entryways, the front office where students, employees and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the District Administrator, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy (e.g. restrooms, locker rooms, changing areas, private offices (unless there is express consent given by the office occupant), or conference/meeting rooms), or in individual classrooms during instructional times. Administrators are authorized to carry and use portable video cameras when responding to incidents. The Board authorizes security personnel to use body-worn video cameras while on duty, but prohibits them from being operated while the individual is routinely patrolling restrooms and locker rooms, unless the staff member is responding to a specific incident.

Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Legible and visible signs shall be placed at the main entrance to buildings and in the areas where video surveillance/electronic monitoring equipment is in use to notify people that their actions/behavior are being monitored/recorded. Additionally, the District Administrator is directed to annually notify parents and students via school newsletters or the Student Handbook, and staff via the Staff Handbook, of the use of video surveillance/electronic monitoring systems in their schools. **In cases approved by the District Administrator, camera surveillance may be used for investigatory purposes without staff, student, or public notice if the usage is calculated to further investigation into misconduct believed to have occurred or believed to be ongoing.**

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Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file.

Ordinarily video surveillance/electronic monitoring equipment will not be used to make an audio recording of conversation occurring on school grounds or property.

The Board will not ~~place use~~ video surveillance/electronic monitoring equipment ~~for the purpose of~~ obtaining information ~~for the purpose of~~ routine staff appraisal/evaluation or monitoring; however, video footage captured in the normal course of surveillance which shows information pertinent to staff performance or conduct may be used for that purpose.

Recordings ~~that capture~~ of students may be student records and as such will be treated as confidential, subject to the Board's public records and student records policies. ~~Consequently, because the Board is bound by Wisconsin Pupil Records Statute and the Family Educational Rights and Privacy Act (FERPA), copies of video recordings containing personal identifiable information about students shall not be released except to school officials with legitimate educational interests. Parents or guardians of minor students, and students who~~

~~are eighteen (18) years of age or older, who are charged with disciplinary violations may view relevant portions of any video recording related to the charge, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e. the privacy rights of any other students whose images appear on the recording). Likewise, school personnel may view relevant portions of any video relating to any disciplinary charge against them, upon written request to the building principal, provided that viewing the recording does not violate State and/or Federal law (i.e. the privacy rights of any students whose images appear on the recordings). Otherwise, such confidential recordings shall only be released through subpoena or court order.~~

Retention, Secure Storage, Access to and Disposal of Video Recordings

~~The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within **seven (7) calendar days** of the event/incident. Unless a formal complaint is being investigated, recordings may be destroyed after **thirty (30) calendar days**. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept consistent with the Board's record retention policy depending on the nature of the video record retained, but for a minimum of one (1) year from the date of the action taken. Recordings may also be kept beyond the normal retention period if they are going to be utilized for training purposes.~~

~~Video recordings, if stored on a removable/portable device or on a locally hosted server, when not in use, shall be stored in a locked cabinet or room in an area to which students and the public do not normally have access. Any video data stored on a cloud-based server system must be stored pursuant to a vendor agreement that assures the confidentiality of data accessible only to school officials.~~

~~Access to and viewing of video recordings is limited to authorized personnel. The technology director is responsible for maintaining a proper audit trail for all video recordings (i.e., logs must be maintained of all instances of access to, and use of, recorded material – the log must document the person accessing the recording, the date and time of access, and the purpose). The technology director shall approve requests for access to recorded and stored video images. The technology director may authorize the viewing of recorded images in the event of an ongoing law enforcement investigation, an incident involving property damage or loss, or for other reasons deemed appropriate.~~

~~Video files should not be transmitted electronically to sources outside the District except as required or permitted by law.~~

~~All video surveillance/electronic monitoring recording media shall be considered legal evidence and treated as confidential or as directed by Board counsel. The release of original video recordings to individuals or outside agencies may only occur pursuant to subpoena or court order after the same has been reviewed by Board counsel.~~

~~Original video recordings shall never be edited or manipulated in any manner. When video recordings are requested by any law enforcement agency as part of an ongoing investigation, a duplicate may be provided for that purpose. The original media shall be protected from accidental overwrite or erasure during the duplicating process. Nothing in this paragraph prohibits the redaction of personally identifiable information from duplicated media when mandated by FERPA.~~

~~Video recordings may never be sold publicly, viewed or distributed in any other fashion except as provided for by Board policy and this guideline, and consistent with State and Federal law.~~

~~Video surveillance/electronic monitoring recordings shall be retained, stored and destroyed, including storage logbooks, pursuant to the District's Records Retention Schedule.~~

~~Devices containing video recordings, scheduled to be destroyed must be securely disposed of in such a way that the personal information cannot be reconstructed or retrieved (e.g. shredding, burning, magnetically erasing the personal information).~~

~~The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within seven (7) days of the event/incident. Unless a formal complaint is being investigated, recordings shall be destroyed after thirty (30) days. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept for a minimum of one (1) year from the date of the action taken. Recordings may also be kept beyond the normal retention period if they are going to be utilized for training purposes.~~

This policy does not address or cover instances where school officials record a specific event (e.g. a play, music performance, athletic contest, graduation, or Board meeting), or an isolated instance where a classroom is video recorded~~taped~~ for educational or research purposes. Authorized video recording~~taping~~ for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

The District Administrator is directed to develop administrative guidelines to address the use of video surveillance/electronic monitoring equipment in school buildings, school buses and on property owned and/or operated by the Board.

Video surveillance is to be implemented in accordance with this policy and the related guidelines and consistent with the school safety plan. The Board will not accept or tolerate the improper use of video surveillance/electronic monitoring equipment and will take appropriate action in any cases of wrongful use of this policy.

~~Annually, the District Administrator shall conduct a review to verify that this policy and its implementing guidelines are being adhered to, and report to the Board on the use of video surveillance/electronic monitoring equipment in the District.~~

Legal

19.31 – 19.39, 118.125 Wis. Stats.

FERPA 20 U.S.C. 1232g

34 C.F.R. 99.1-99.67

Title I of the Electronic Communication Privacy Act of 1986

18 U.S.C. 2510-2521

Last Modified by Steve LaVallee on June 4, 2019

Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of SAFETY AND SECURITY
Code	po7440
Status	
Adopted	November 21, 2016
Last Revised	November 19, 2018

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 the District's School Safety Plan, in compliance with State and Federal laws, as described in Policy 8420. ~~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 schoolmain 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 schoolmain 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. SchoolMain 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, persons may be fined not more than \$10,000 or imprisoned not more than ninety (90) days.

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 schoolmain office. In the event the schoolmain 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 restrict access of ~~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 schoolmain office.

Sex Offenders on School Property

Any person who is a registered sex offender under Wisconsin Law is required to notify the District Administrator 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. 28, No.1 + Safety Update
Title	Copy of STUDENT RECORDS
Code	po8330
Status	
Adopted	November 21, 2016
Last Revised	December 18, 2017

8330 - **STUDENT RECORDS**

In order to provide appropriate educational services and programming, the Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Except for data identified by policy as "directory data," student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

The Board is responsible for the records of all students who attend or have attended schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District or specifically permitted by this Board will be compiled by Board employees.

In all cases, permitted, narrative information in student records shall be objectively-based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

Address Confidentiality Program

Students who are verified participants in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice shall be permitted to use their substitute assigned address for all District purposes. The Board shall refrain from including the student's actual/confidential residential address in any student records or files (including electronic records and files) or disclosing the student's actual/confidential residential address when releasing student records. The Board shall only list the address designated by the Wisconsin Department of Justice to serve as the student's address in any student records or files, including electronic records and files. Further, the Board shall use the student's substitute assigned address for any and all communications and correspondence between the Board and the parent(s) of the student (or adult student). The student's actual/confidential residential address shall be maintained in a separate confidential file that is not accessible to the public or any employees without a legitimate purpose. The intentional disclosure of a student's actual/confidential residential address is prohibited.

The Board may enter into a memorandum of understanding with a county department under State statutes (s. 46.215, 46.22 or 46.23) or a tribal organization, as defined under Federal law, that permits disclosure of information contained in student records as provided under State law in cases in which the student's parent, if the student is a minor, or the student, if the student is an adult, does not grant permission for such disclosure.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older, or a student of any age who is enrolled in a postsecondary institution.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of eligible students, parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, or medical consultant); a contractor, consultant, volunteer or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers).

"Legitimate educational interest" is defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school district in which a student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:
 1. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
 2. the parent or eligible student, upon request, receives a copy of the record; ~~and~~
 3. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record; and
 4. no later than the next working day, the District shall transfer to another school, including a private or tribal school, or school district, all student records relating to a specific student if the transferring school district or private school has received written notice from the student if s/he is an adult or his/her parent or guardian if the student is a minor that the student intends to enroll in the other school or school district or written notice from the other school or school district that the student has enrolled or from a court that the student has been placed in a juvenile correctional facility, as defined in s. 938.02(10p), or a secured residential care center for children and youth, as defined in s. 938.02(15g);
In this subsection, "school" and "school district" include any juvenile correctional facility, secured residential care center for children and youth, adult correctional institution, mental health institute, or center for the developmentally disabled that provides an educational program for its residents instead of, or in addition to, that which is provided by public, private, and tribal schools.
- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student;
- C. disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the department of children and families, a county department under s. 46.215, 46.22, or 46.23, or a tribal organization, as defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by that department, county department, or tribal organization to access the student's case plan;
- D. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- E. report a crime committed by a child to appropriate authorities, and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
- F. release de-identified records and information in accordance with Federal regulations;
- G. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid

programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than a representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See Form 8330 F14.)

- H. disclose personally identifiable information from education records without consent, to authorized representatives of the Federal government, as well as State and local educational authorities. The disclosed records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. (See Form 8330 F16)

The District will verify that the authorized representative complies with FERPA regulations.

- I. request each person or party requesting access to a student's record to abide by Federal regulations and State laws concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of each request for access and each disclosure of personally identifiable information. Such disclosure records will indicate the student, person viewing the record, their legitimate interest in the information, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except as provided by applicable law.

DIRECTORY INFORMATION

Each year the District Administrator shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information":

- A. a student's name;
- B. photograph;
- C. participation in officially-recognized activities and sports;
- D. height and/or weight, if a member of an athletic team;
- E. date of graduation;
- F. degrees and awards received.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within fourteen (14) days after receipt of the District Administrator's annual public notice. Any parent or eligible student ~~that~~^{who} refuses to allow disclosure of directory data and participates in ~~the~~ extra-curricular activity must complete Form 2431 F1 – Parent Acknowledgement of Risk and Release, which includes a limitation on the refusal to disclose directory information obtained during the course of the student's participation in extra-curricular activities.

In accordance with Federal and State law, the Board shall release the names, addresses, and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces." The District Administrator is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory information," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the District Administrator shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information," on former students without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information.

INSPECTION OF INFORMATION COLLECTION INSTRUMENT

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible student must submit a written request to the building principal at least fourteen (14) business days before the scheduled date of the activity. The instrument will be provided to the parent or eligible student within fourteen (14) business days of the principal receiving the request.

The District Administrator shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment
- B. book clubs, magazine, and programs providing access to low-cost literary products
- C. curriculum and instructional materials used by elementary and secondary schools
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments
- E. the sale by students of products or services to raise funds for school- related or education-related activities
- F. student recognition programs

The District Administrator is directed to prepare administrative guidelines so that students and parents are adequately informed each year regarding their rights to:

- A. inspect and review the student's education records;
- B. request amendments if the parent believes the record is inaccurate, misleading, or violates the student's privacy rights;
- C. consent to disclosures of personally-identifiable information contained in the student's education records, except to those disclosures allowed by the law;
- D. challenge Board noncompliance with a parent's request to amend the records through a hearing;
- E. file a complaint with the United States Department of Education;
- F. obtain a copy of the Board's policy and administrative guidelines on student records.

The District Administrator shall also develop procedural guidelines for:

- A. the proper storage and retention of records including a list of the type and location of records;
- B. informing Board employees of the Federal and State laws concerning student records.

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this Board as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Furthermore, such an entity must enter into a written contract with the Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. In addition, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board. See Form 8330 F14 and Form 8330 F16 for additional contract requirements.

Revised 7/17/17

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Legal

46.23 Wis. Stats.

46.22 Wis. Stats.

46.215 Wis Stats.

115.298 Wis. Stats.

118.125, Wis. Stats.

118.125(2)(q) Wis. Stats.

25 U.S.C. 450b(L)

34 C.F.R. Part 99

20 U.S.C. Section 1232f (FERPA)

20 U.S.C. Section 1232g (FERPA)

20 U.S.C. Section 1232h (FERPA)

20 U.S.C. Section 1232i (FERPA)

26 U.S.C. 152

20 U.S.C. 1400 et seq., Individuals with Disabilities Education Improvement Act

20 U.S.C. 7165(b)

20 U.S.C. 7908

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Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of SCHOOL SAFETY AND CRISIS INTERVENTION
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Status	
Adopted	November 21, 2016

8410 - SCHOOL SAFETY AND CRISIS INTERVENTION

The Board is committed to maintaining a safe school environment. The Board believes that school crime and violence are multifaceted problems that need to be addressed in a manner that utilizes the best resources and coordinated efforts of District personnel, law enforcement agencies, and families. The Board further believes that administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-sponsored activity or while enroute to or from school, or a school-sponsored activity. The Board also believes that the first step in addressing school crime and violence is to assess the extent and nature of the problem(s) or threat, and then plan and implement strategies that promote school safety and minimize the likelihood of school crime and violence.

The District shall develop and the Board shall approve a school safety plan consistent with Policy 8420 - School Safety. ~~A school safety plan will be developed for each school in the District and approved by the Board. Each school's plan will be reviewed no less than every three (3) years and resubmitted to the Board for approval.~~

Persistently Dangerous Schools

The Board recognizes that State and Federal law requires that the District report annually incidents that meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. It is further understood that the State Department of Education will then use this data to determine whether or not a school is considered "persistently dangerous" as defined by State policy.

Pursuant to the Board's stated intent to provide a safe school environment, the school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in any school exceed the threshold number established in State policy, the District Administrator shall convene a meeting of the building administrator, representative(s) of the local law enforcement agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

The District Administrator shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, students attending the school shall have the choice option as provided in Policy 5113.02 and AG 5113.02.

In addition, the District Administrator shall convene a meeting of the building administrator, representative(s) of the local law enforcement agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State law the parents of the eligible student shall have the choice options provided by Policy 5113.02 and AG 5113.02.

Legal

Title IX, Section 9532 of the No Child Left Behind Act of 2001
118.07(4)(a)-(d) Wis. Stat.

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8420 - **SCHOOL SAFETY**EMERGENCY-PREPAREDNESS

The Board recognizes that its responsibility for the safety of students extends to possible natural and man-made disasters and that such emergencies are best met by preparedness and planning.

Each school shall develop a school safety plan in accordance with State requirements, and each school's safety plan shall be reviewed and approved every three (3) years by the Board. The plan contains guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, including recess, concerts and other performances, athletic events, and any other extracurricular activity or event. The plan shall contemplate the use of tools to mitigate threats of school violence, including video surveillance, school resource officers, metal detectors, and other such preventative safety measures in addition to responsive measures.

The school safety plan shall include the manner of scheduling, conducting, and reviewing required drills, including fire drills, tornado or other hazard drills, school safety incident drills, and school violence drills. Each school safety plan shall specify for each type of required drill how many and how frequently they will be conducted for each building in compliance with State law requirements for the performance of such drills. The plan shall designate the responsible administrator for each building for assuring that required drills are completed, reviewed, and reported as required by law.

~~The Board authorizes a system of emergency preparedness that shall require that fire drills are conducted at least once each month; tornado drills are conducted at least twice annually and school safety incident action plan drills are conducted at least twice annually.~~

The Board must submit the following to the Wisconsin Office for School Safety prior to January 1st of each year:

1. A copy of its school safety plan.
2. The date(s) of the required annual safety school violence event drill or drills held conducted in accordance with each building's school safety plan during the previous year.
3. Certification that the Board reviewed a required written evaluation of the drill or drills.
4. The date of the most recent school training on school safety and the number of attendees.
5. The most recent date the Board reviewed and approved the school safety plan.
6. The most recent date the Board consulted with a local law enforcement agency to conduct on-site safety assessments.

School administrators and staff are mandatory reporters of suspected child abuse and neglect pursuant to Wis. Stats. § 48.981 (2)(a). The Board also requires all employees to receive training regarding mandatory reporting of school violence threats pursuant to Wis. Stats. § 175.32(2) and (3). If the threat constitutes a serious and imminent threat to the health or safety of a student or school employees or the public, it shall be reported to law enforcement. A good faith standard exists for reporting threats made by an individual seen in the course of professional duties. These obligations and procedures are covered by Board Policy 8462 - Child Abuse and Neglect, as well as Policy 8462.01 - Threats of Violence. All threats to the safety of District facilities shall be identified by appropriate personnel and responded to promptly in accordance with the school safety plan.

~~All threats to the safety of District facilities shall be identified by appropriate personnel and responded to promptly in accordance with the plan for emergency preparedness.~~

~~Each school's emergency preparedness plan shall be reviewed by the Board at least once every three (3) years following initial adoption.~~
In response to public records requests for school safety documents, after consultation with the District legal counsel and local law enforcement authorities, the District Administrator shall redact such information that may be sensitive safety or security information that is in the public's interest to remain confidential.

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Legal 118.07, 121.02(g)(i), Wis. Stats.

Last Modified by Steve LaVallee on June 4, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No.1 + Safety Update
Title NEW POLICY - SPECIAL UPDATE - SCHOOL SAFETY - THREATS OF VIOLENCE
Code po8462.01
Status

NEW POLICY - SPECIAL UPDATE - SCHOOL SAFETY

8462.01 - THREATS OF VIOLENCE

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 if the following is present:

- A. A staff member, in the performance of his/her professional duties, hears or receives a threat of violence in or targeted at a school; and
- B. That staff member believes, in good faith, based on the threat that the health and safety of any person is in serious and imminent threat.

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 details concerning the basis for the report.

Staff Training Required

The Board shall require every employee to receive training provided by the Department of Public Instruction (DPI) regarding the laws governing the reporting of a threat of violence. Such training shall be completed within the first six (6) months of employment in the District and at least once every five (5) years after the initial training. This training may be held in conjunction with staff training for threatened or suspected child abuse or neglect as required in Policy 8462.

Training conducted in fulfillment of this policy shall include a record of the date, time, duration, and content of the training, as well as a list of all attendees at the training. The District Administrator shall submit a report to DPI annually by January 1st that identifies the training performed under this section, along with the reporting required under Policy 8420 - School Safety and Emergency Preparedness.

Procedures for Reporting - Threats of Violence

An employee, regardless of position, shall immediately inform, by telephone or personally, a law enforcement agency of the facts and circumstances contributing to the belief that there is a serious and imminent threat to the health or safety of a student or school employee or the public. The report shall contain detailed information concerning the nature of the threat. The staff member shall cooperate fully with law enforcement. When such a report is made, the staff member shall also inform the building administrator or District Administrator, as well as the School Resource Officer, if available. If a threat is reported to the building administrator, s/he shall immediately notify the District Administrator and coordinate the District's coordination with law enforcement, students, and parents as the circumstances require.

Sanctions for Making Threats

All threats of violence are to be taken seriously. No staff member who reports a threat in good faith shall be subject to disciplinary action. Failure to report or undue delay in reporting a threat may result in disciplinary action.

Any student or staff member who makes a threat of violence will be evaluated for disciplinary action, up to possible referral for expulsion in the case of students (See Policy 5610) or termination from employment in the case of staff (See Policy 3140/Policy 4140).

The administration may, with the assistance of law enforcement personnel, remove from and/or prohibit the presence on school property, any member of the community, including a volunteer, parent, contractor, coach, etc., who makes a threat of violence in or against the school. In such a case, the District Administrator shall notify the Board as soon as is practicable.

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Legal

Wis. Stat. 118.07(5)

Wis. Stat. 175. 32

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Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	REVISED POLICY - SPECIAL UPDATE - SCHOOL SAFETY - CHILD ABUSE AND NEGLECT
Code	po8462
Status	
Adopted	November 21, 2016
Last Revised	November 19, 2018

REVISED POLICY – SPECIAL UPDATE – SCHOOL SAFETY

8462 - CHILD MANDATORY REPORTING OF STUDENT ABUSE AND NEGLECT AND THREATS OF VIOLENCE

The Board 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. In addition, 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 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.~~

~~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.~~

Staff Training Required

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. This training may be held in conjunction with staff training for threats of violence as required in Policy 8462.01.~~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.~~

Training conducted in fulfillment of this policy shall include a record of the date, time, duration, and content of the training, as well as a list of all attendees at the training.~~The required training shall also include training on the laws governing the reporting of threats of violence in or targeted at a school.~~

Reporting of Suspected Child Abuse or Neglect~~Procedures for Reporting – Child Abuse and Neglect~~

Each District employee who has reasonable cause to suspect child abuse or neglect has occurred or is occurring, or has reasonable cause to believe a child has been threatened with abuse or neglect and that abuse or neglect is likely to occur shall be responsible for reporting immediately every case, whether verified or suspected, the circumstances giving rise to the reasonable cause.

Reporting is mandatory even if the staff member has reason to believe that the abuse or neglect occurred, but is no longer occurring (for example, the child is no longer living with the suspected abuser). Staff members should make reports based on reasonable cause to suspect abuse or neglect and are not permitted to first investigate the circumstances in an effort to verify abuse or neglect. This can cause a loss of time and jeopardize law enforcement or social services investigations into child welfare concerns.

Reporting Procedures

The employee shall immediately call the local office of the Child Welfare Department, ~~social services department,~~ or local law enforcement agency.

Employees shall also notify the building level administrator or the District Administrator~~appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect and Threats of Violence.~~

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order, ~~or as otherwise compelled by law.~~ A reporting employee shall not be dismissed or otherwise penalized for making a ~~good faith~~ report of child abuse or neglect, unless such report was made knowing it to be false and for the purpose of harming the accused or victim in the report. ~~The details of any reported incident, including the identities of the individuals involved or noted in the report, shall be kept confidential to the extent permitted. Any staff member who disseminates such information other than as permitted or required by policy or legal obligation may be subject to disciplinary action. Any staff member who reports suspected child abuse or neglect will not be subject to disciplinary action and is immune from civil liability to the extent provided for by law.~~

Information concerning alleged child abuse is confidential. Any unauthorized disclosure by an official or employee of the District is a violation of the law and may subject the disseminator to civil liability for resulting damages and disciplinary action.

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the District Administrator. Staff member reporting obligations under this policy and applicable law are the same regardless of whether the suspected abuser is a parent, guardian, or another staff member, and reports should be made accordingly.

Procedures for Reporting – Threats of Violence

~~An employee, regardless of position, who receives a threat or hears a threat of violence in or targeted at a school shall immediately inform law enforcement. The report shall contain detailed information concerning the nature of the threat. The staff member shall cooperate fully with law enforcement. When such a report is made, the staff member shall also inform the building administrator or District Administrator. If a threat is reported to the building administrator, s/he shall immediately notify the district administrator and coordinate the District's coordination with law enforcement, students, and parents as the circumstances require.~~

~~All threats of violence are to be taken seriously. No staff member who reports a threat in good faith shall be subject to disciplinary action. Failure to report a threat may result in disciplinary action.~~

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Legal 48.981, Wis. Stats.
 118.07(5), Wis. Stats.
 175.32, Wis. Stats.

Last Modified by Steve LaVallee on March 28, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Code	po9130
Status	
Adopted	April 23, 2018
Last Revised	November 19, 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. 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) business days of the latest attempt to resolve the matter.~~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 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 final resolution of the matter.~~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 advise the Board of the committee's recommendation and his/her decision.

G. The individual(s) may submit an appeal the District Administrator's decision in writing to the Board President within ten (10) business days of receiving the decision. The written appeal and all written material relating to it shall be referred to the Board for review.

H. The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable. The Board shall determine on a case-by-case basis whether its review will include appearances by the petitioner and administration, be based on written submissions, or only on the record produced by the Committee and/or District Administrator.

No challenged material may be permanently removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

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Legal 118.01, Wis. Stats.
 118.019, Wis. Stats.
 20 U.S.C. 1232h

Last Modified by Steve LaVallee on June 4, 2019



Book Policy Manual
Section For Board Review - Vol. 28, No.1 + Safety Update
Title Copy of SCHOOL VISITORS
Code po9150
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9150 - SCHOOL VISITORS

The Board welcomes and encourages visits to school by parents, other adult residents of the community and interested educators. But in order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to establish visitor guidelines.

In accordance with 120.13(35), Wis. Stats., the District Administrator has the authority to establish conditions for entering or remaining in a District building. ~~The District Administrator has the authority to~~ prohibit the entry of any person to a school of this District or to require a visitor to leave when there is reason to believe the presence of such person would be or is detrimental to the good order of the school. If such an individual refuses to leave the school grounds or creates a disturbance, the supervisor or administrator in charge is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Parents, who are registered sex offenders and wish to participate in their child's school activities, may be allowed on campus at the discretion and under the direction of the Principal. Such parents must inform the school administration of any time that they will be on school grounds. Conditions may be imposed upon participation, including but not limited to the following: must have prior permission, must check in, must have approved escort in building or at event, must leave premises immediately upon conclusion of business, and may not visit while school is in session.

Nonstaff access to students and classes must be limited and only in accordance with a schedule which has been determined by the Principal after consultation with the teacher whose classroom is being visited. Classroom visitations must not disrupt the educative process and learning environment and should not occur on an excessive basis.

Parent concerns about any aspect of his/her child's educational program should be presented through the procedure set forth in Board Policy 9130 - Public Complaints, a copy of which is available at the District office and at each school.

Individual Board members who are interested in visiting schools or classrooms on an unofficial basis shall make the appropriate arrangements with the Principal. In keeping with Board bylaws, such Board member visits shall not be considered to be official unless designated as such by the Board.

The Board member shall be visiting as an interested individual in a similar capacity of any parent or citizen of the community. These visits are not inspections nor are they supervisory in nature.

If, during a visit to a school or program, a Board member observes a situation or condition that causes concern, s/he should discuss the situation first with the District Administrator as soon as convenient or appropriate. Such a report or discussion shall not be considered an official one from the Board.

All commercial, religious, or political representatives must have written permission of the District Administrator and principal of the building concerned before they may contact any District teachers, employees, or students during the school-day.

All visitors to a school of the District must comply with the visitor rules as set forth in Board Policy 7440, Facility Security.

Any individual in violation of this policy may be referred to law enforcement officials for prosecution under applicable state law(s).

Legal

120.13(35), Wis. Stats.

301.475(3)(c), Wis. Stats.

Last Modified by Steve LaVallee on March 28, 2019

Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	PROCEDURE FOR CHARGED MEALS
Code	ag8500A - District Request for Review
Status	Proposed to Policy & Human Resources Committee

8500A - **PROCEDURE FOR CHARGED MEALS**

[Note: this is only pertinent if the District policy selection in Policy 8500 permits negative account balances]

It is the responsibility of the parents to provide lunch for their children while at school. However, it is important to provide children the nutrition they need to stay focused during the school day. This procedure shall apply in the event that a child neither has a lunch nor the funds to purchase a lunch.

Procedure Negative Food Service Accounts.

1. Automatic notices through the Skyward system will be set by the Food Service Manager. The Food Service Department will notify a family of a low balance starting at \$5 per Board Policy. This will be changed so that only negative account balances will receive Skyward notifications for the summer months.
2. Once balances reach -\$15, a letter will be sent by the Food Service Manager indicating that families will no longer be extended credit starting at a date that allows for delivery of the letter (1 week from the date the letter will be sent). ("Cut Off letter").
3. The Food Service Manager will maintain a deny food service list for each school using the Google Sheet "Food Service Accounts – Confidential." This will be updated at least once per week by the Food Service Manager.
4. The Business Manager, Principal, School Counselor, and School Secretary will receive notification by email from the Food Service Manager when letters are mailed and the Google Sheet "Food Service Accounts – Confidential" is updated.
5. When deposits are made into a listed, negative balance payor account:
 - a. The School Secretary will update the Google Sheet "Food Service Accounts – Confidential" with the date that the account has been made positive.
 - b. The School Secretary will notify the Food Service Manager.
 - c. The Food Service Manager will turn off all stops on the account in the Skyward system.
6. Each morning before 10:00 a.m., the School Counselor or a designee will discreetly check with each student on the "Food Service Accounts – Confidential" sheet to check if a deposit has been made or ensure that the student has a bag lunch from home (and/or in the case of an older student – that the student has money and is planning to go off campus or home for lunch). If the student has no lunch or lunch arrangements, the counselor or office personnel will assist the student in calling a parent or an emergency contact if needed to make lunch arrangements.
7. In cases of verified need, the school counselor has funds available to purchase a meal for a student at his/her discretion. However, this is only a single day or temporary solution and the Counselor and/or Principal should work with the family and student to make arrangements so that the student brings a lunch the next day. It is the family's responsibility to provide a lunch. At the Counselor's discretion, older students can be taught how to prepare their own bag lunch.

- a. The Counselor has cards that they may give a student to use to purchase a meal.
 - b. The food service staff working the POS computer will keep the card and note the purchase. This will be given to the Food Service Manager.
 - c. The Food Service Manager will enter the purchase and a corresponding payment (donation) into the family account.
 - d. The Food Service Manager will notify the Business Manager of the amount of all purchases using these cards for tracking purposes.
 - e. The Food Service Manager will return the cards to the school counselor's mailbox.
8. The School Counselor and/or Principal will work with the Food Service Manager to provide an alternate meal if this is deemed to be best for the student.
9. The Food Service Manager will supply need-to-know food service staff with the names of students who are no longer allowed to purchase school lunch/breakfast. Food service staff will monitor the food service line. If a student attempts to go through the line, food service staff will notify the student that they are to report to the guidance office before they receive any food. If students refuse to leave the line or are allowed accidentally through the food service line, food service staff must notify the Food Service Manager at their earliest availability. Food service staff may not take away a tray of food from a student or in any way bring attention to a negative balance situation. The Food Service Manager will notify the School Counselor or Principal on the same day of such an occurrence. The Principal or School Counselor will address the student on that same day.
10. Office personnel will enter deposits into family accounts on the same day they are received by 10:00 a.m. Students will NOT be allowed to purchase ala carte items if their balance is negative unless they have a signed and dated note from the school office indicating that their balance is indeed positive on that day.
11. The School Counselor may include the Principal or Business Manager for assistance in contacting families who are difficult to reach. Alternate contact attempts may include sending a certified letter or making a home visit.

{SELECT OPTION #1 OR OPTION #2}

{ } [OPTION #1]

An elementary student (Grades _____) may charge **[OPTION 1]: ()** three (3) meals **()** five (5) alternative meals **[select only if alternative meals are made available]** **[OPTION #2]: ()** _____ meals **()** _____ alternative meals **[select only if alternative meals are made available]** **[OPTION #3]:** may charge up to \$_____. **[END OF OPTION]**. An alternative meal consists of a cheese or peanut butter sandwich, fruit, and milk. Prior to meal service the student's teacher will be given a note to let the student know they will be receiving an alternative lunch that day and to allow them to attempt to contact their parent one (1) more time. This will eliminate any surprises on the child's part and provide the parent with one (1) more opportunity to pay the student's charge balance.

A middle school student (Grades _____) may charge **[OPTION 1]: ()** three (3) meals **()** five (5) alternative meals **[select only if alternative meals are made available]** **[OPTION #2]: ()** _____ meals **()** _____ alternative meals **[select only if alternative meals are made available]** **[OPTION #3]:** may charge up to \$_____. **[END OF OPTION]**

A high school student may charge **[OPTION 1]: ()** three (3) meals **()** five (5) alternative meals **[select only if alternative meals are made available]** **[OPTION #2]: ()** _____ meals **()** _____ alternative meals **[select only if alternative meals are made available]** **[OPTION #3]:** may charge up to \$_____. **[END OF OPTION]** (Grades _____) may charge only **()** one (1) meal OR **()** _____ meals. **[END OF OPTION]**

Disabled and handicapped students at all grade levels will continue to receive their school meals with no interruption while their parents are being contacted for payment.

No student ~~who~~that is receiving free lunch may be denied lunch even if the student has a negative account balance and no student receiving reduced price lunch may be denied a lunch if the student has sufficient cash on hand to pay for the meal, regardless of whether the student has a negative account balance. **[DRAFTING NOTE: A student receiving free lunch could still have a negative balance if the student qualified for free lunch after a period of initial enrollment during which time the negative balance had accumulated]**

A student shall not be permitted to purchase a la carte items without sufficient account balance or cash on hand.

{END OF OPTION #1}

OR

{ } [OPTION #2]

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

~~(-) Every effort shall be made by school personnel to avoid embarrassing or in any way harming the student as a result of account deficiencies.~~

~~{IF ALTERNATIVE MEALS WILL BE MADE AVAILABLE -- REVIEW THE FOLLOWING SECTION}~~

Alternative meals provided to students that receive free or reduced priced meals

~~{OPTION #1}~~

~~will be claimed for reimbursement (-) and any balance charged to the student. These meals will be the least expensive entree item in the USDA meal pattern. **[For Districts that Offer items as opposed to Serve them]** Students will be offered at least five (5) lunch components (-) and four (4) breakfast components.~~

~~{OPTION #2}~~

Will not be claimed for reimbursement to the food service program and will not be charged to the student.

~~{END-OF-OPTIONS}~~

~~A student's parents, teacher, and Principal will all be notified of the delinquency in the student's account each time it is necessary for the student to charge a meal to give the parents time to send a check or cash to school with their child to give to the~~

~~_____.~~
~~{ } Parents may also pay for school meals via the Internet through the District's Nutrition Services website.~~

~~{ } Student account balances shall carry over from year to the next, except that upon departure from the District for any reason, any remaining account balance shall be refunded to the parents, unless the parents donate funds back to the program. Students who receive paid or reduced price lunch are not permitted to donate to the food service program any funds left in the student's account upon departure and must be fully refunded to the student or parent.~~

At the discretion of each Principal, a school or private service fund may be established to pay for student's charged meals, rather than to offer the alternative meal. The Business Manager~~Nutrition Services Manager~~ will work with each Principal to determine a payment schedule for these meals.

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Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	po1623
Status	
Adopted	October 17, 2016
Last Revised	November 19, 2018

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

The Board 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

~~Business Manager~~ ~~Director of Curriculum Assessment~~
School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org@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@manawaschools.org@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 website.

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) business days. If no decision is rendered within ten (10) business days, or the decision is unsatisfactory in the opinion of the complainant, the employee may file, in writing, an appeal with the District Administrator. The CO shall maintain the District's files and records relating to the complaint.
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The District Administrator will render his/her decision within ten (10) business days of the hearing.
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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.

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 June 12, 2019



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	po3123
Status	
Adopted	May 16, 2016

3123 - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board 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, has a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for oneself, 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 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
Business Manager ~~Director of Curriculum and~~

Daniel Wolfgram
High School/Junior High Principal

Assessment

School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5840
cobrien@manawaschools.org@manawa.k12.wi.uw

School District of Manawa
800 Beech Street
Manawa, WI 54949
920-596-5310
dwolfgram@manawaschools.org@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 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.

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- 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 District CO for good cause.
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U.S. Department of Education
Office for Civil Rights
Citigroup Center
500 W. Madison Street
Suite 1475
Chicago, IL 60661
(312) 730-1560
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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



Book	Policy Manual
Section	For Board Review - Vol. 28, No.1 + Safety Update
Title	Copy of SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	po4123
Status	
Adopted	May 16, 2016

4123 - **SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT**

The Board 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.

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FAX: (312) 730-1576
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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



School District of Manawa

"Students Choosing to Excel, Realizing Their Strengths"

To: Carmen O'Brien

From: Brenda Suehs

Date: March 13, 2019

Re: Recommendation for Prime Vendor

Formally, I would like to recommend that the School District of Manawa select Reinhart Food Service as the prime vendor for the 2019-2020 school year.

I had sent a Request for Proposal to four vendors: Indianhead Food Service, Gordon Food Service, Sysco Eastern Wisconsin, and Reinhart Food Service. We received back no response from Indianhead food service. Gordon Food Service responded that they currently do not have any distribution routes in our area. Sysco Eastern Wisconsin and Reinhart Food Service both returned the Request for Proposal.

After carefully reviewing both responses, Reinhart had greater cost savings, as well as the option for deliveries more than once a week. Reinhart also offers continued education units, food safety seminars and training publications. All of which are beneficial to our program to aide in compliance with state and federal regulations.

Further, we have been working with Reinhart as our prime vendor for a couple years now and we have a good rapport as of thus far. Our representative visits once a month as well as corresponds via email to make sure we have everything we need, and our delivery drivers are always pleasant and courteous when on site.

Sincerely,

Brenda Suehs

School District of Manawa



School District of Manawa

"Students Choosing to Excel, Realizing Their Strengths"

To: Carmen O'Brien

From: Brenda Suehs

Date: June 13, 2019

Re: Recommendation for Dairy Vendor

Formally, I would like to recommend that the School District of Manawa select Engelhardt Dairy as the Dairy Vendor for the 2019-2020 school year.

I had sent a Request for Proposal to three vendors: Kemps, Dean Foods, and Engelhardt Dairy. We received back no response from Kemps. We received a response from both Dean Foods and Engelhardt Dairy. The price comparison between the two shows Engelhardt Dairy has more cost efficient pricing. Furthermore, all of our milk coolers are owned by Engelhardt Dairy with no fees attached. Which would mean if we proceeded with Dean Foods at this time we would need to rent or purchase different milk coolers.

Sincerely,

Brenda Suehs

School District of Manawa

Engelhardt Dairy

Item Description	Unit Size	Annual Elementary School (estimated)	Annual High School (estimated)	Total Annual (estimated)	Prices	Extended Price (Total Annual X Price)
Fat Free (skim)	half pint	900	660	1560	\$.192	\$ 299.52
1% white	half pint	4000	2110	6110	\$.204	\$ 1246.44
FF Chocolate (skim w/HFCS)	half pint	38545	18550	57095	\$.214	\$ 12218.33

Total Extended Cost:	\$ 13,764.29
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* PLEASE NOTE: 1% CHOCOLATE IS AVAILABLE FOR .215

Dean Foods

Item Description	Unit Size	Annual Elementary School (estimated)	Annual High School (estimated)	Total Annual (estimated)	Prices	Extended Price (Total Annual X Price)
Fat Free (skim)	half pint	900	660	1560	\$.2267	\$ 353.105
1% white	half pint	4000	2110	6110	\$.2387	\$ 1458.46
FF Chocolate (skim w/HFCS)	half pint	38545	18550	57095	\$.2379	\$ 13,582.90
						15,395.01

Total Extended Cost \$ 15,395.01



School District of Manawa

"Students Choosing to Excel, Realizing Their Strengths"

To: Carmen O'Brien

From: Brenda Suehs

Date: June 13, 2019

Re: Recommendation for Bread Vendor

Formally, I would like to recommend that the School District of Manawa select Pan O' Gold as the bread vendor for the 2019-2020 school year.

I had sent a Request for Proposal to three vendors: Gordon Food Service, Pan O' Gold, and Bimbo Bakeries. We received back no response from Bimbo Bakeries. Gordon Food Service responded that they currently do not have any distribution routes in our area. Pan O' Gold returned the Request for Proposal.

Our past experiences with the company have been good, the prices are fair, and the quality of the products have always been satisfactory. We would be fortunate to continue with them for this upcoming School Year.

Sincerely,

Brenda Suehs

School District of Manawa

Pan-O-Gold Baking Co.

School: Manawa School District 2019 to 2020

AVAILABLE 51% WHOLE GRAIN PRODUCTS

Product Code	Description	Package Description	Servings Per Pack (Usable)	Grams per Serving	Grain Bread Equivalents	Whole Grain per Serving	Sodium per Serving	Cost Per Piece	Cost Per Pack
309	51% Whole Grain Sandwich Bread (St. Cloud or Sun Prairie Only)	27 oz Loaf	25	28g	1	9g	110mg	\$0.0740	\$1.85
520	51% 5" Whole Grain Hoagie Bun	Bulk Pack	24	57g	2	19g	260mg	\$0.1700	\$4.08
538	51% 4" Whole Grain Hamb Bun	Bulk Pack	60	57g	2	18g	250mg	\$0.1533	\$9.20
562	51% 4" Whole Grain Hamb Bun	Bulk Pack	30	57g	2	18g	250mg	\$0.1533	\$4.60
706	51% 3 ½" Whole Grain Hamb Bun	Bulk Pack	60	42g	1.5	13g	180mg	\$0.1467	\$8.80
722	51% Whole Grain Foot Long Hotdog Bun	Package	6	71g	2.5	23g	310mg	\$0.4167	\$2.50
725	51% 4" Whole Grain Hamb Bun 12 Count	Package	12	57g	2	18g	250mg	\$0.1533	\$1.84
801	51% Whole Grain ST-12 Small Hamb Bun	Package	12	28g	1	8g	120mg	\$0.1417	\$1.70
819	51% Whole Grain Split Top Dinner Roll	Package	12	28g	1	8g	120mg	\$0.1417	\$1.70
827	51% Whole Grain Split Top Dinner Roll -- Sliced	Package	12	28g	1	8g	120mg	\$0.1417	\$1.70
5091	51% 6" Whole Grain Hotdog Bun	Bulk Pack	60	57g	2	18g	250mg	\$0.1533	\$9.20
5150	51% 6" Whole Grain Steak Bun	Bulk Pack	24	71g	2.5	22g	310mg	\$0.1742	\$4.18
5151	51% 6" Whole Grain Hotdog Bun	Bulk Pack	30	57g	2	18g	250mg	\$0.1533	\$4.60
5152	51% Whole Grain Dinner Roll (Tea Biscuit)	Package	12	28g	1	9g	130mg	\$0.1792	\$2.15
1050	Whole Wheat Greek Style Pita 5"	Package/Case	12	56g	2	32.5g	238mg	\$0.2333	\$2.80
2741	1.2oz Mini Wheat Bagel	Package/Case	24	34g	1.25	10.44g	170mg	\$0.1533	\$3.68
1069	WG Star Thin	Package/Case	8	57g	2	16.82g	310mg	\$0.2500	\$2.00
947	MAYA 7" WHEAT TORTILLA	Package/Case	30	33g	1	19.99g	190mg	\$0.1167	\$3.50
996	55% Whole Grain English Muffin	Package	12	71g	1.75	16.91g	450mg	\$0.1667	\$2.00